Hello Year 2!

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

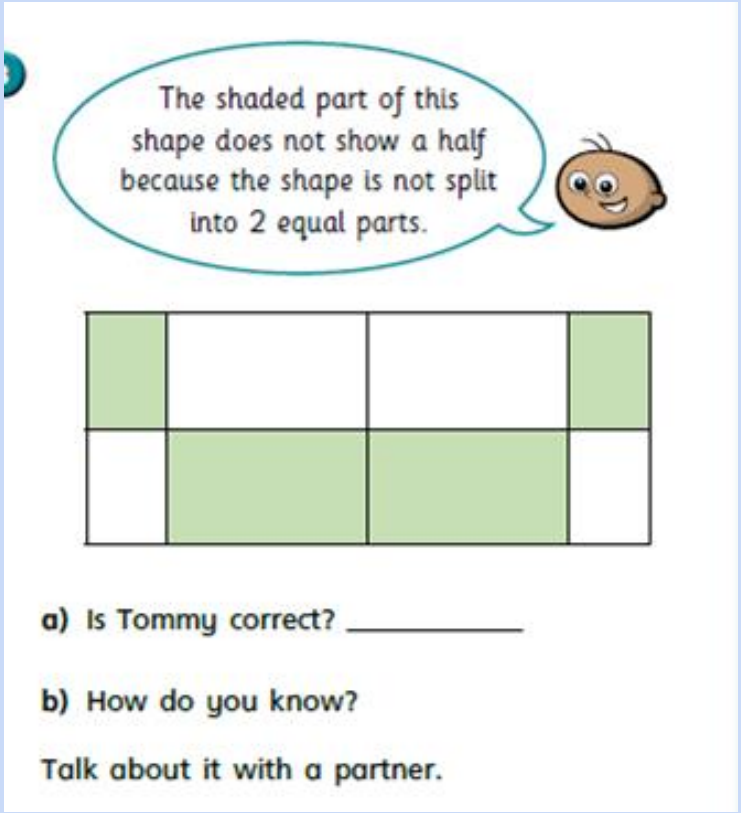
Remember you can draw pictures, use part whole models and number lines to help with your working out.

Morning maths

27.4.20

1. 43 + 7 =
1. 32 + 18 =
1. 64 - 12 =
1. 59 - 27 =
1. 27 + __ + 1 = 88
1. 20 + 20 + ___ 100
1. Double 10 =
2. Double 7 =
3. Double 15 =

Challenge



Maths

Monday 27th April

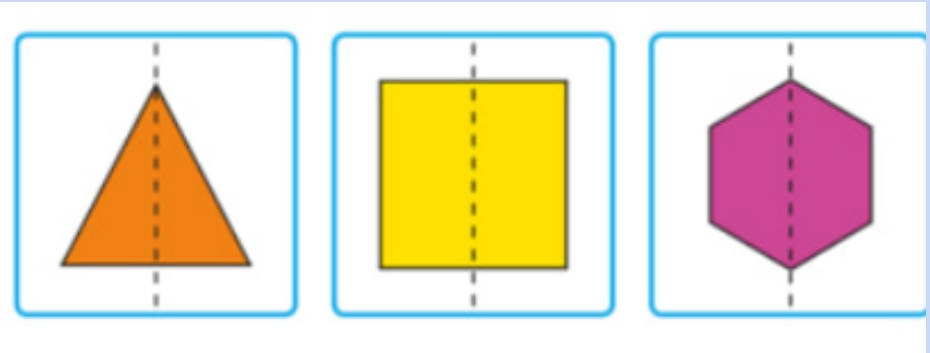
St Catherine's Classroom Beliefs

- 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.

