

White

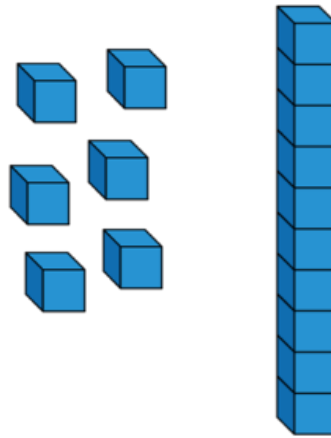
**Rose
Maths**

Year 2

Place Value

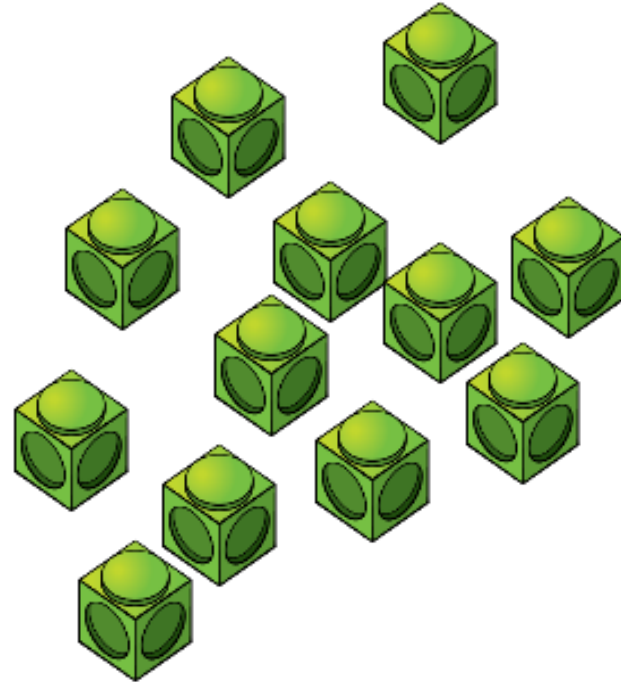
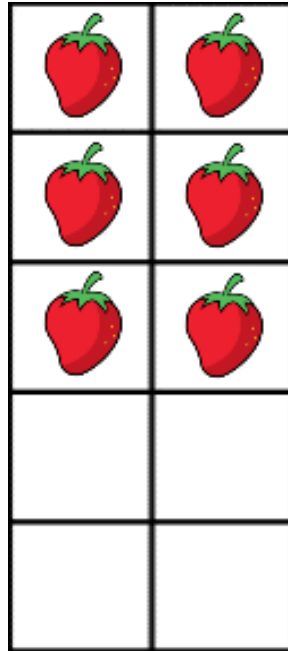
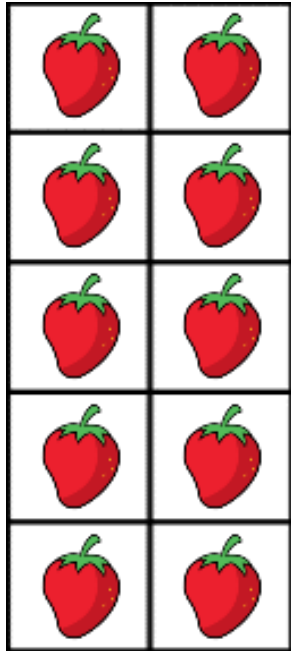
Jack says he has 61

Is he correct?



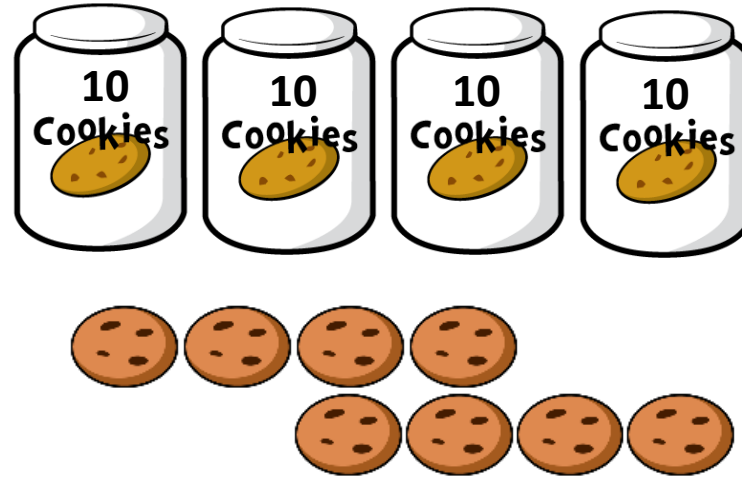
Explain your reasoning.

