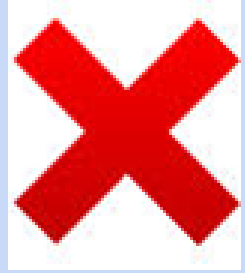


Hello Year 2!



This PowerPoint contains five morning maths and maths sessions for you to complete this week.



Remember you can draw pictures, use part whole models and number lines to help with your working out.



Morning maths

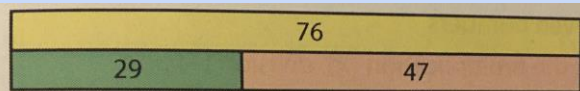
11.5.20

1. $8 + 15 =$

1. $24 + 18 =$

1. $69 + 24 =$

1. $45 + 36 =$



Using the bar model complete the four number sentences.

+ =

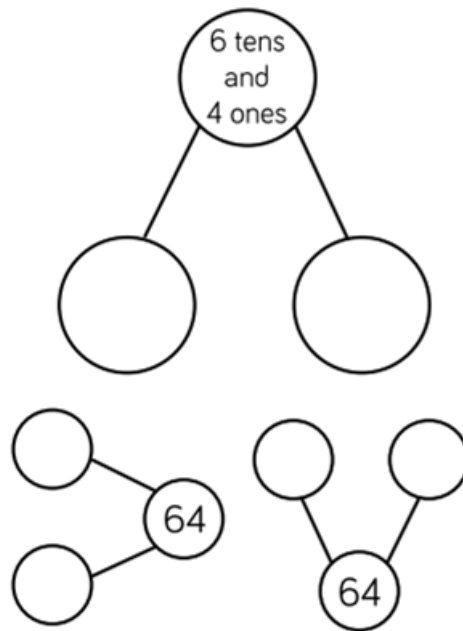
+ =

- =

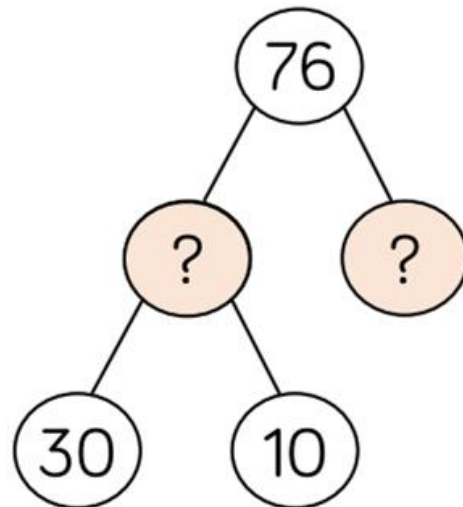
- =

Challenge

Complete each part-whole model in a different way.



Complete the extended part-whole model.



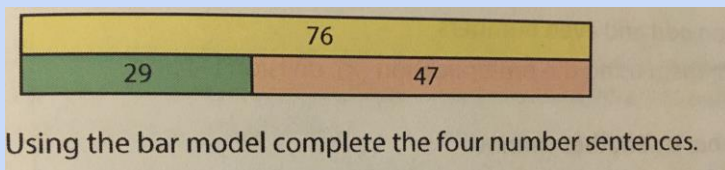
Morning maths **Answers**

1. $8 + 15 = 23$

1. $24 + 18 = 42$

1. $69 + 24 = 93$

1. $45 + 36 = 81$



$$29 + 47 = 76$$

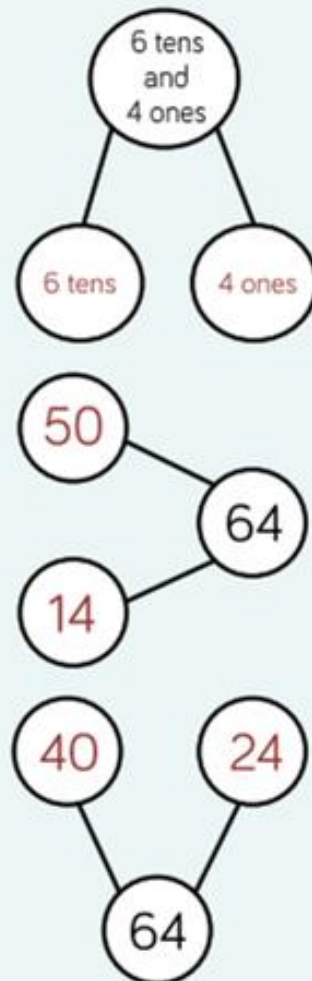
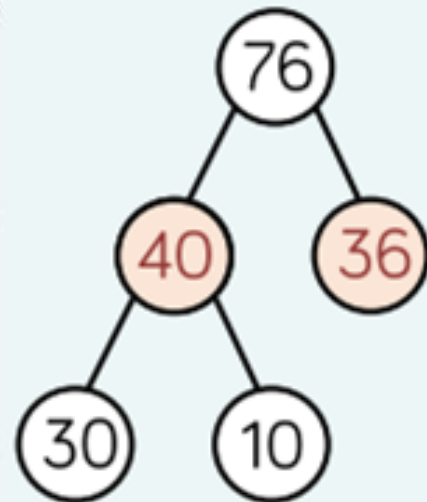
$$47 + 29 = 76$$

$$76 - 47 = 29$$

$$76 - 29 = 47$$

11.5.20

Challenge



Maths

Monday 11th May

St Catherine's Classroom Beliefs

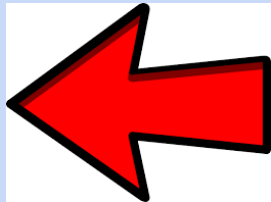
- Mistakes are valuable.
- Everyone can learn maths to the highest level.
- Questions are really important.
- Depth is more important than speed.
- Maths is about making connections.



WALT: describe movement

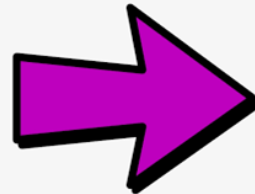
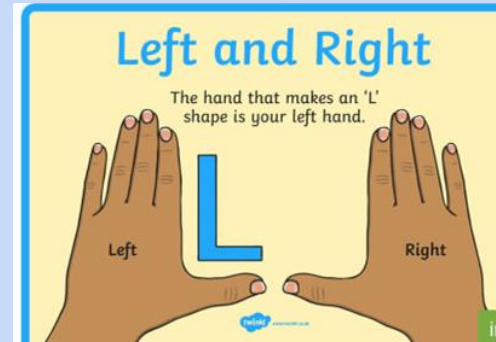
Today's lesson will focus on using the language 'forwards', 'backwards', 'up', 'down', 'left' and 'right' to describe movement in a straight line.