St Catherine's
CE PRIMARY SCHOOL

WALT: identify a line of symmetry

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



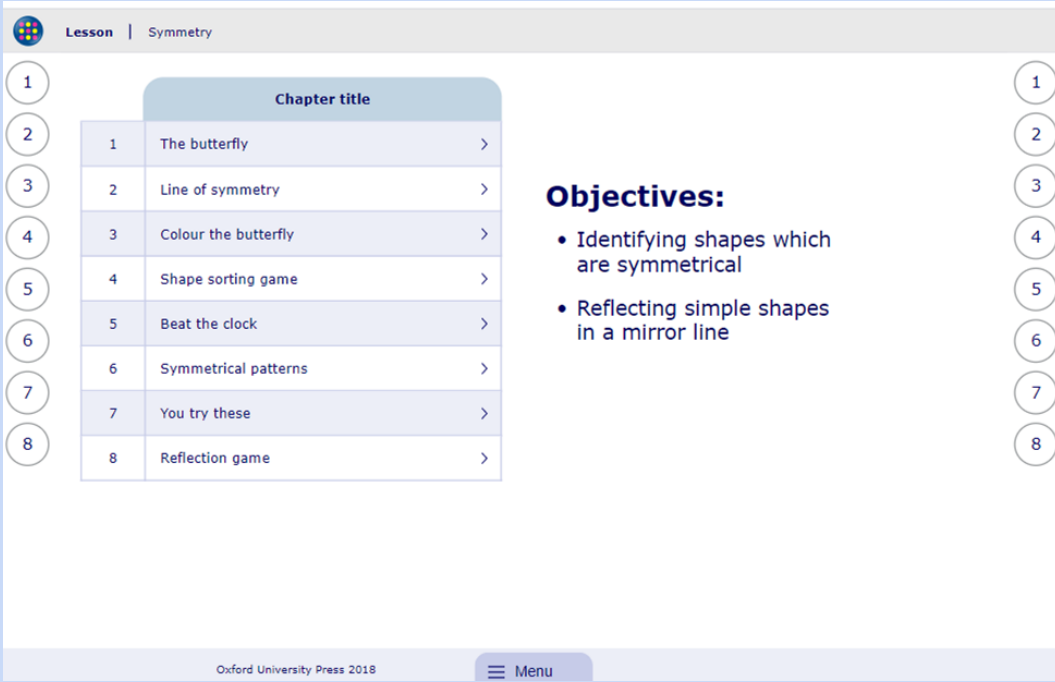
WALT: identify a line of symmetry

My Maths activity

Lesson: Symmetry

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 look at identifying lines of symmetry and making symmetrical patterns.

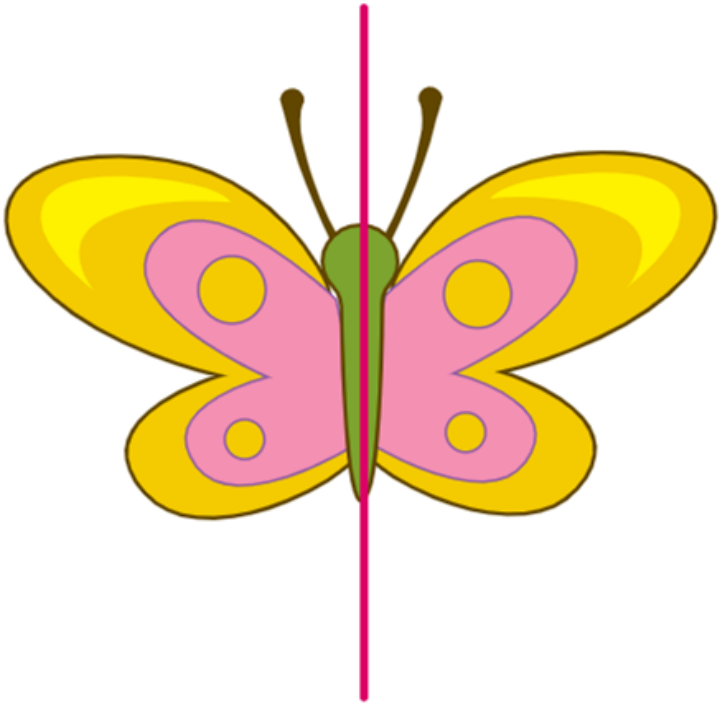
Click on the next buttons at the bottom of the page to move your learning on and take part in the mini-quizzes along the way to check your understanding.