Here are two sets of objects.



Which are easier to count?
Explain your answer.

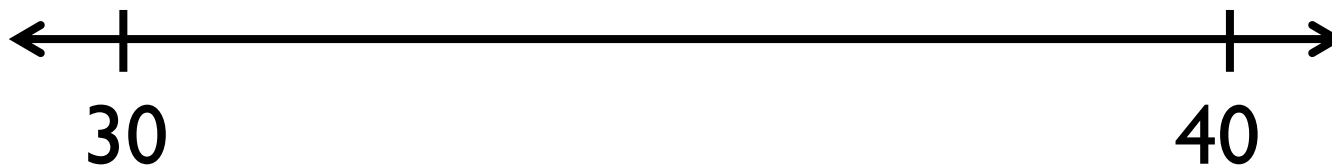
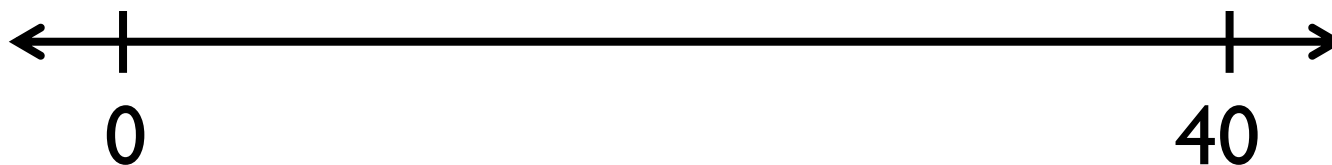
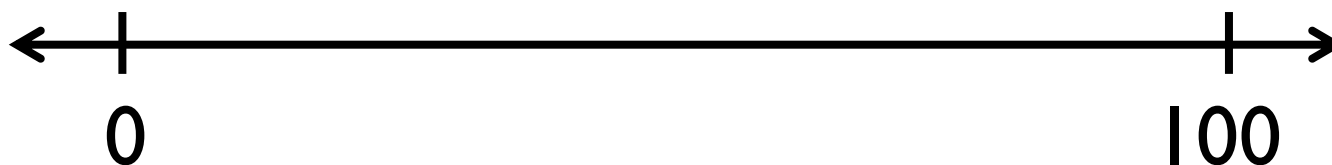
Each jar contains 10 cookies.



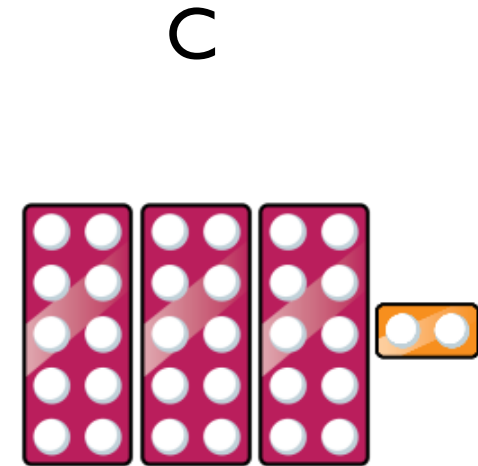
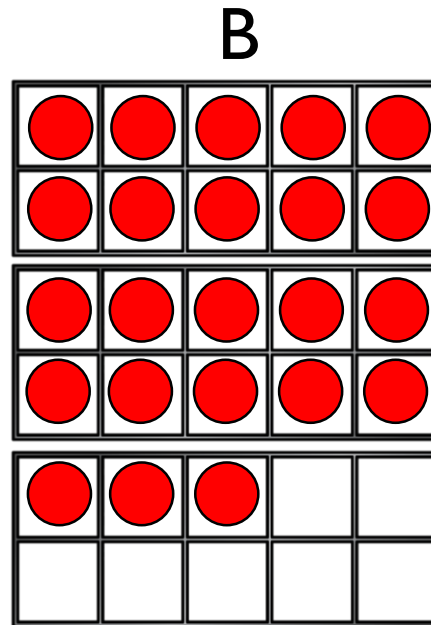
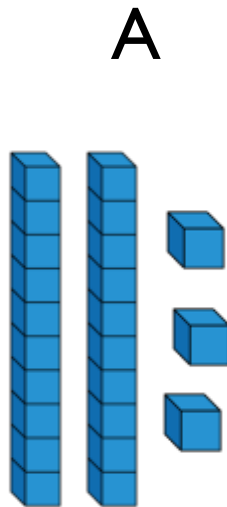
How many cookies are there altogether?
Write your answer in numerals and words.

