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

8.6.20

1. 4 x 3 =
2. 7 x 5 =
3. __ x 10 = 80
4. 6 x __ = 18
5. Can you think of one +, - x and ÷ calculation where the answer is 15?

   __ + __ = 15 ___ ÷ ___ = 15

   __ + __ = 15 ___ x ___ = 15

Challenge

The cost of a pineapple is twice the cost of a melon.





£4 each

How much do the pineapple and melon cost altogether?

Morning maths Answers

8.6.20

1. 4 x 3 = 12
2. 7 x 5 = 35
3. 8 x 10 = 80
4. 6 x 3 = 18
5. Can you think of one +, – x and ÷ calculation where the answer is 15?

   10 + 5 = 15 150 ÷10 = 15

   20 - 5 = 15 3 x 5 = 15

Challenge

The cost of a pineapple is twice the cost of a melon.





£4 each

How much do the pineapple and melon cost altogether?

A pineapple costs £4+£4 = £8
£4 + £8 = £12
They cost £12 altogether.

Maths

Monday 8th June

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

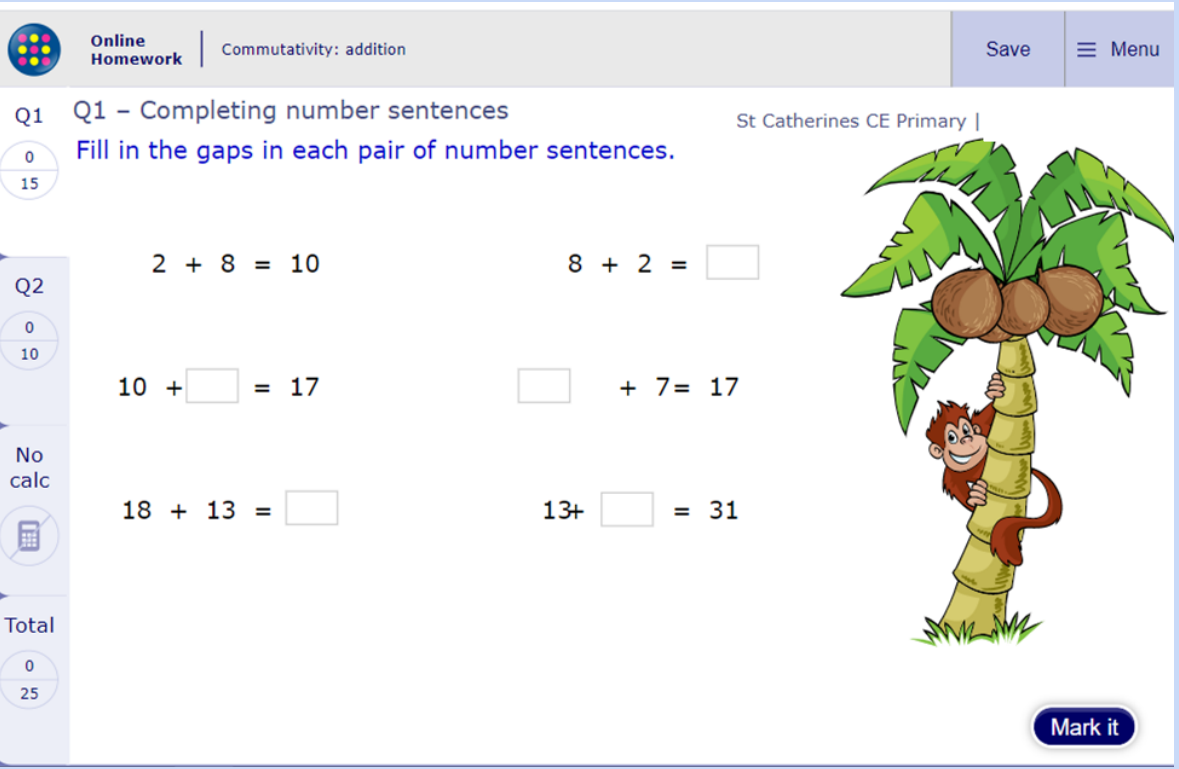
My Maths activity

Lesson: Commutativity: addition

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 consolidate the children's understanding that addition can be completed in any order whereas subtraction cannot.

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.





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.

Right or Wrong?

Are these statements right or wrong? Put a tick in the box if the statements are correct and a cross if they are incorrect.

2 + 12 is the same as 12 + 2 ☐

34 + 46 is the same as 46 + 34 ☐

16 - 5 is the same as 5 - 16 ☐

26 - 12 is the same as 12 - 26 ☐

Answers

Right or Wrong?

Are these statements right or wrong? Put a tick in the box if the statements are correct and a cross if they are incorrect.

2 + 12 is the same as 12 + 2 

34 + 46 is the same as 46 + 34 

16 - 5 is the same as 5 - 16 X

26 - 12 is the same as 12 - 26 X

Now try this:

Can you choose the correct number sentence to go with each of these word problems?

James finds 12 red bricks and 16 blue bricks in his toy box. How many bricks does he have altogether?

12 + 16 ☐ **12 - 16** ☐ **16 - 12** ☐

Sarah spent 46p in the shop yesterday. Today, she spent 33p. How much more did she spend yesterday than today?

46 -33 ☐ **33 - 46** ☐ **33 + 46** ☐

Answers

Now try this:

Can you choose the correct number sentence to go with each of these word problems?

James finds 12 red bricks and 16 blue bricks in his toy box. How many bricks does he have altogether?