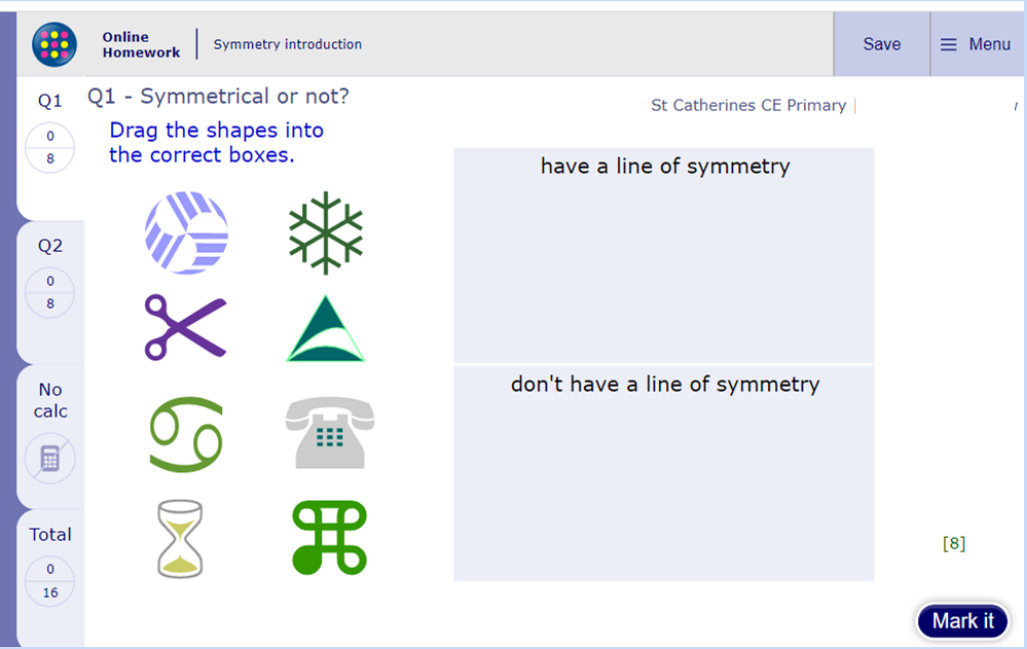


Recap….

Shapes which can be divided into two equal parts are called symmetrical.

The dividing line is called the line of symmetry.





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.

Activity

Can you create your own symmetrical picture or pattern? You could paint, draw or chalk you pattern. Just remember both sides have to be symmetrical.

Challenge

Can you find any symmetrical patterns in nature? Have a look out for objects in your garden or when you go out for your daily exercise?



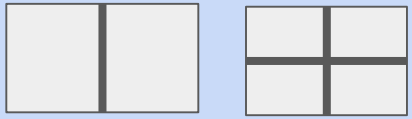




Morning maths

28.4.20

Don't forget to use your rectangle to help work out fractions of amounts!



1. ½ of 6 =
1. ½ of 18=
1. ¼ of 16 =
1. ¼ of 24=
1. ¼ of 40 =
1. 4 x 5p =
1. ___ x 5p= 30p
1. 7 x £1 =
2. ___ x £2 = £16
3. ___ x £10 = £30

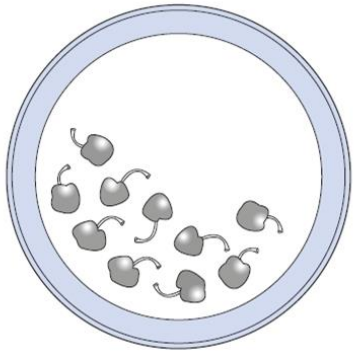
Challenge

Here are half of Annie's sweets.



How many sweets does Annie have in total?

Desi had some cherries.
He ate **half** of them.
These are the cherries he **left**.
How many cherries did he start with?