Before you start today's activities, it might be useful to make some arrow posters showing which direction is 'left' and which direction is 'right'.

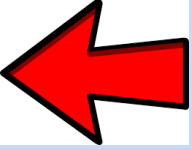


left

right

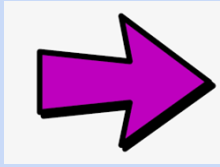


<https://www.bbc.co.uk/bitesize/clips/zf7xn39>



left

Activity 1

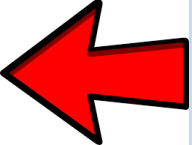


right

Using the words 'forwards', 'backwards', 'left' and 'right', give someone in your house some instructions to follow when moving around the house/garden.

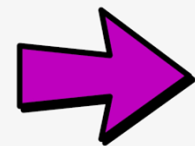
Remember to tell them how many steps to take. E.g. 2 steps forwards, 1 step right.





left

Activity 2



right

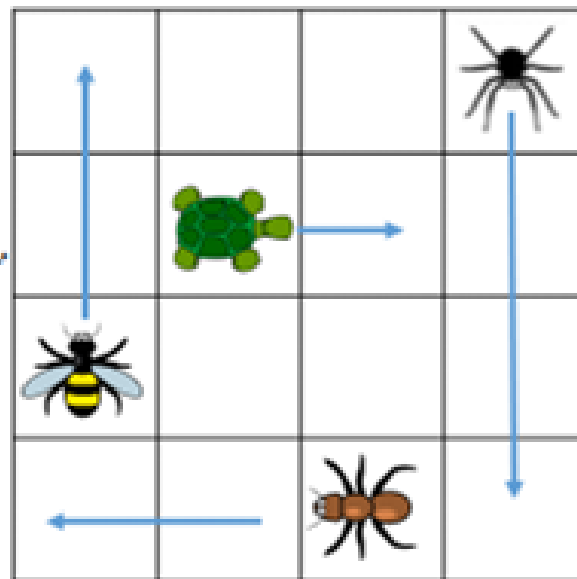
Look at the grid below. Can you complete the sentences to describe the animals movements?

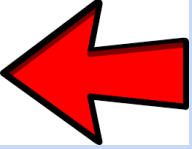
The  has moved 1 square _____.

The  has moved ____ squares _____.

The _____ has moved 2 squares up.

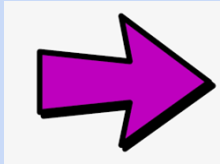
The _____ has moved ____ squares down.





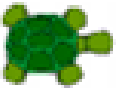
left

Look at the grid below. Can you complete the sentences to describe the animals movements?



right

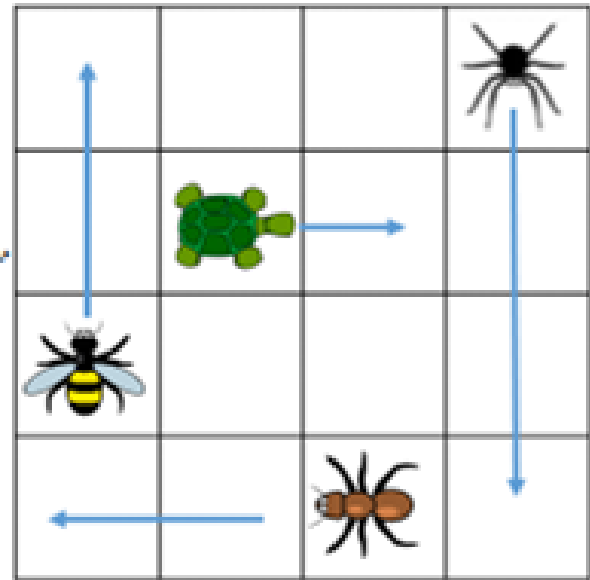
Answers

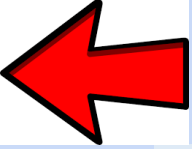
The  has moved 1 square right.

The  has moved 2 squares left.

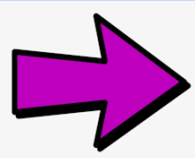
The wasp has moved 2 squares up.

The spider has moved 3 squares down.





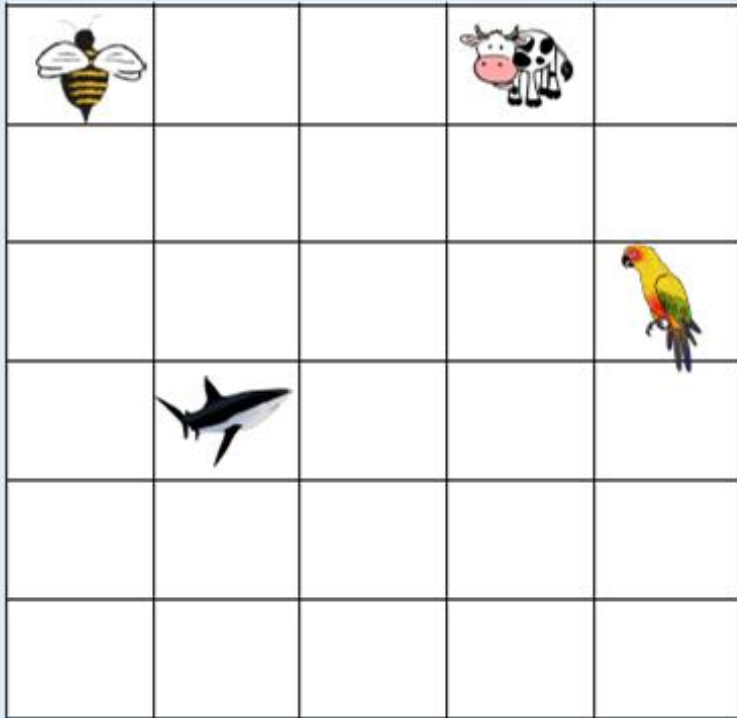
Activity 3



left

Record these movements on the grid using arrows.

right



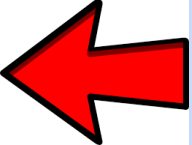
The  moves 1 square forward.