12 + 16 ✓ **12 - 16** ☐ **16 - 12** ☐

Sarah spent 46p in the shop yesterday. Today, she spent 33p. How much more did she spend yesterday than today?

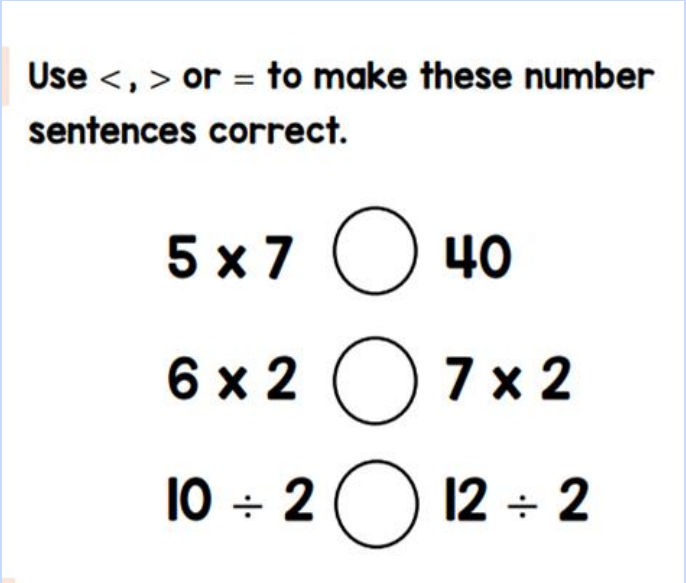
46 -33 ✓ **33 - 46** ☐ **33 + 46** ☐

Morning maths

9.6.20

1. 27 + 3 + 7 =
2. 87 – 80 =
3. 90 = __ + 40 + 30
4. 8 x 5 =
5. 100 ÷ 10 =
6. 27 ÷ 3 =
7. 0 x 3 =
8. ⅓ of 9 =

Challenge



Can you think of 5 different ways you could complete this number sentence?

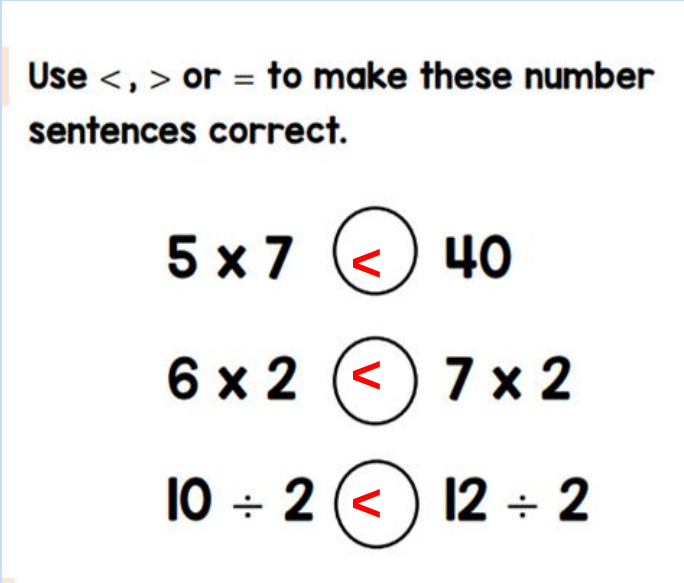
3 x 4 > _____

Morning maths Answers

9.6.20

1. 27 + 3 + 7 = 37
2. 87 – 80 = 7
3. 90 = 20 + 40 + 30
4. 8 x 5 = 40
5. 100 ÷ 10 = 10
6. 27 ÷ 3 = 9
7. 0 x 3 = 0
8. ⅓ of 9 = 3

Challenge



Can you think of 5 different ways you could complete this number sentence?

3 x 4 > 9

(12)

Any answer smaller than 12 is correct!

10
2 + 2
3 x 1
4 x 2
10 ÷ 2

Maths

Tuesday 9th June

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.