Maths

Tuesday 28th April

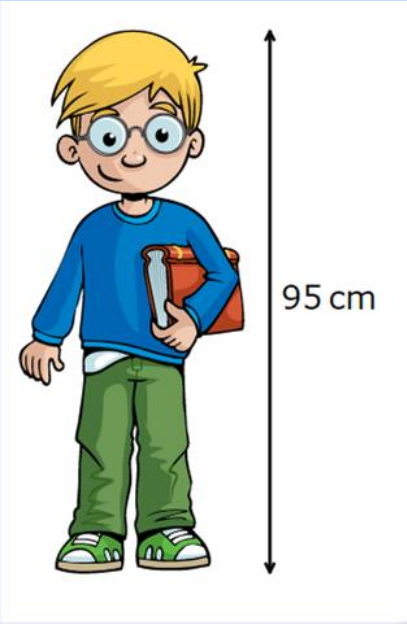
St Catherine's Classroom Beliefs

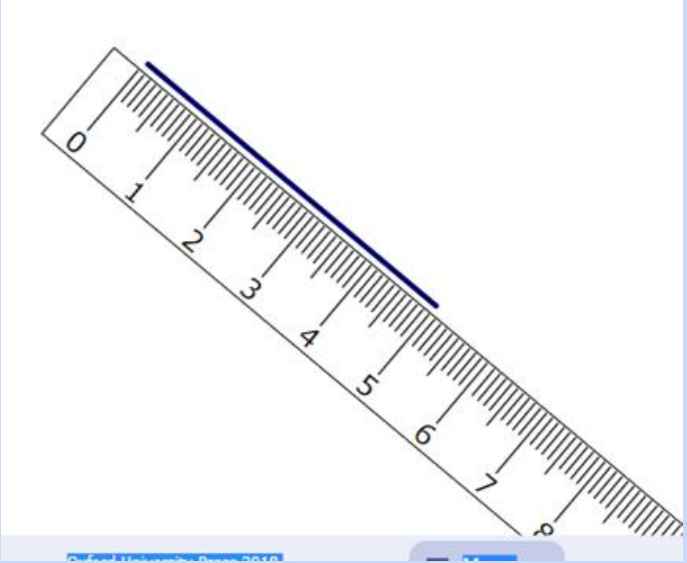
- Mistakes are valuable.
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- Questions are really important.
- Depth is more important than speed.
- Maths is about making connections.

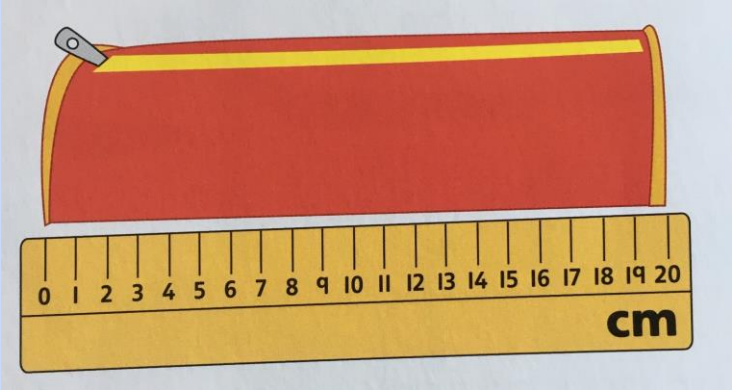
St Catherine's
CE PRIMARY SCHOOL

WALT: measure length

We use length to measure how **tall** or **long** something is.

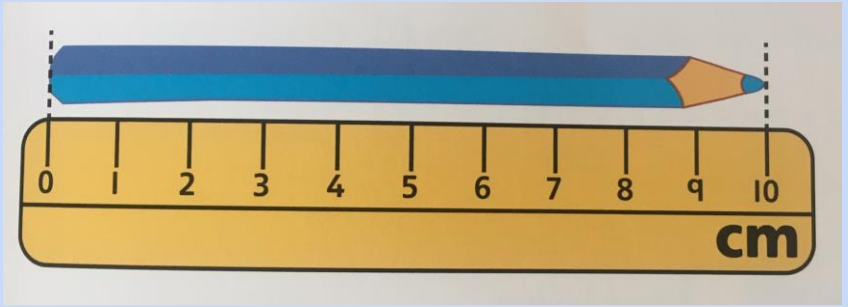






Top tips for measuring using a ruler

- Make sure you're using the 'cm' side of the ruler.
- Try to get the 0 at the edge of the object you are measuring.
- Look at the other edge of the object you are measuring and read the measurement carefully.
- Keep the ruler straight.



1 How long is the pen to the nearest centimetre?



The pen is ☐ cm long.

2 How tall is the doll to the nearest centimetre?

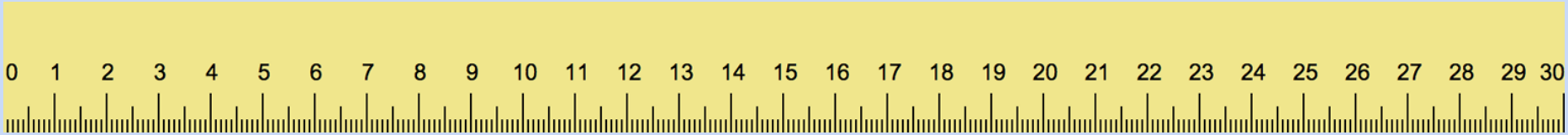


☐ cm

Remember to hold the ruler still to make sure each line is straight!

Draw a line that is:

- 5 cm long
- 8 cm long
- Longer than 4 cm but shorter than 7 cm



Discussion

Mo has used the ruler to measure the length of the car.