The  moves 3 squares left.

The  moves 2 squares right.

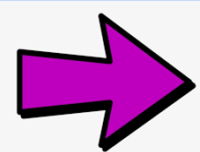
The  moves 4 squares backwards.

Handy Hint - look carefully at the direction the animals are facing! If the animals are moving '**Forwards**' it would describe them moving in the direction they are facing.



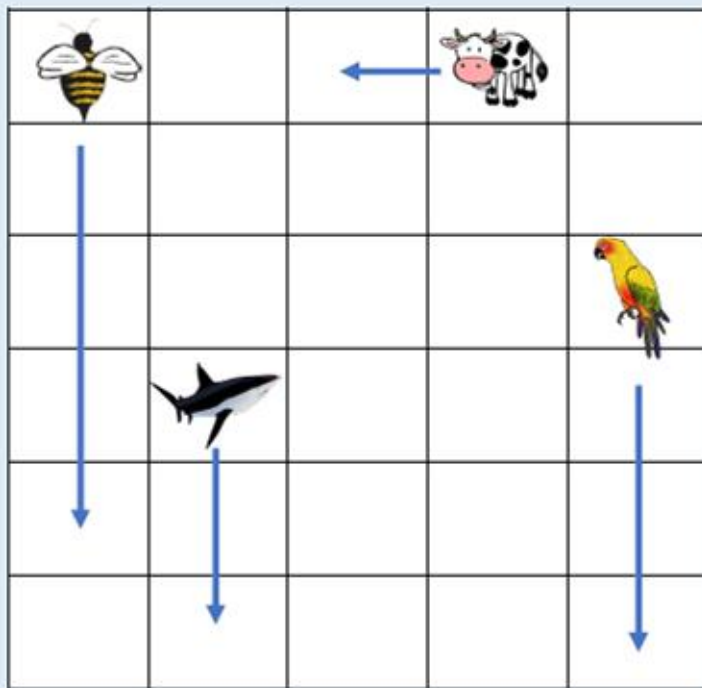
left

Answers



right

Record these movements on the grid using arrows.



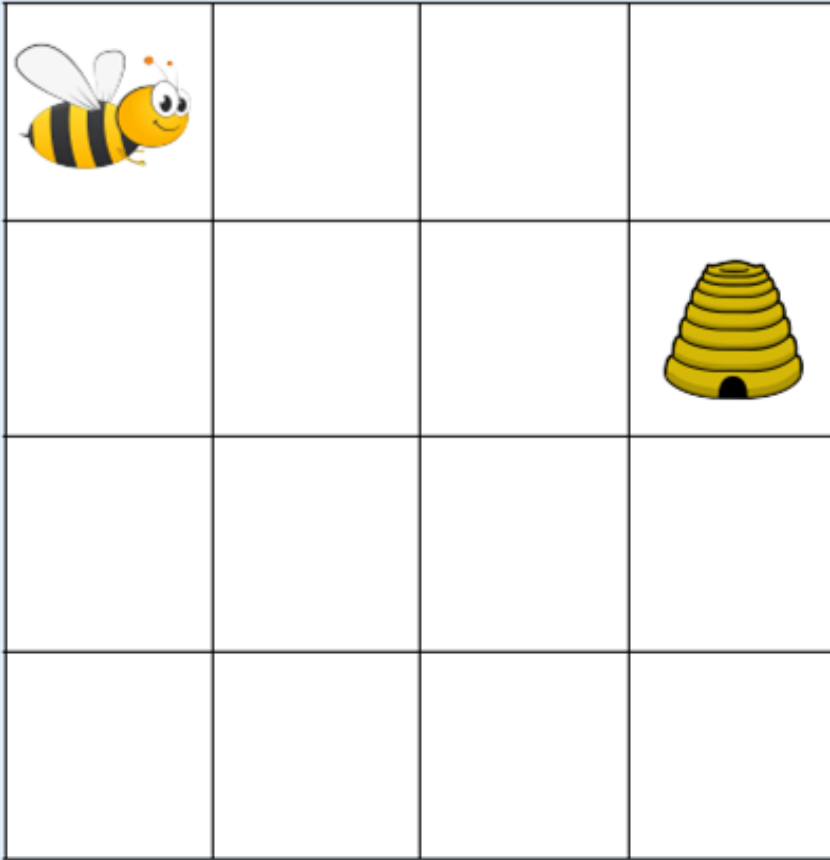
The  moves 1 square forward.

The  moves 3 squares left.

The  moves 2 squares right.

The  moves 4 squares backwards.

Activity 4



How many different routes can you plot for the bee to get to the hive?

Use the words forwards, backwards, left and right.

You might find it helpful to copy the grid onto a piece of paper or print this slide so children can record their different routes. :)

Morning maths

12.5.20

1. $8 + 6 + 2 =$

1. $71 - 50 =$

1. $__ = 30 + 20 + 20$

1. $6 \times 2 =$

1. $55 \div 5 =$

1. $50 \div 10 =$

1. $85 - 35 =$

1. $\frac{1}{4}$ of 16 =

Challenge

How many different numbers can go in the box?

$$13 < \boxed{} < 20$$

Morning maths Answers

12.5.20

1. $8 + 6 + 2 = 16$

1. $71 - 50 = 21$

1. $70 = 30 + 20 + 20$

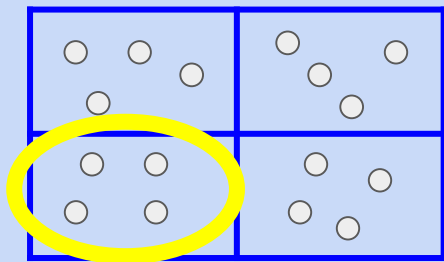
1. $6 \times 2 = 12$

1. $55 \div 5 = 11$

1. $120 \div 10 = 12$

1. $85 - 35 = 50$

1. $\frac{1}{4}$ of 16 = 4



Challenge

How many different numbers can go in the box?

$$13 < \square < 20$$

There are 6 possible answers:
14, 15, 16, 17, 18, 19

Maths

Tuesday 12th May

St Catherine's Classroom Beliefs

- Mistakes are valuable.
- Everyone can learn maths to the highest level.
- Questions are really important.
- Depth is more important than speed.
- Maths is about making connections.