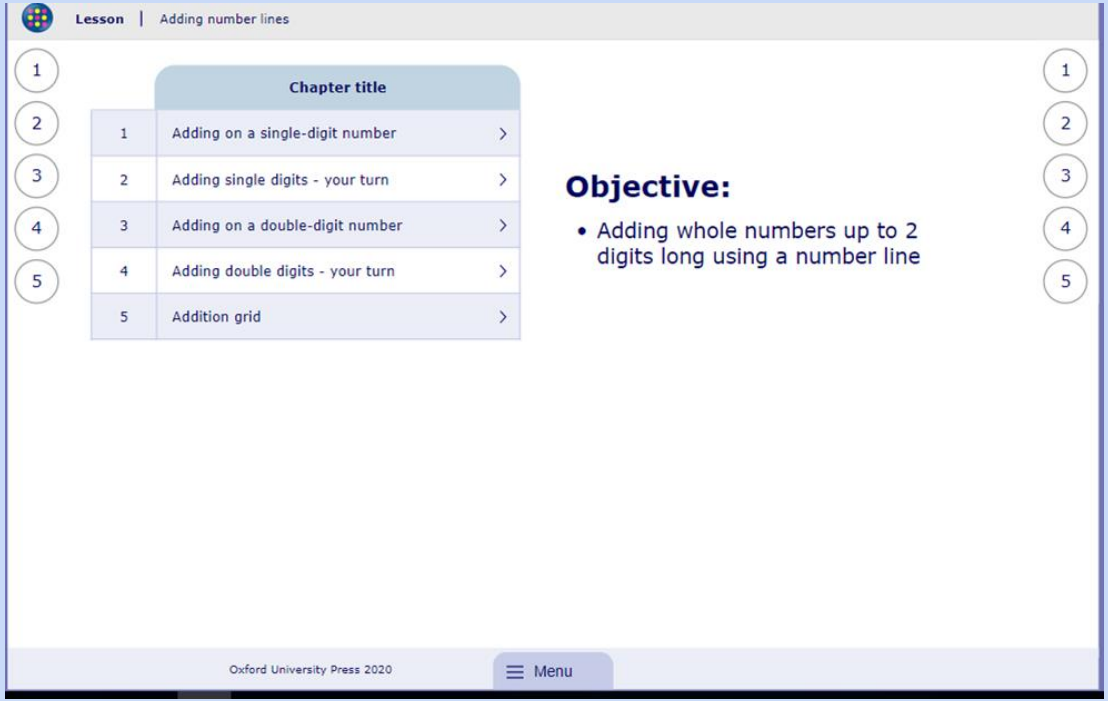
St Catherine's
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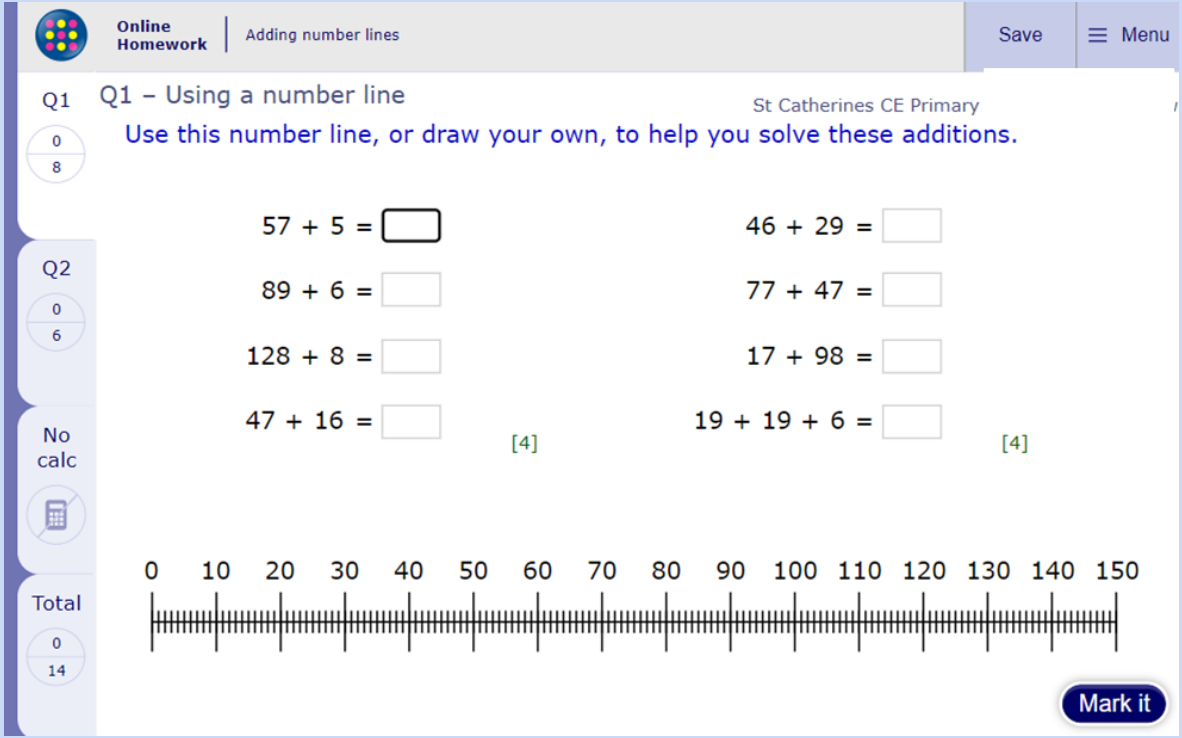
My Maths activity

Lesson: Adding number line

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 show the children how to use a number line efficiently when completing addition.

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.





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

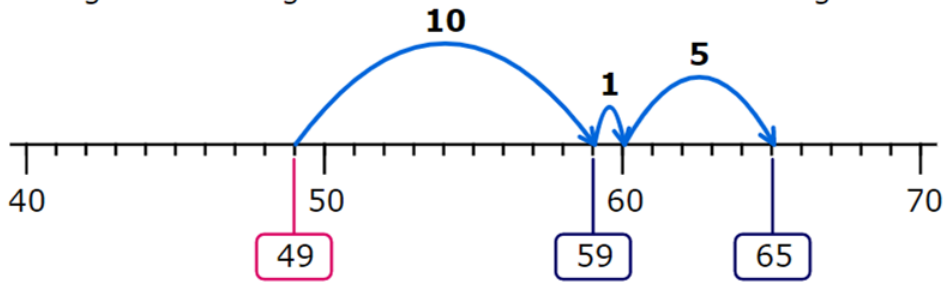
Have a go at the questions and then click ‘Mark it’ to see how you have go on. Your login details for My Maths were sent home in your first work pack - make sure you log in so we can see how you are getting on.

Recap on today's lesson

It can be helpful to split the number we are adding on into tens and ones.

In this case, we will split the 16 into 10 and 6.

Adding a double-digit number on to another double-digit number



Work out 49 + 16

49 + 16 = 65

Rehearse your addition on a number line by completing these calculations.

1. 34 + 26 =
2. 27 + 15 =
3. 49 + 12 =
4. 28 + 25 =
5. 36 + 28 =
6. 54 + 21 =
7. 53 + 29 =
8. 77 + 14 =
9. 68 + 35 =
10. 51 + 34 =

Check your answers on the next slide.