Mo says the car is 8 centimetres long.

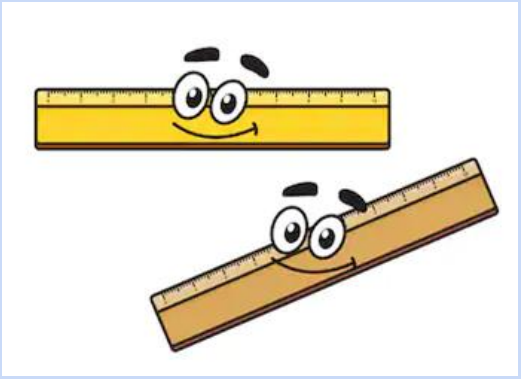
Do you agree?

Explain your answer.

Activity

Find and measure the **length** of different items around your house.

Can you find objects that could be sorted into the table below?



Longer than 20cm	Shorter than 8cm

Remember... cm = centimetres.

Morning maths

29.4.20

1. Half of 6 =
1. Half of 10 =
1. Double 2 =
1. Double 9 =
1. 15 + 15 =
1. ___ + 8 = 12
1. 7 + 84 =
1. 48 + 3 =
2. 96 + 5 =
3. 23 + 37 =

Challenge

Which is the odd one out? Can you explain why?

45 + 5 = 25 + 35=

65 - 15 = 85 - 35 =

Maths

Wednesday 29th April

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WALT: compare and order measures

Key facts

cm = centimetre

m = metre

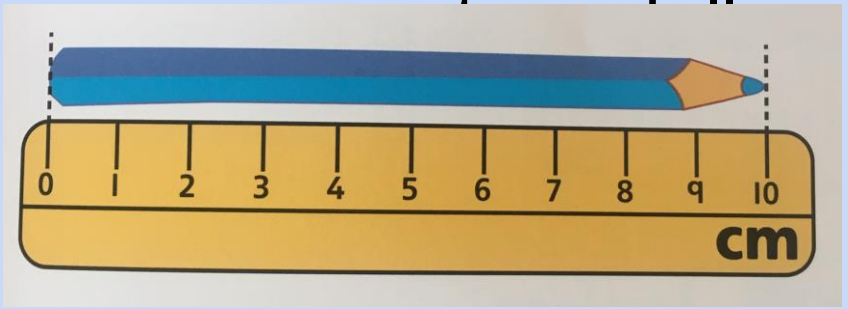
100cm = 1 metre

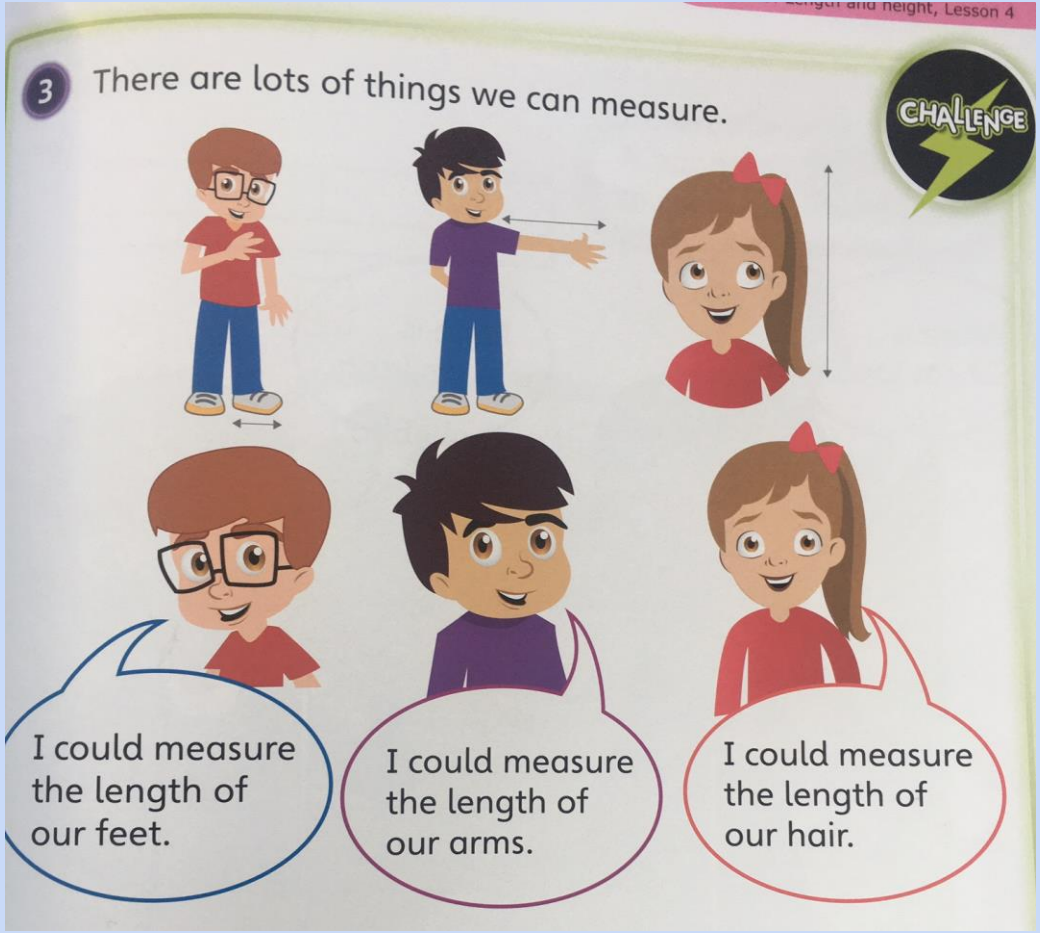
These **units of measure** are used to measure the length or width of an object.