WALT: describe turns

Today we are going to be describing turns using the terms 'full turn', 'half turn', 'quarter turn', three-quarter turn', 'clockwise' and 'anticlockwise.'



Clockwise and Anticlockwise

These arrows show
clockwise direction.



Clockwise is the same direction the hands
of a clock move.

These arrows show
anticlockwise direction.



Anticlockwise is the opposite direction to
which the hands of a clock move.

Half Turn and Quarter Turn

When we describe direction, we can use the language of '**quarter turn**' and '**half turn**'.

Quarter Turn



Half Turn



Quarter Turn

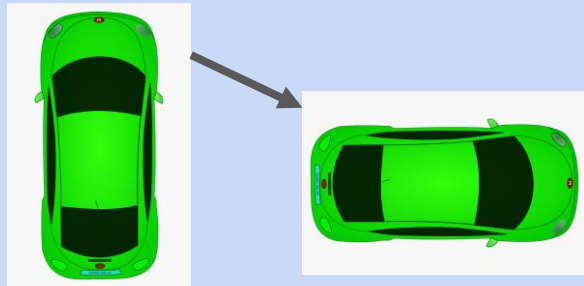
A quarter turn or rotation of one right angle.

One right angle = **90 degrees**

1 right angle

90°

quarter-turn
clockwise



Quarter Turn

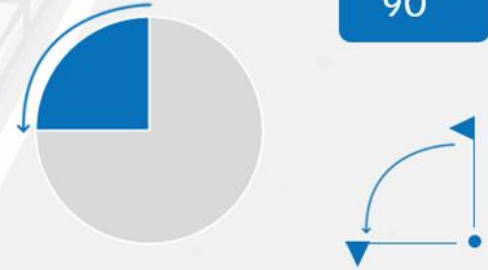
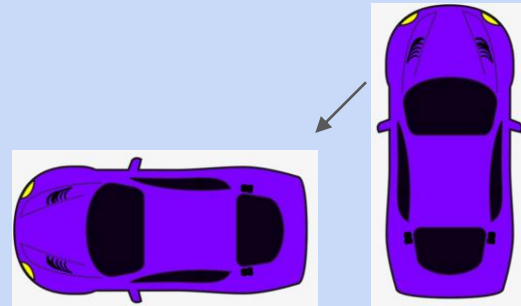
A quarter turn or rotation of one right angle.

One right angle = **90 degrees**

1 right angle

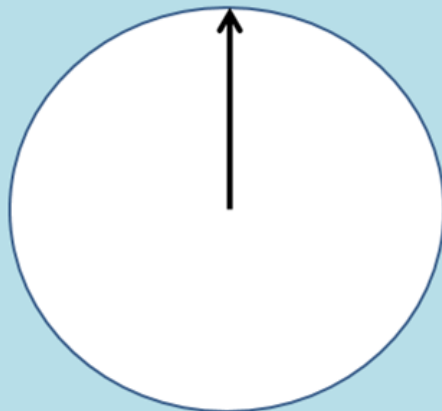
90°

quarter-turn
anticlockwise



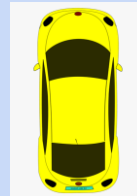
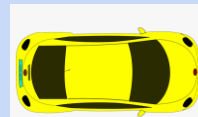
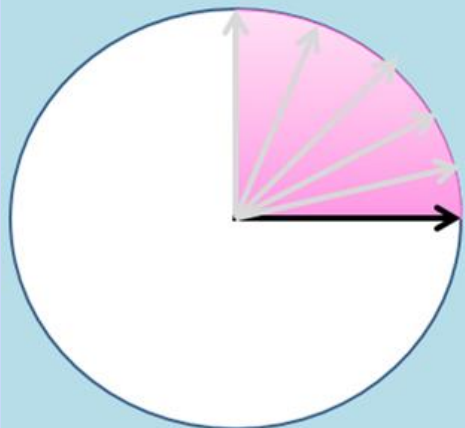
Activity 1

Practice making these turns with your body.

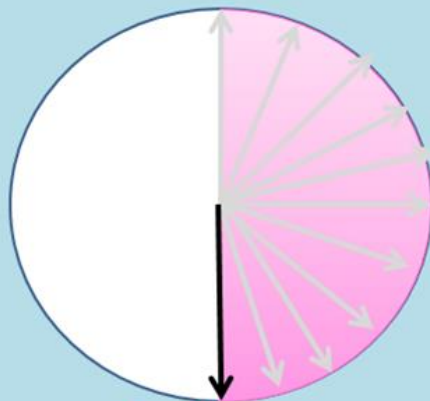


Start

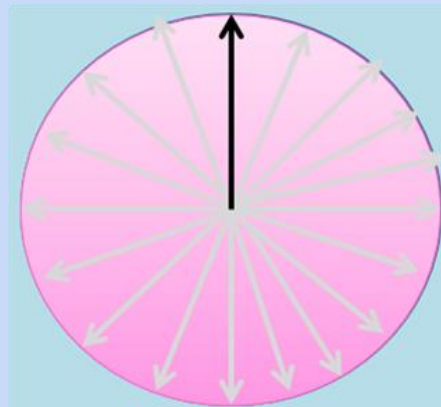
You could also practice these turns with a toy car or doll.



quarter turn



half turn



A whole turn

Activity 2

Match the turn to the description.



A full turn.



A quarter turn
clockwise



A half turn
anticlockwise

Answers

Match the turn to the description



A full turn.

A quarter turn
clockwise

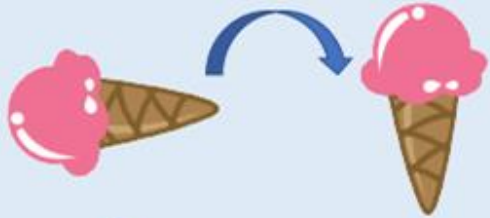
A half turn
anticlockwise

Activity 3

Describe how the object has turned each time.



The ice cream has made a _____ turn _____.



The ice cream has made a _____ turn _____.



The ice cream has made a _____ turn _____.

We would suggest you draw and cut out a picture of an ice cream, so children can actually turn it to work out the answers.