Answers

Rehearse your addition on a number line by completing these calculations.

1. 34 + 26 = 60
2. 27 + 15 = 42
3. 49 + 12 = 61
4. 28 + 25 = 53
5. 36 + 28 = 64
6. 54 + 21 = 75
7. 53 + 29 = 82
8. 77 + 14 = 91
9. 68 + 25 =93
10. 51 + 34 = 85

Well done! :)

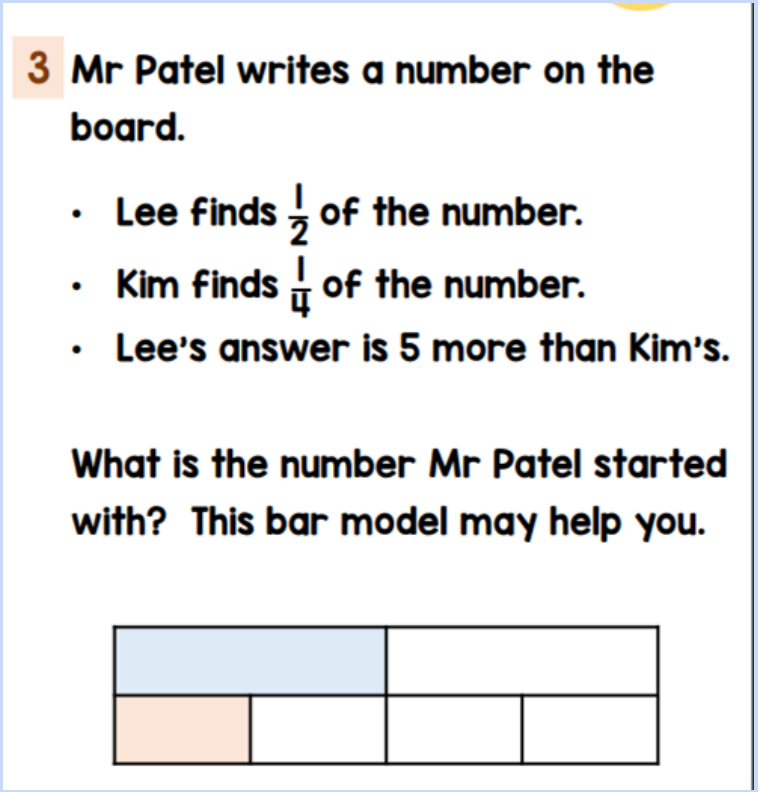
Morning maths

10.6.20

1. 6 + 6 + 4 =
2. ___ + 3 + 7 = 13
3. 20 = ___ + 5 + 5 + 5
4. ____ = 65 - 5
5. 92 = 60 + 2 + ____
6. ____ - 40 = 14
7. ____ - 30 =70
8. Circle 3 numbers with the sum of 15.

6 5 4 3 2 1

Challenge



3 Mr Patel writes a number on the board.

- Lee finds $\frac{1}{2}$ of the number.
- Kim finds $\frac{1}{4}$ of the number.
- Lee's answer is 5 more than Kim's.

What is the number Mr Patel started with? This bar model may help you.

Morning maths Answers

10.6.20

1. 6 + 6 + 4 = 14
2. 3 + 3 + 7 = 13
3. 20 = 5 + 5 + 5 + 5
4. 60 = 65 - 5
5. 92 = 60 + 2 +30
6. 54 - 40 = 14
7. 100 - 30 =70
8. Circle 3 numbers with the sum of 15.

6 **5** **4** 3 2 1

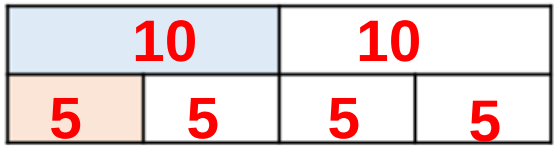
Challenge

3 Mr Patel writes a number on the board.

- Lee finds $\frac{1}{2}$ of the number.
- Kim finds $\frac{1}{4}$ of the number.
- Lee's answer is 5 more than Kim's.

What is the number Mr Patel started with? This bar model may help you.

20



Maths

Wednesday 10th June

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.

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Let’s practise counting in 10s.

Fill in the missing numbers by counting on in tens.

4	14	24					
27	37				77		
19			49				
8							78

Solve these addition and subtraction calculations. This is a good opportunity for you to rehearse jumping up and down a number line in big jumps of 10!

24 + 10 = _____	44 – 30 = _____
34 + 30 = _____	99 – 10 = _____
44 + 20 = _____	39 – 20 = _____
19 + 10 = _____	88 – 30 = _____
39 + 40 = _____	47 – 40 = _____

Answers

4	14	24	34	44	54	64	74
27	37	47	57	67	77	87	97
19	29	39	49	59	69	79	89
8	18	28	38	48	58	68	78