What strategy did you use?
Did your partner use a different method?
What is the best strategy to use?

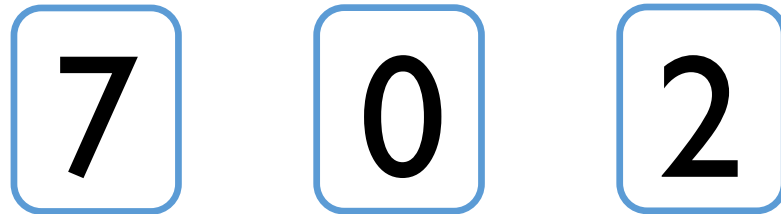
Where would 36 go on each of the number lines?



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



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



What is the largest number?

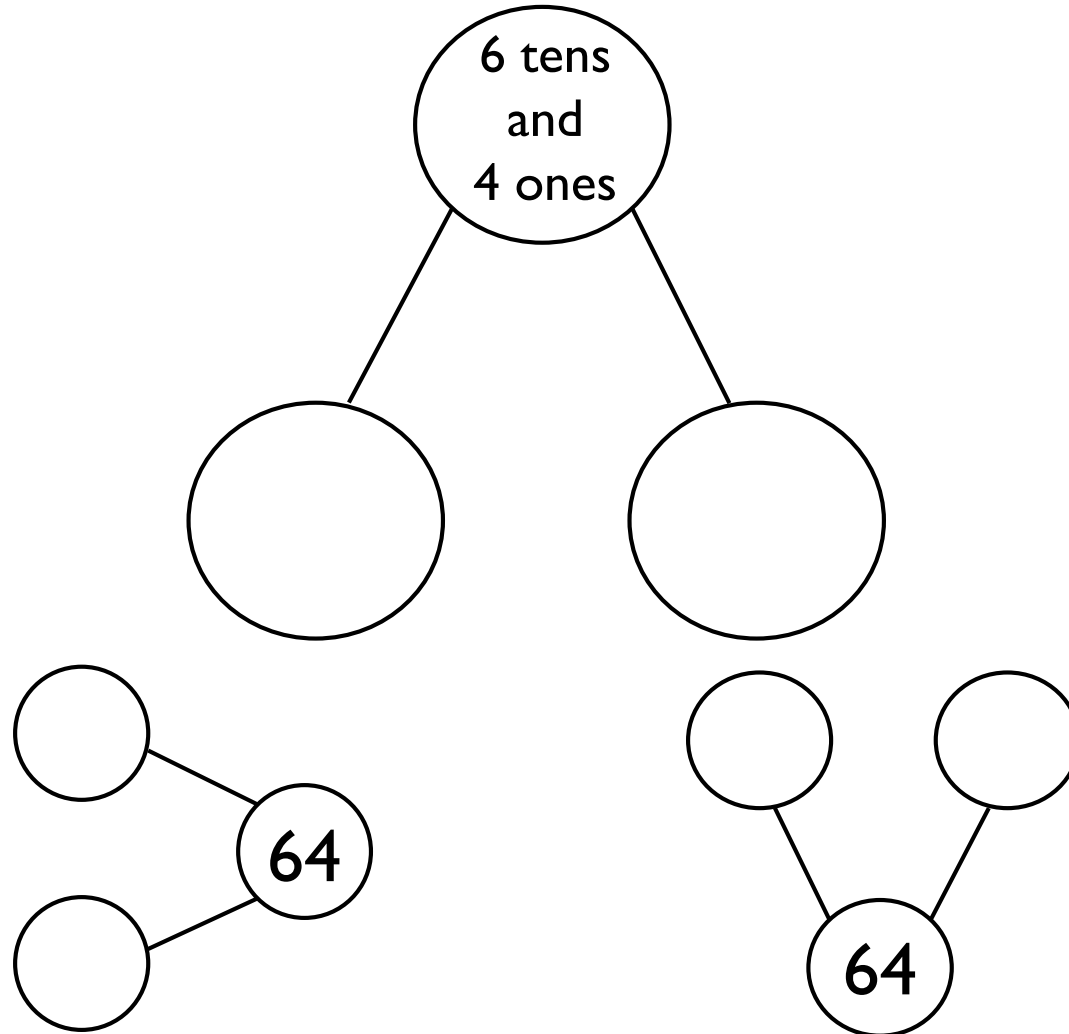
Prove it by using concrete resources.

