

## Maths home learning tasks 22.6.20

Any answers that need recording can be recorded in the exercise book provided. You don't need to print out this document.

This week we are going to revise place value and numbers to 100. I have split them up into days. If you finish these activities quicker than the 5 days you can go onto these websites to find extra activities:

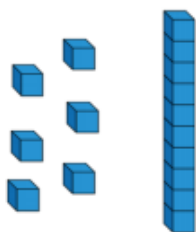
<https://classroom.thenational.academy/subjects-by-year/year-2/subjects/maths>

<https://whiterosemaths.com/homelearning/year-2/>

<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons>

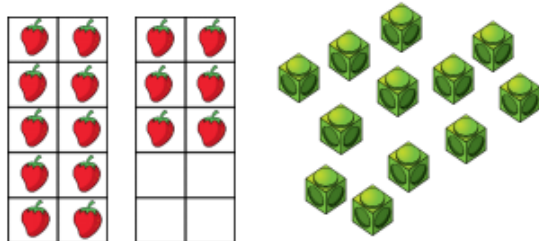
### Day 1

Jack says he has 61  
Is he correct?



Explain your reasoning.

Here are two sets of objects.



Which are easier to count?  
Explain your answer.

Each jar contains 10 cookies.



How many cookies are there altogether?

Write your answer in numerals and words.

What strategy did you use?

Did your partner use a different method?

What is the best strategy to use?

How many two digit numbers can you make using the digit cards?

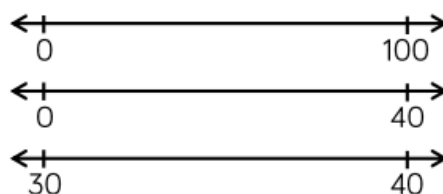


What is the largest number?  
Prove it by using concrete resources.

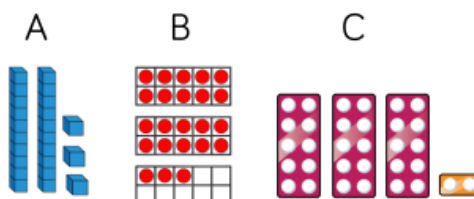
What is the smallest number?  
Prove it by using concrete resources.

Why can't the 0 be used as a tens number?

Where would 36 go on each of the number lines?

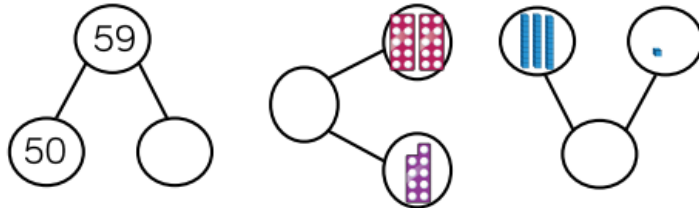


One of these images **does not** show 23  
Can you explain the mistake?

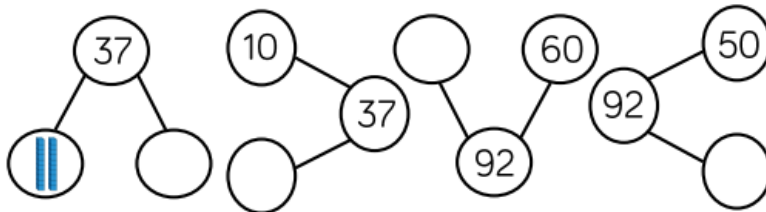


## Day 2

Complete the part-whole models.



Complete the part-whole models.



Teddy thinks that,



$$40 + 2 = 402$$

Explain the mistake he has made.

Can you show the correct answer using concrete resources?

Fill in the missing numbers.

$$1 \text{ ten} + 3 \text{ ones} = 13$$

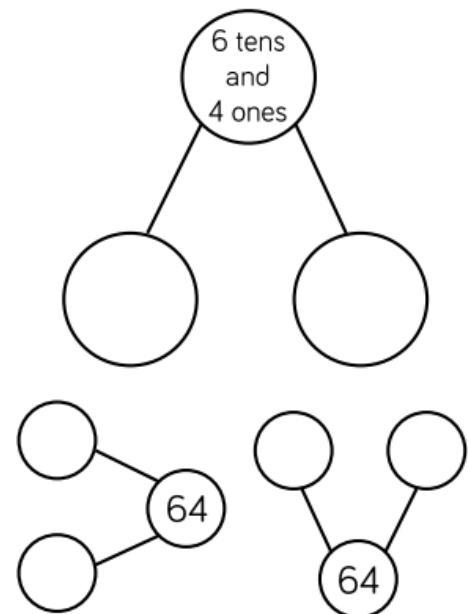
$$2 \text{ tens} + \underline{\quad} \text{ ones} = 23$$