24 + 10 = 34

34 + 30 = 64

44 + 20 = 64

19 + 10 = 29

39 + 40 = 79

44 − 30 = 14

99 − 10 = 89

39 − 20 = 19

88 − 30 = 58

47 − 40 = 7

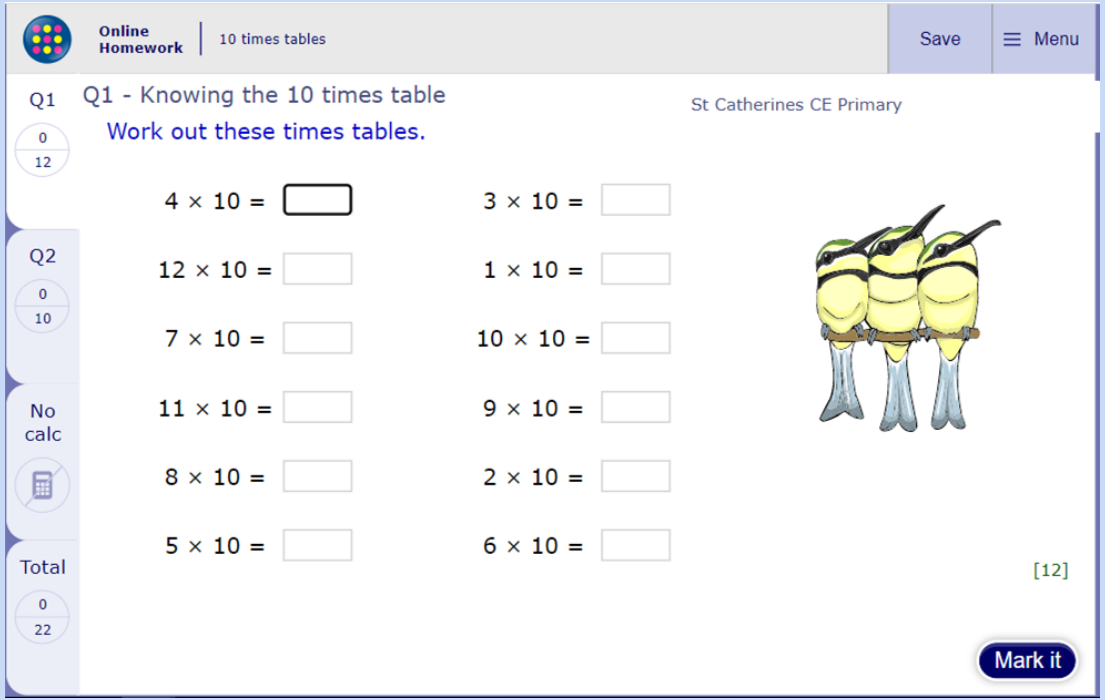
My Maths activity

Lesson: 10 times table

To start the lesson, click on the image to the right of the screen. This will take you to an interactive lesson. This lesson includes lots of fun ways to rehearse our 10 times table.

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.





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Morning maths

11.6.20

Handy Hint!

When finding a fraction of an amount, the children are encouraged to draw a rectangle to help them create equal groups..



1. ⅓ of 30 =
2. ¼ of 24 =
3. ⅓ of 12 =
4. ¾ of 28 =
5. ¾ of 36 =

Challenge



You might want to draw a picture to help you find the total!

Morning maths Answers

11.6.20

Handy Hint!

When finding a fraction of an amount, the children are encouraged to draw a rectangle to help them create equal groups..



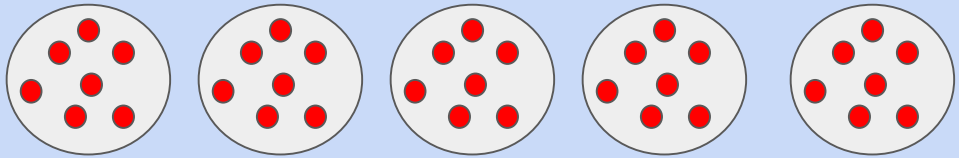
1. ⅓ of 30 = 10
2. ¼ of 24 = 6
3. ⅓ of 12 = 4
4. ¾ of 28 = 21
5. ¾ of 36 = 27