What is the smallest number?

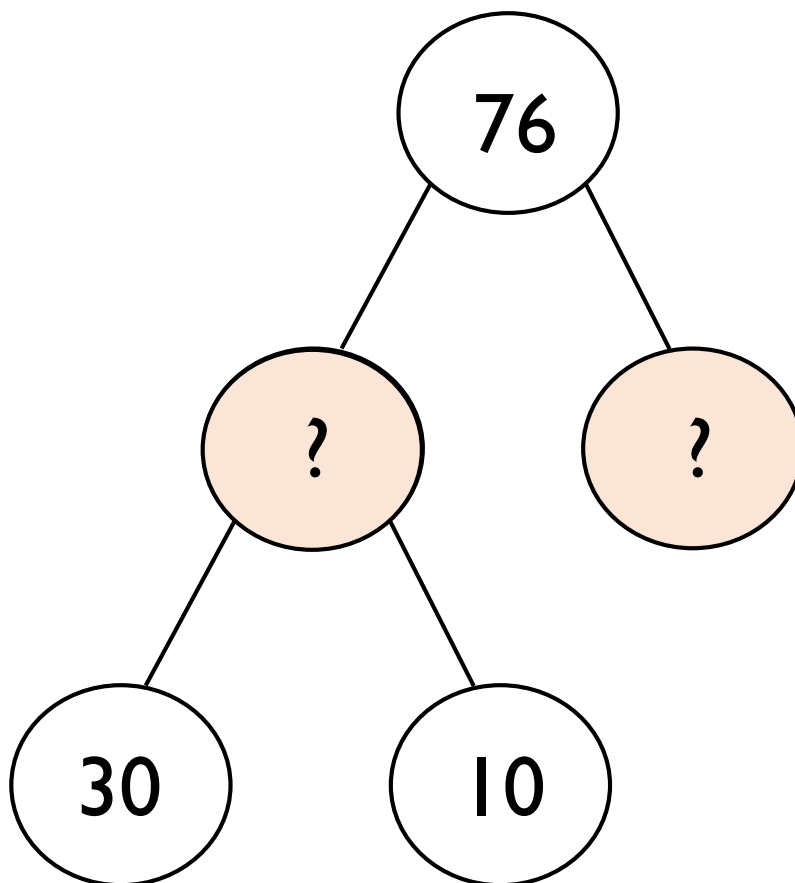
Prove it by using concrete resources.

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

Complete each part-whole model in a **different** way.



Complete the extended part-whole model.



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?

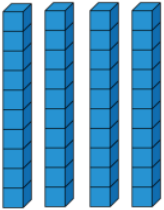

How many two digit numbers can you make that have the same number of tens and ones?

Show each one on a place value chart.

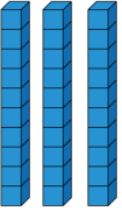
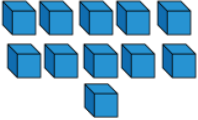
Tens	Ones

Do both place value charts show the same value?