$$3 \text{ tens} + 3 \text{ ones} = \underline{\quad}$$

$$\underline{\quad} \text{ tens} + 3 \text{ ones} = 43$$

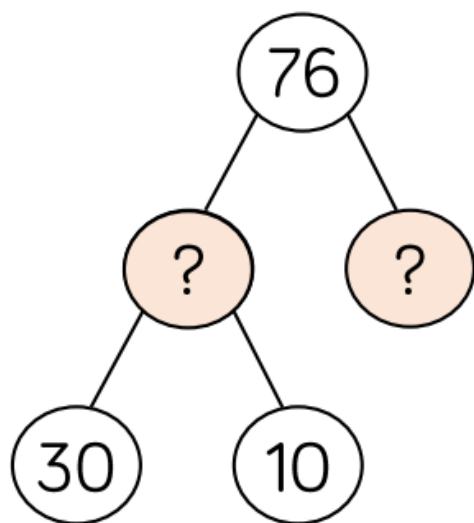
What would the next number in the pattern be?

Complete each part-whole model in a different way.

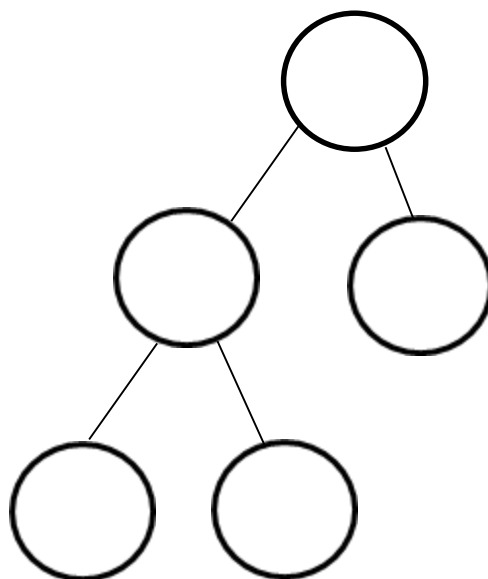


## Day 3

Complete the extended part-whole model.



Create your own extended part-whole model.

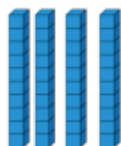


Rosie and Amir are comparing numbers they have made.

Rosie's number



Amir's number



My number is greater because I have more objects.

Is Rosie correct?

Explain your answer.

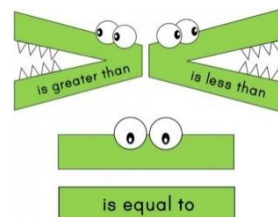
How many different numbers can go in the box?

$$13 < \square < 20$$

True or False?

One ten and twelve ones is bigger than 2 tens.

Explain how you know.



## Day 4)

Eva says,



When comparing numbers, the number with the highest number of ones is always the bigger number.

Do you agree?  
Give some examples to support your answer.

Mo has written a list of 2-digit numbers.



The digits of each number add up to five.  
None of the digits are zero.

Can you find all the numbers Mo could have written?

Write the numbers in order from smallest to largest.

What strategy did you use?

### What's my number?

Create clues for your partner to guess your number.

Use clues for the 10s number and the 1s number.

For example:

My number has an even number in the 10s column. My number has a number lower than 5 in the tens column.

Here are some games to help you practise using 10's and 1's (place value):

<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>

<https://www.topmarks.co.uk/place-value/place-value-charts>

<https://www.topmarks.co.uk/maths-games/daily10>

<http://www.ictgames.com/sharkNumbers/mobile/index.html>

## Day 5

Practise counting in 2's, 5's 10's and 3's. If you can do this then you can start to practise your times tables.

You can practise your times tables with the hit the button game. Start with the 2 times table, then the 10's and then the 5's. If you can answer times table questions (out of order), then you can move onto the 3 times tables.

<https://www.topmarks.co.uk/maths-games/hit-the-button>