Key words

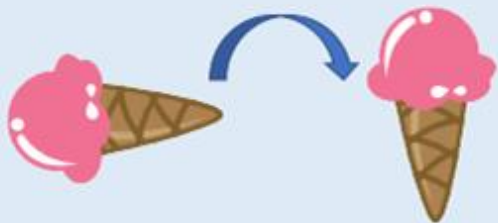
- Clockwise
- Anticlockwise
- Half
- Quarter
- full

Answers

Describe how the object has turned each time.



The ice cream has made a half turn clockwise.



The ice cream has made a quarter turn clockwise.



The ice cream has made a quarter turn anticlockwise.

Challenge

Time to get your 'thinking hats' on!



Again, we would suggest you draw and cut out pictures of the shapes, so you can actually turn it to find as many answers as possible.

Look at the number shape below:



How could the number shape have turned?

Describe all possibilities.

Possible answers

1. No turn

1. Quarter/ half/ three-quarter or full turn clockwise

1. Quarter/ half/ three-quarter or full turn anticlockwise

Did you find them all?
Well done everyone! You have
worked hard today.



Morning maths

13.5.20

1. Half of 8 =

1. Half of 16 =

1. Double 5 =

1. Double 7 =

1. $25 + 25 =$

1. $\underline{\quad} + 6 = 13$

1. $5 + 67 =$

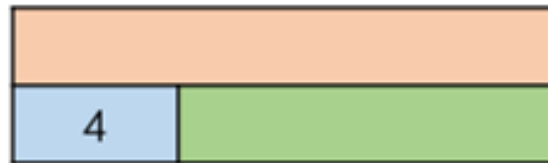
1. $29 + 4 =$

2. $99 + 2 =$

3. $44 + 36 =$

Challenge

Here is an incomplete bar model.
The total is greater than 10 but less than 20
What could the missing numbers be?
How many different combinations can you find?



Morning maths

13.5.20

1. Half of 8 = 4

1. Half of 16 = 8

1. Double 5 = 10

1. Double 7 = 14

1. $25 + 25 = 50$

1. $7 + 6 = 13$

1. $5 + 67 = 72$

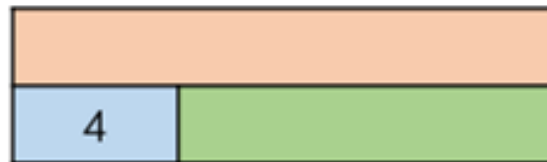
1. $29 + 4 = 33$

2. $99 + 2 = 101$

3. $44 + 36 = 80$

Challenge

Here is an incomplete bar model.
The total is greater than 10 but less than 20
What could the missing numbers be?
How many different combinations can you find?



7 and 11
8 and 12
9 and 13
10 and 14
11 and 15
12 and 16
13 and 17
14 and 18
15 and 19

Maths

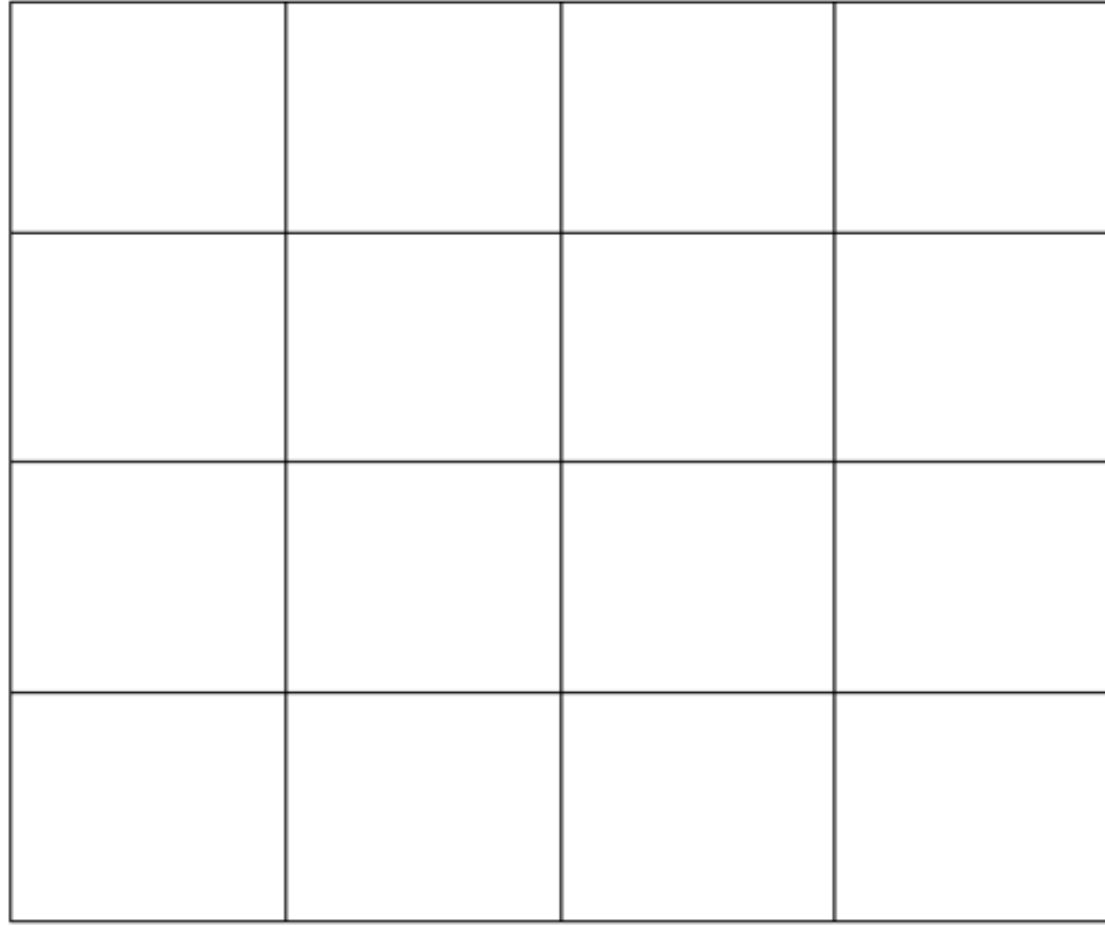
Wednesday 13th May

St Catherine's Classroom Beliefs

- Mistakes are valuable.
- Everyone can learn maths to the highest level.
- Questions are really important.
- Depth is more important than speed.
- Maths is about making connections.