A

Tens	Ones
	

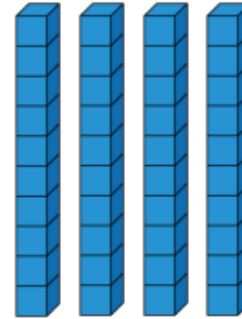
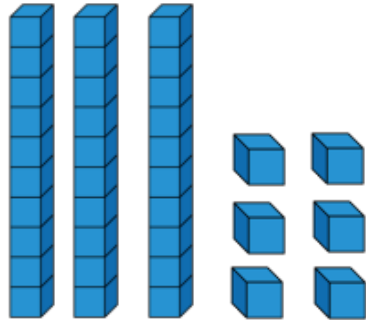
B

Tens	Ones
	

What is the same?

What is different?

Rosie and Amir are comparing numbers they have made.

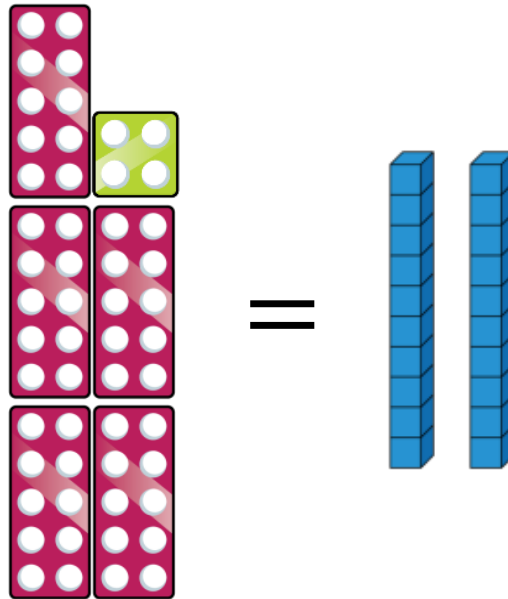


My number is greater because I have more objects.

Is Rosie correct?

Explain your answer.

Add more Base 10 to make the number shapes and the Base 10 equal.



How much did you add in total to make them equal?

What is the smallest amount you could add if the symbol changed to $<$?

How many different numbers can go in the box?

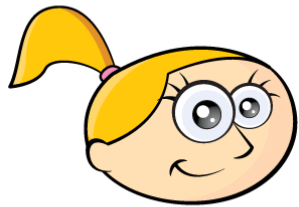
$$13 < \square < 20$$

True or False?

One ten and twelve ones is bigger than 2 tens.

Explain how you know.

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.

Order the numbers below.
Which would be the fourth number?

33

53

37

29

34

43

Explain how you ordered them.

Mo has written a list of 2-digit numbers.



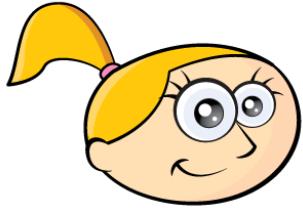
The digits of each number add up to five. None of the digits are zero.

Can you find all the numbers Mo could have written?

Write the numbers in order from smallest to largest.

What strategy did you use?

Eva says,



If you count in 5s from any number in the five times table, your numbers will end in 5 or 0

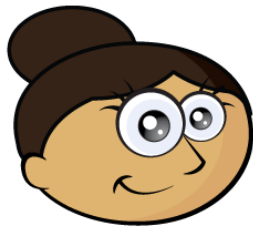
Do you agree with Eva?

Prove it.

Always, Sometimes, Never

- When counting in 2s from zero the numbers are even.
- When counting in 5s from zero the numbers are even.
- When counting in 10s from zero the numbers are even.

True or False?



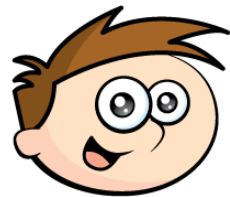
I start at 0 and count
in 3s
I say the number 14

Explain your answer.

Teddy is counting in 2s and Jack is counting in 3s.

Teddy	2	4	6	8
Jack	3	6	9	12
+				

Teddy says,



If we add our numbers together as we count we can make a new number pattern.

What pattern do they make?

What happens if both Teddy and Jack count in 5s and they add them together to make a new pattern?