Challenge



5 x 7 = 35

5 groups of 7 = 35



Maths

Thursday 11th June

St Catherine's Classroom Beliefs

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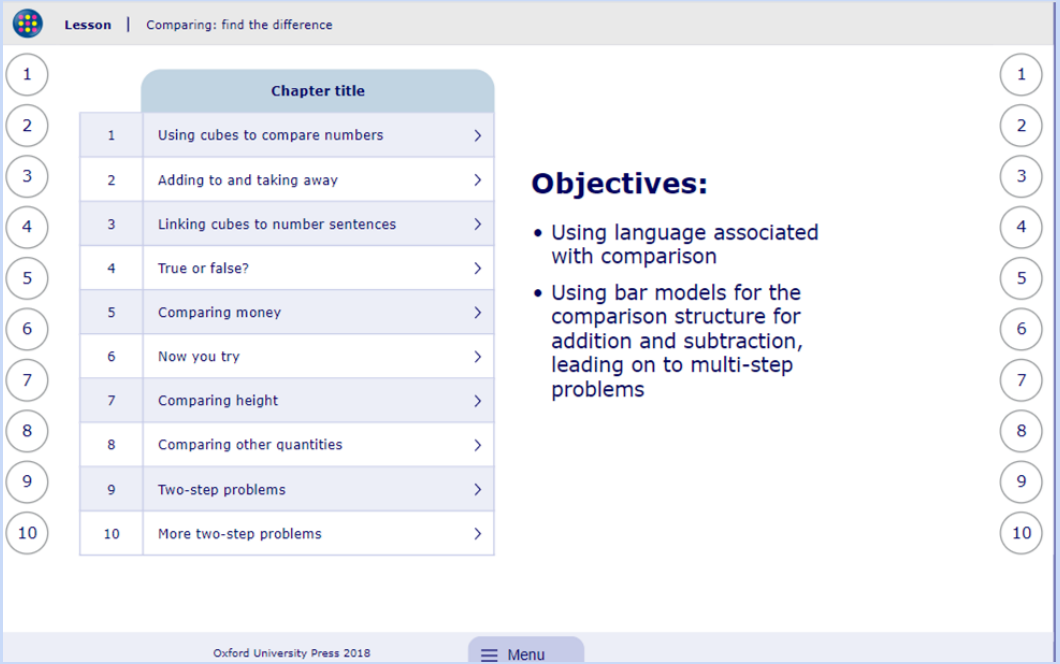
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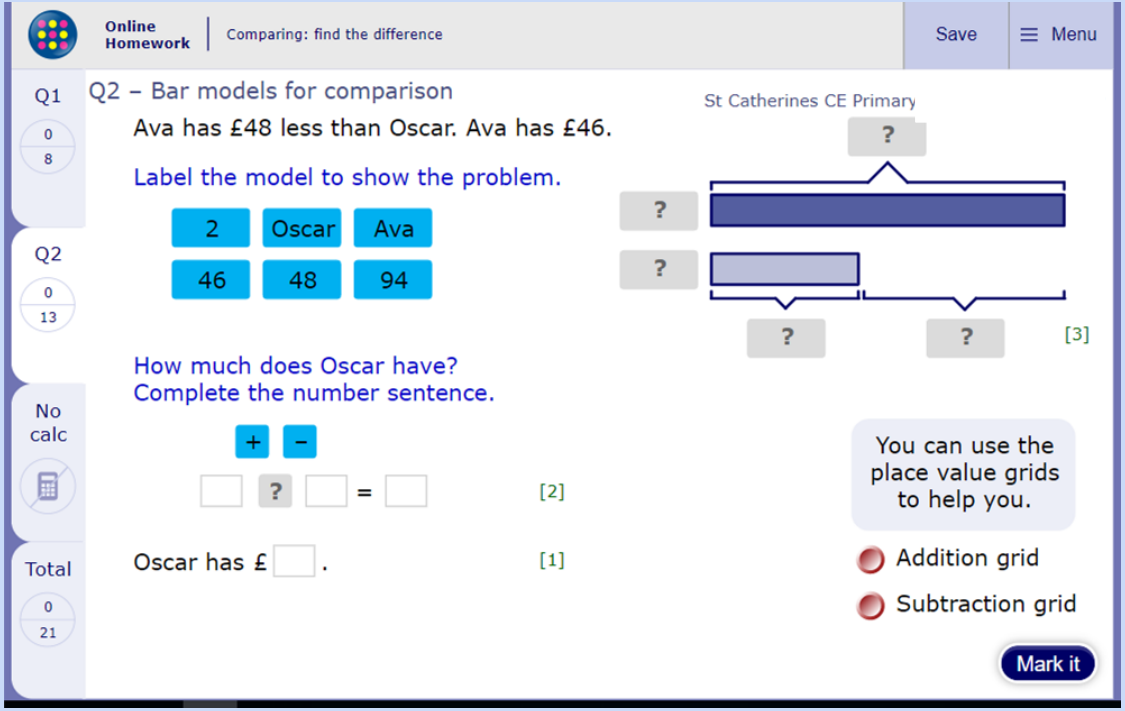
My Maths activity

Lesson: comparing: find the difference

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 use the language associated with comparison and help children to use bar models to represent the differences between numbers in order to help them solve addition and subtraction problems.

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.



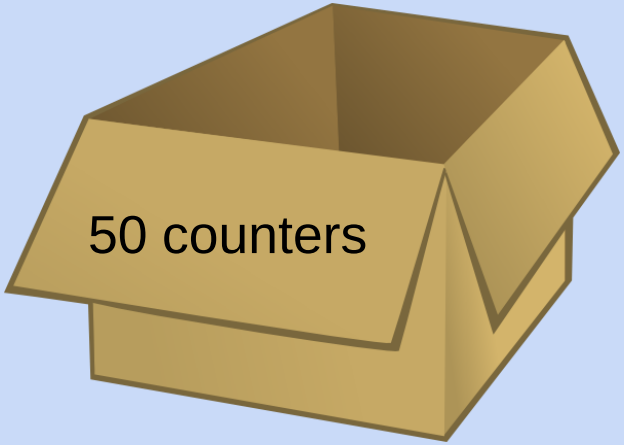


Now click the image on the left of the screen, this will take you to an online homework where you can test your understanding.

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.

Now have a go at this word problem.

Amir has a box of 50 counters.
12 of the counters are red.
17 of the counters are blue.
The rest of the counters are yellow.
Which coloured counter are there more of?



To solve this problem, you are going to have to do two steps.

1. Work out how many yellow counters there are.
2. Compare the different amounts to work out which colour has the most.

Answer

Amir has a box of 50 counters.
12 of the counters are red.
17 of the counters are blue.
The rest of the counters are yellow.
Which coloured counter are there more of?

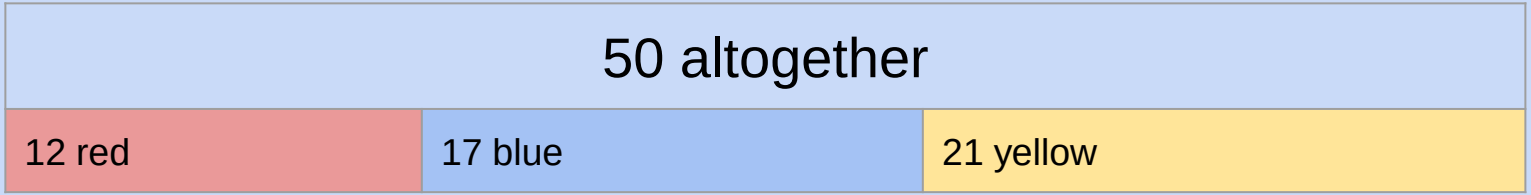
Step 1

12 red + 17 blue = 29

50 - 29 = 21 yellow

Step 2

There are more yellow counters.