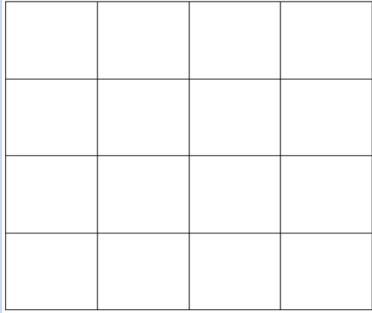
Honey Pot Challenge



For today's lesson, you will need this grid, a picture of a bear and a honey pot.

You could create your own version of the grid and pictures, or print this slide and cut out the bear and honey pot ready to start!

Honey Pot Challenge



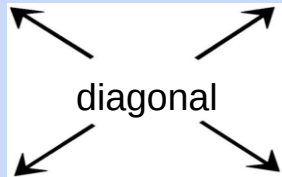
up



down



right



1. Place the honey pot anywhere on the grid. Decide where on the outside of the grid, the bear is going to start. Give the bear directions on how to get to the honey (forwards one square....make a quarter turn clockwise/ turn right.....go down one square etc)
1. Put the honey pot in the bottom right corner of the grid and the bear in the top left corner of the grid. The bear is not allowed to move diagonally.
What is the **shortest route** the bear could take to get the honey?
What is the **longest route** the bear could take to get the honey?
(count the squares the bear would have to visit)
1. You decide where to place the honey pot and where the bear will start BUT the bear has to visit every square on the grid to get to the honey. Is there more than one way of making this happen?

Morning maths

Handy Hint!

Sometimes creating a story for a calculation can help us to understand what it is asking us to do.

For example, Qu1- Mrs Stevens has 24 jam tarts and she shares them equally between 2 friends. How many jam tarts do they get each?

1. $24 \div 2 =$

1. $15 \div 3 =$

1. $60 \div 10 =$

1. $40 \div 5 =$

1. $30 \div 5 =$

14.5.20

Challenge

- 6 Rosie is holding a 3-D shape.
She is counting the number of 2-D faces she can see.



I can see 4 rectangles and
2 squares.

What shape is Rosie holding?

Extension - Describe other 3D shapes using the correct language.

Faces

vertices

edges

Can someone at home guess which shape you are describing?

Morning maths Answers

14.5.20

Handy Hint!

Sometimes creating a story for a calculation can help us to understand what it is asking us to do.

For example, Qu1- Mrs Stevens has 24 jam tarts and she shares them equally between 2 friends. How many jam tarts do they get each?

1. $24 \div 2 = 12$

1. $15 \div 3 = 5$

1. $60 \div 10 = 6$

1. $40 \div 5 = 8$

1. $30 \div 5 = 6$

Challenge

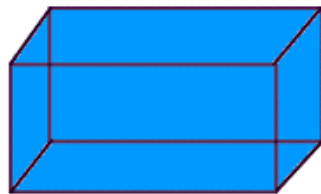
- 6 Rosie is holding a 3-D shape.
She is counting the number of 2-D faces she can see.



I can see 4 rectangles and 2 squares.

What shape is Rosie holding?

Rosie is describing a cuboid.



Cuboid

Maths

Thursday 14th May

St Catherine's Classroom Beliefs

- Mistakes are valuable.
- Everyone can learn maths to the highest level.
- Questions are really important.
- Depth is more important than speed.
- Maths is about making connections.



WALT: give accurate directions

Before we start, get your My Maths log in details ready. These were provided in your first work pack



My Maths activity

Lesson: Position and turning

To start the lesson, click on the image to the right of the screen. This will take you to an interactive lesson. This lesson will help children consolidate what they have learnt over the past three lessons and introduce other mathematical language that can be used when giving directions.

Click on the next buttons at the bottom of the page to move your learning on and take part in the mini-quizzes along the way to check your understanding.

Lesson | Position and turning

	Chapter title	
1	1 Clockwise and anticlockwise >	1
2	2 Right angles >	2
3	3 Sorting shapes with right angles >	3
4	4 Giving directions - left and right >	4
5	5 The maze >	5
6	6 Driving your car >	6
7	7 Points of a compass >	7
8	8 Beat the clock >	8

Objectives:

- Understanding what a right angle is
- Understanding the terms clockwise, anticlockwise, left and right
- Understanding the basic points of a compass

Oxford University Press 2018 Menu

Recap...

Clockwise and Anticlockwise

These arrows show
clockwise direction.

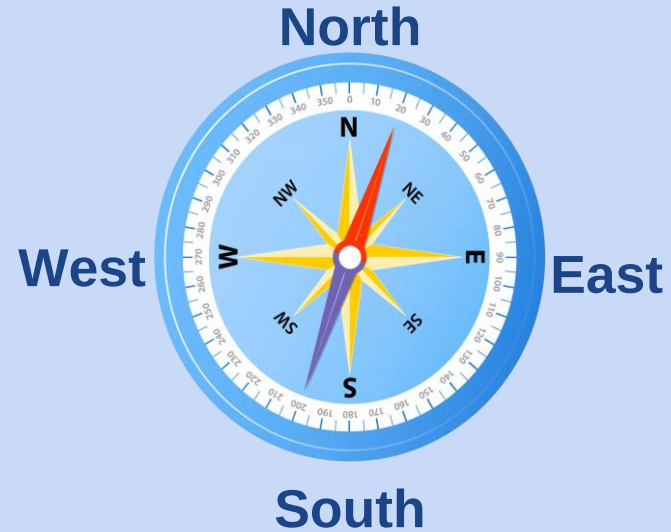


Clockwise is the same direction the hands of a clock move.

These arrows show
anticlockwise direction.



Anticlockwise is the opposite direction to which the hands of a clock move.





1

2

3

4

5

6

7

8

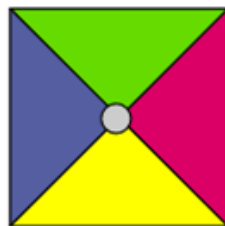
A right angle is the angle made when doing a quarter of a full turn.

This spinner has turned through a quarter turn.

It has turned through a right angle.

This is a right angle.

It is like a corner on a rectangle.