Recap….

Top tips for measuring using a ruler

- Make sure you're using the 'cm' side of the ruler.
- Try to get the 0 at the edge of the object you are measuring.
- Look at the other edge of the object you are measuring and read the
- Keep the ruler straight.



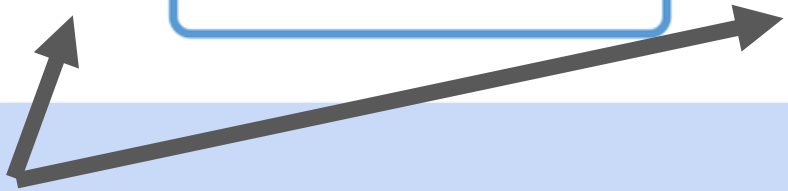


Pick one of these and measure everyone in your household.

Put the measurements in order from the smallest to the greatest.

Compare the lengths using **longer than, shorter than, or the same as.**

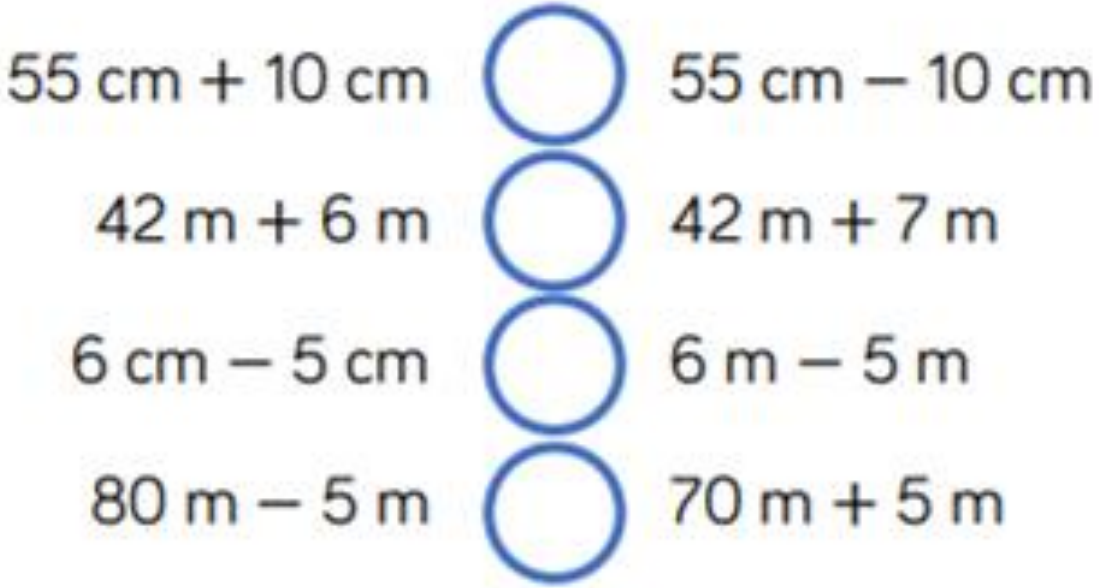
15 cm is		60 cm
Sixty metres is		60 m
96 m is		69 m
80 cm is		80 m



Remember to look carefully at the unit of measure!