Morning Maths



12.6.20

Draw coins

Write + sentences

Write x calculations.

How many ways can you make 70p?

Can you use lots of the same coin?

Can you use a collection of different types of coins?

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

Maths

Friday 12th June

St Catherine's Classroom Beliefs

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- 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
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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

Today's lesson is going to focus on problem solving.
Make sure you read each question carefully so you understand fully what you need to do. We encourage you to use drawings or a number line to help you solve the calculations!

There are 50 children in a school.

15 of the children are girls.

How many more boys than girls are in the school?

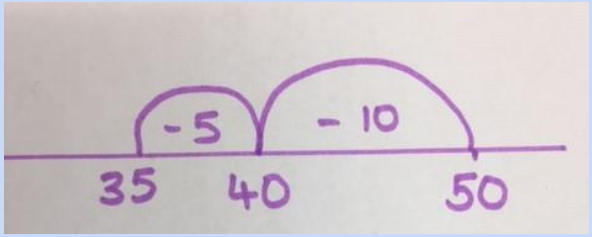
Answer

There are 50 children in a school.
15 of the children are girls.
How many more boys than girls are in the school?

There are 20 more boys than girls.

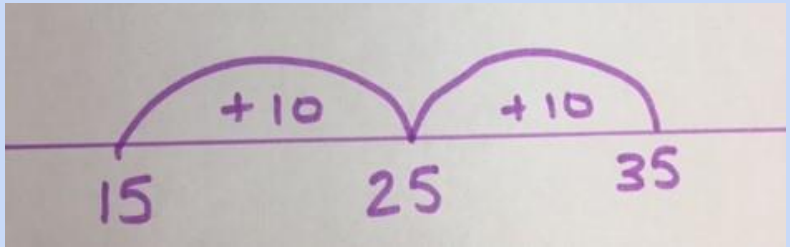
50	
15 girls	? boys

Step 1: 50-15 = 35



Step 2: 15 + ? = 35

15 + 20 = 35



Sam has £50

He buys this cap and jumper with his money.



How much money does he have left?

Helpful hint!
This is a two step problem!

Could you use a number line to help you?

Answer

Sam has £50

He buys this cap and jumper with his money.

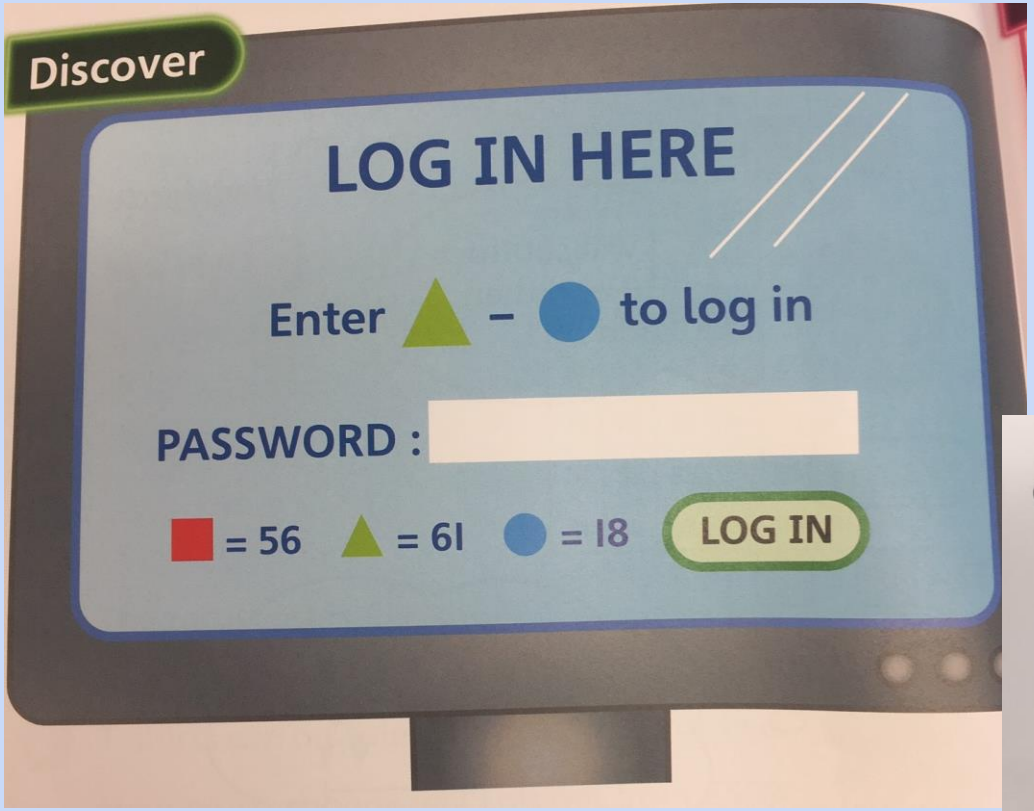


How much money does he have left?

Step 1: £19 + £15 = £34

Step 2: £50 - £34 = £16

He will have £16 left over.