1

2

3

4

5

6

7

8

 Online Homework

Position and turning

SaveMenu

Q1Q1 – Turning and right anglesSt Catherines CE Primary |

04

Which direction are these spinners turning?

Q204

clockwiseanticlockwise

No calc

clockwiseanticlockwise

Total08

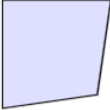
clockwiseanticlockwise

Click to tick the box of each shape that has at least one right angle.

☐



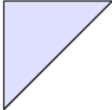
☐



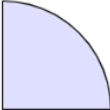
☐



☐



☐



[2]

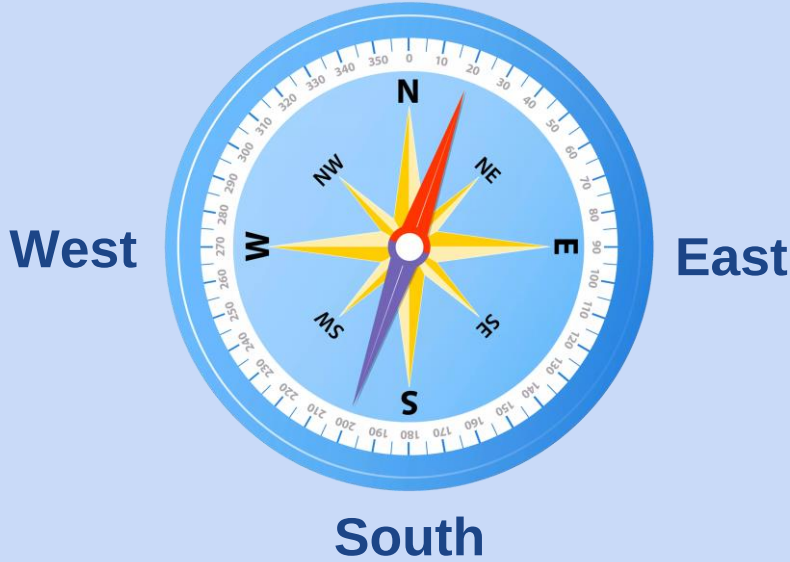
[2]

Mark it

Now click the image on the left of the screen, this will take you to an online homework where you can test your understanding.

Have a go at the questions and then click 'Mark it' to see how you have go on. Your login details for My Maths were sent home in your first work pack - make sure you log in so we can see how you are getting on.

North



Further Task

Why not create your own memorable rhyme to help you remember the four main points on a compass?

As long as you can remember it, it can be as silly as you like!

Mrs Stevens remembers them by using this rhyme...



Never **E**at **S**hredded **W**heat!

Morning Maths



15.5.20

Draw coins

Write +
sentences

Write x
calculations.

How many ways can you make 65p?

Extra challenge
- how many
ways can you
find **only using
silver coins?**

Can you use lots
of the same
coin?

Can you use a
collection of different
coins to make the
same amount?

Maths

Friday 15th May

St Catherine's Classroom Beliefs

- Mistakes are valuable.
- Everyone can learn maths to the highest level.
- Questions are really important.
- Depth is more important than speed.
- Maths is about making connections.



Guess my number!



Take it in turns to think of a number between 1-100, but don't show anyone else your number.

Play guess my number by giving people clues about your number but you mustn't say the number! The vocabulary below might help you with the clues you choose to give.

odd	even	more than	less than
two digit	tens	ones	in between

Discover

WALT: describing movement and turns

- 1 a) Help the  reach the treasure safely.
Write instructions to get him to the treasure.

Use these words: forwards, backwards, clockwise, anticlockwise, quarter turn.

Answers

a) To get the treasure, the  needs to move

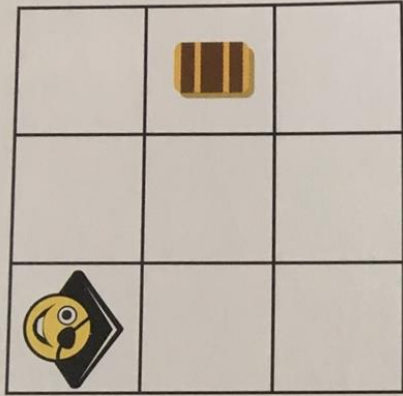
forwards 2

quarter turn
clockwise

forwards 1



Activity 2



Put the sentences in the correct order to show how the pirate can get to the treasure chest. Use 1st, 2nd, 3rd.

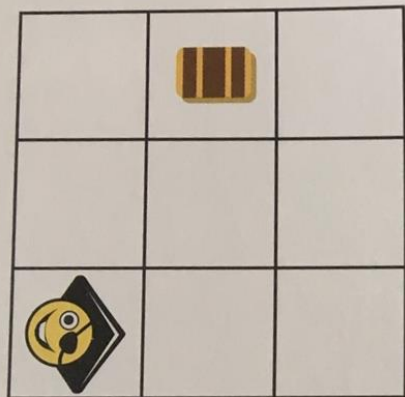


Go forwards 2 spaces

Make a quarter turn anticlockwise

Go forwards 1 space

Activity 2 Answers



Put the sentences in the correct order to show how the pirate can get to the treasure chest. Use 1st, 2nd, 3rd.

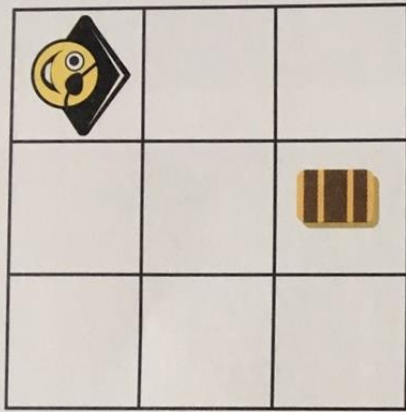


Go forwards 2 spaces **3**

Make a quarter turn anticlockwise **2**

Go forwards 1 space **1**

2



Activity 3

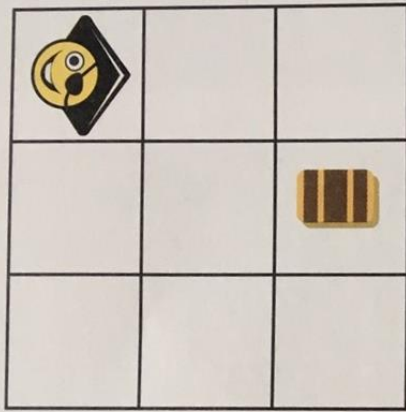
Complete the sentences to describe how the pirate can get to the treasure chest.