Challenge!

Compare the measurements using <, > or =



Challenge Answers

Compare the measurements using <, > or =

55 cm + 10 cm	>	55 cm – 10 cm
42 m + 6 m	<	42 m + 7 m
6 cm – 5 cm	<	6 m – 5 m
80 m – 5 m	=	70 m + 5 m

Morning maths

30.4.20

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 12 pencils and she shares them equally between 2 friends. How many pencils do they get each?

1. 12 ÷ 2 =
1. 18 ÷ 2 =
1. 70 ÷ 10 =
1. 21 ÷ 3 =
1. 45 ÷ 5 =

Challenge

How can you show your understanding of a **half?**

- Could you draw a picture to show a half?
- Could you demonstrate how you would half an amount?
- Could you write a calculation? (÷)

You can choose the numbers you use to answer this challenge.

Are there any numbers you can't halve?

Maths

Thursday 30th April

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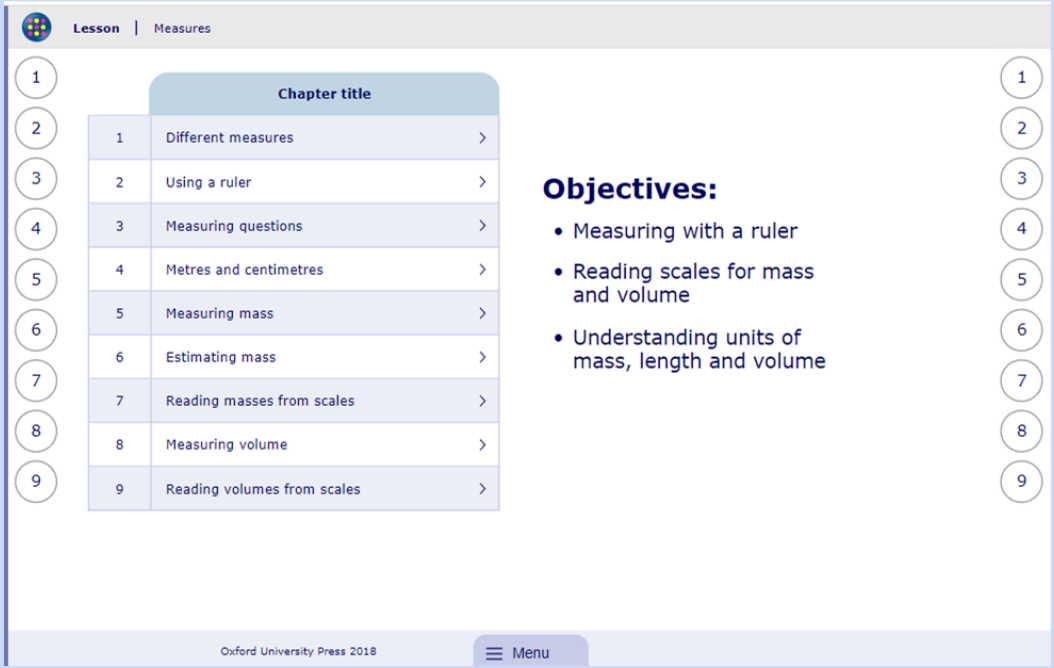
WALT: use different units of measure

My Maths activity

Lesson: Measures

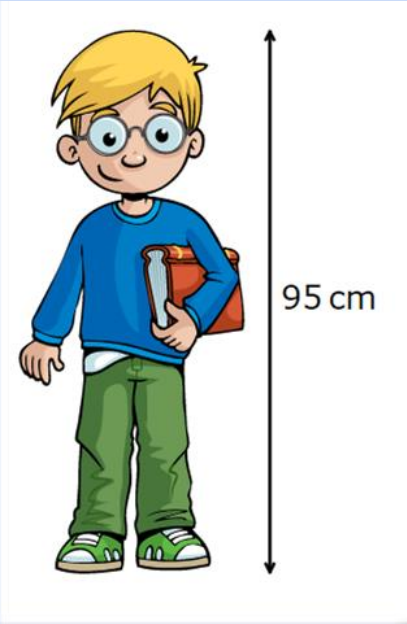
To start the lesson, click on the image to the right of the screen. This will take you to an interactive lesson. This lesson will help children understand and consolidate what different units of measure are used for.