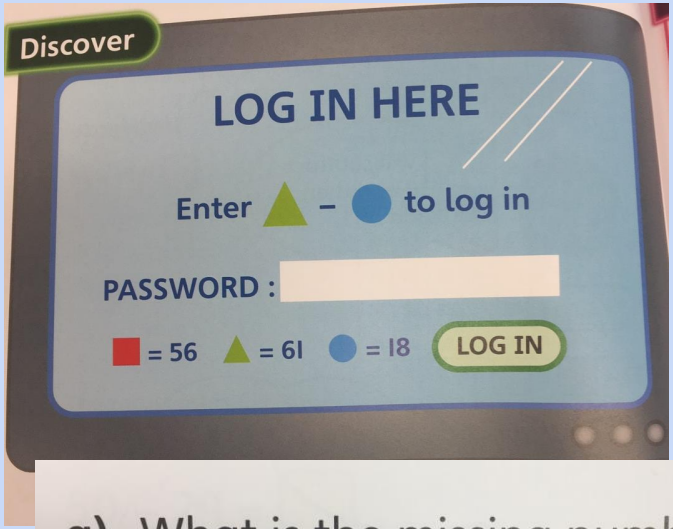
This problem requires you to do subtraction.
If you are using a number line, remember to jump backwards!

a) What is the missing number?



b) What is the missing number?





a) What is the missing number?

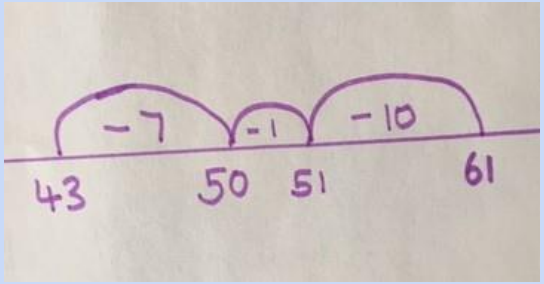
▲ – ● = □

b) What is the missing number?

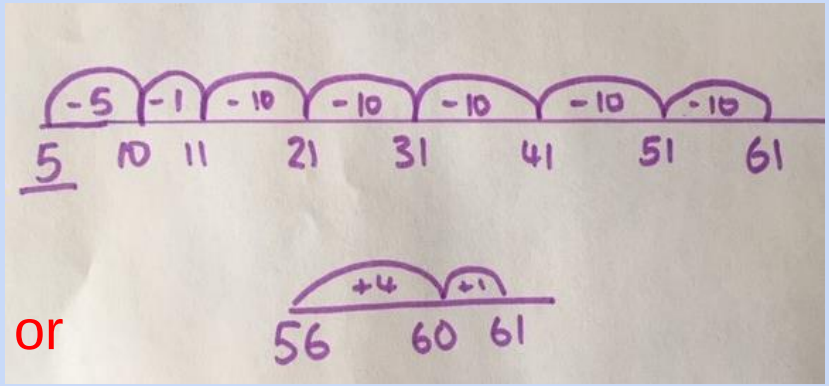
▲ – ■ = □

Answers

a) 61 - 18 = 43



a) 61 - 56 = 5



Final challenge of the week!

Always, Sometimes, Never

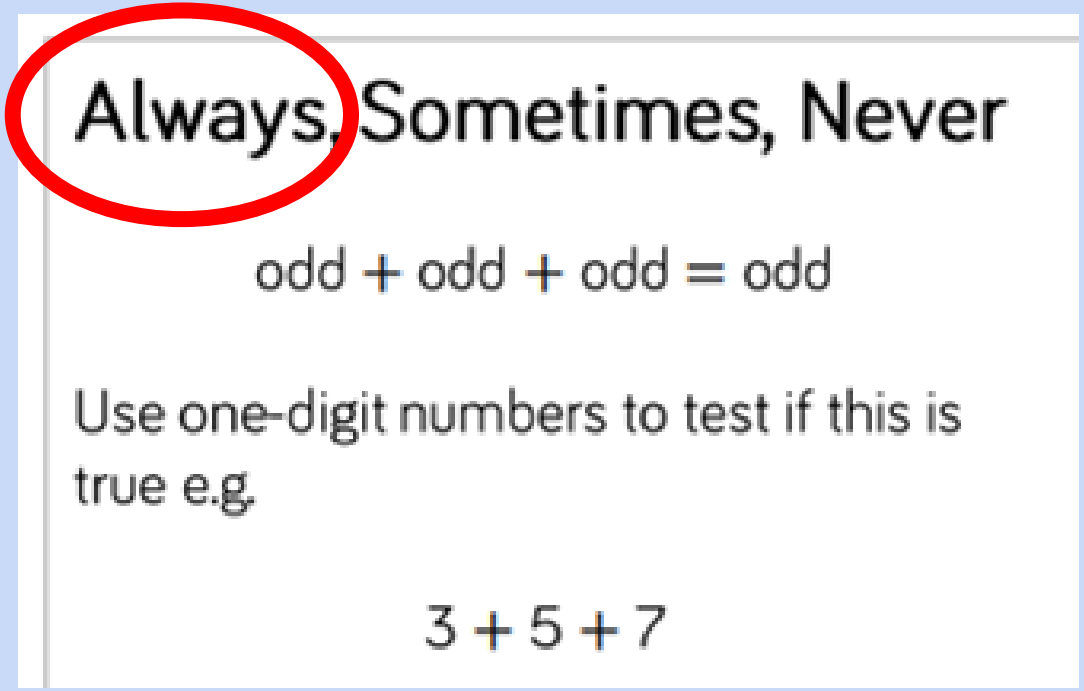
odd + odd + odd = odd

Use one-digit numbers to test if this is true e.g.

3 + 5 + 7

Final challenge of the week!

It is always true!



You may have noticed that 2 odd numbers make an even number, so 3 odd numbers makes an odd.

Well done for all your hard work this week