Go _____  spaces.

Make a _____ turn _____ .

Go _____  space.

2



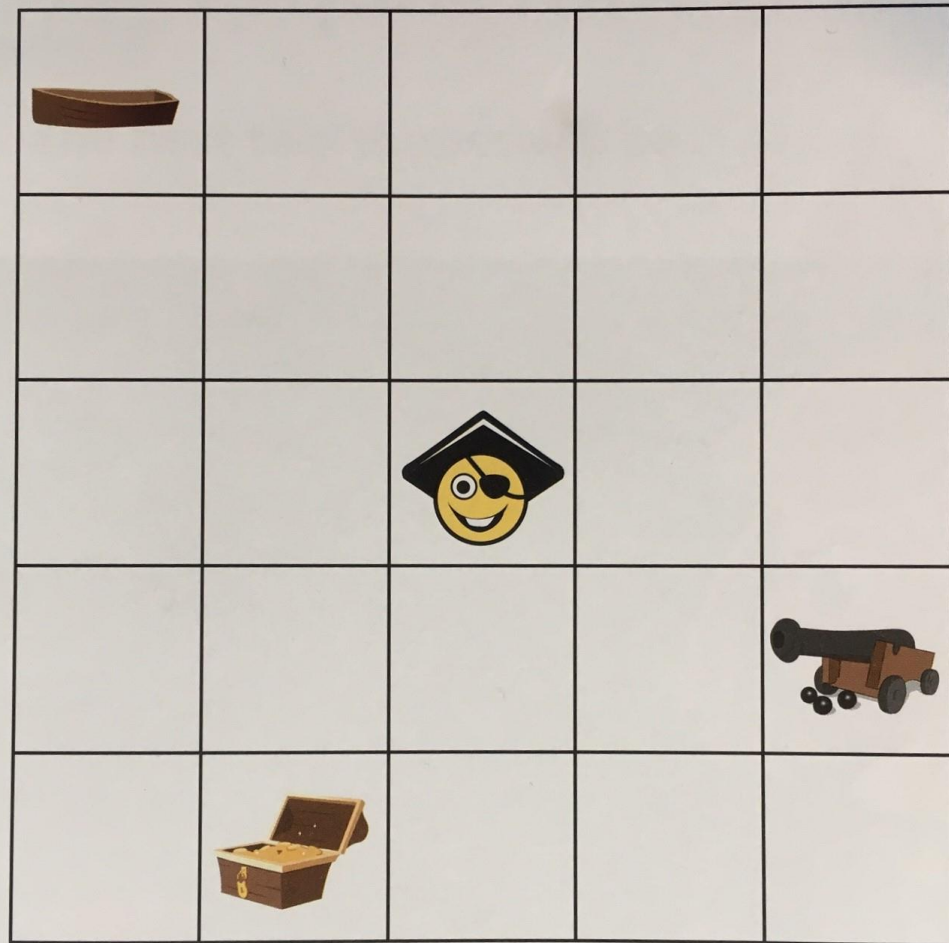
Activity 3 Answers

Complete the sentences to describe how the pirate can get to the treasure chest.

Go forwards 2 spaces.

Make a quarter turn clockwise .

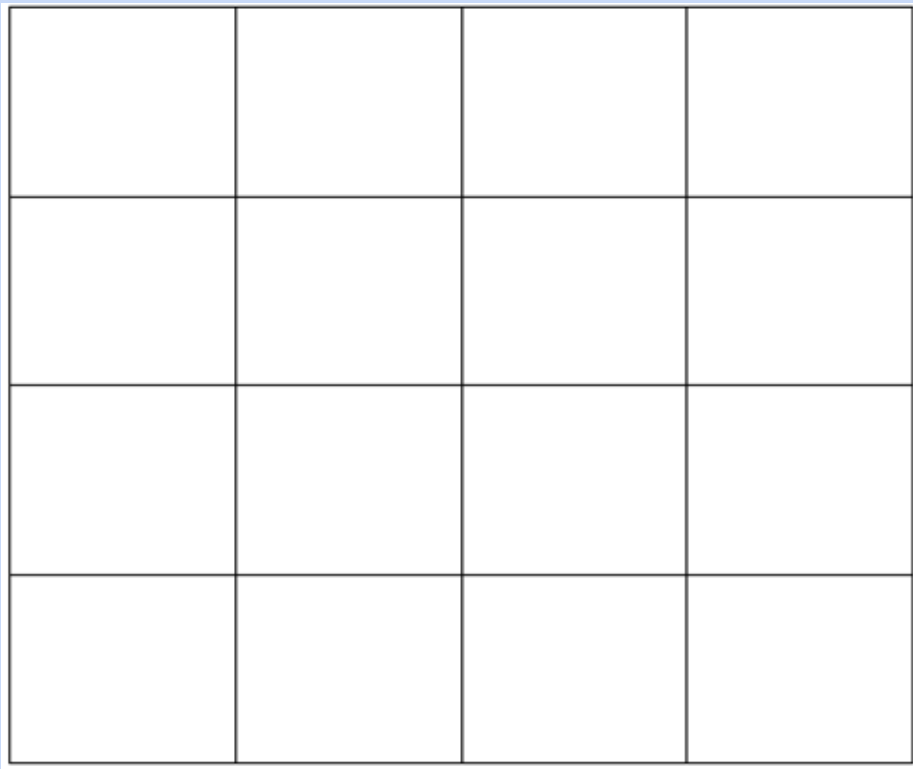
Go forwards 1 space.



Activity 4

Follow these instructions and see where the pirate ends up.

- 1 step forwards
- Quarter turn anticlockwise
- 2 steps forwards
- Three quarter turn anticlockwise
- 1 step forwards



Further Task

Why not have a go at making your own treasure map?

1. Draw a grid
2. Label the 'start' square and decide where the treasure will be hidden. 'X marks the spot!'
3. You could even add extra symbols/pictures to your map to make it harder to navigate around.
4. Write some instructions to find the treasure.
5. Ask an adult or an older sibling to follow the instructions and see if they are accurate! :)

forwards

backwards

clockwise

anticlockwise

half turn

quarter turn

three quarter turn