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.



Quick recap...

We use length to measure how tall or long something is.



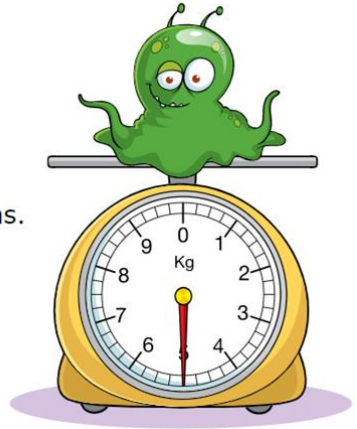
We use volume to measure how much liquid we have.

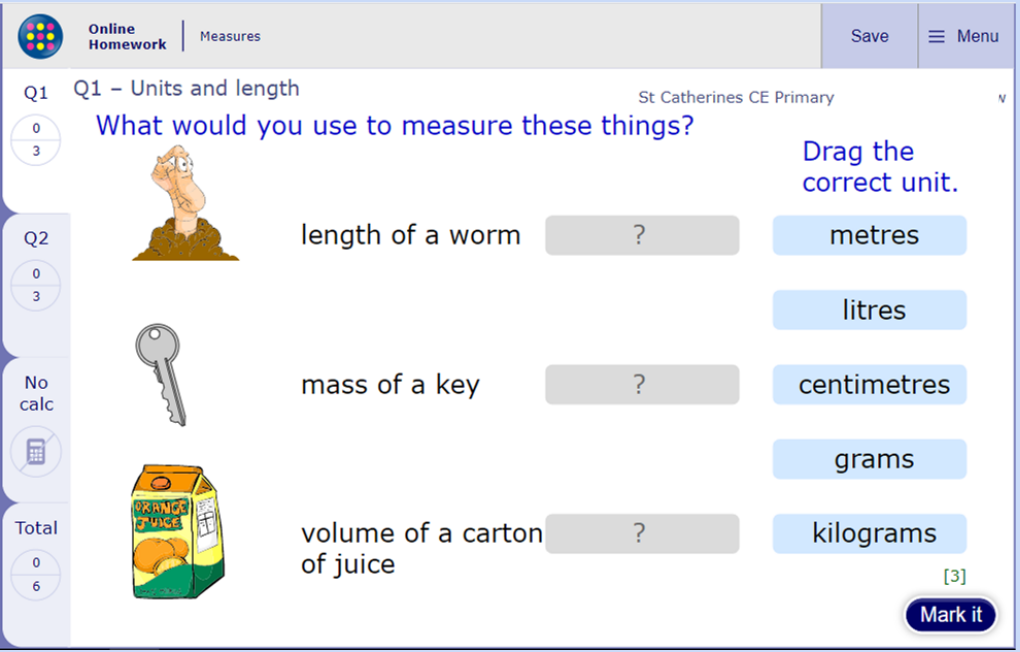
This can of pop contains 330 millilitres of liquid.



We use mass to measure how heavy something is.

This alien has a mass of 5 kilograms.





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Morning Maths

1.5.20

What can you tell me about the number 25?

Tens and ones

Odd or even?

20 +5 = 25

25

__ + __ + __ =

Draw it.

+ ÷ - x

fractions?

Greater than?
Fewer than?

Maths

Friday 1st May

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For today’s lesson you will need to make some digit cards.





















Use the digit cards to complete the following activities.

Put 2 numbers together to make a 2 digit number (ie 3 4 becomes 34 or 43) Count all the way to 100. Count back from 100 to your start number.



Use the symbols < (less than) and > (greater than) and pick pairs of numbers to compare.

Use the digit cards to make pairs of 2 digit numbers to compare which is larger and which is smaller. Do this with 3 digit numbers.

Make 2 pairs of 2 digit numbers and add them together eg 21 + 48. Now subtract them ie 48 – 21. Repeat with another 2 pairs of two digit numbers.

Make 2 digit and 3 digit numbers. Which are odd numbers and which are even numbers? How do you know?

Challenge!

Make 2 two digit numbers which will give you the largest difference. How do you know?

T O T O

__ __ - __ __ = _____

0	1	2	3	4	5	6	7	8	9

Guess my number!



Take it in turns to make a number using your digit cards 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