



Yaxley

Infant School's

Maths

Summer Learning

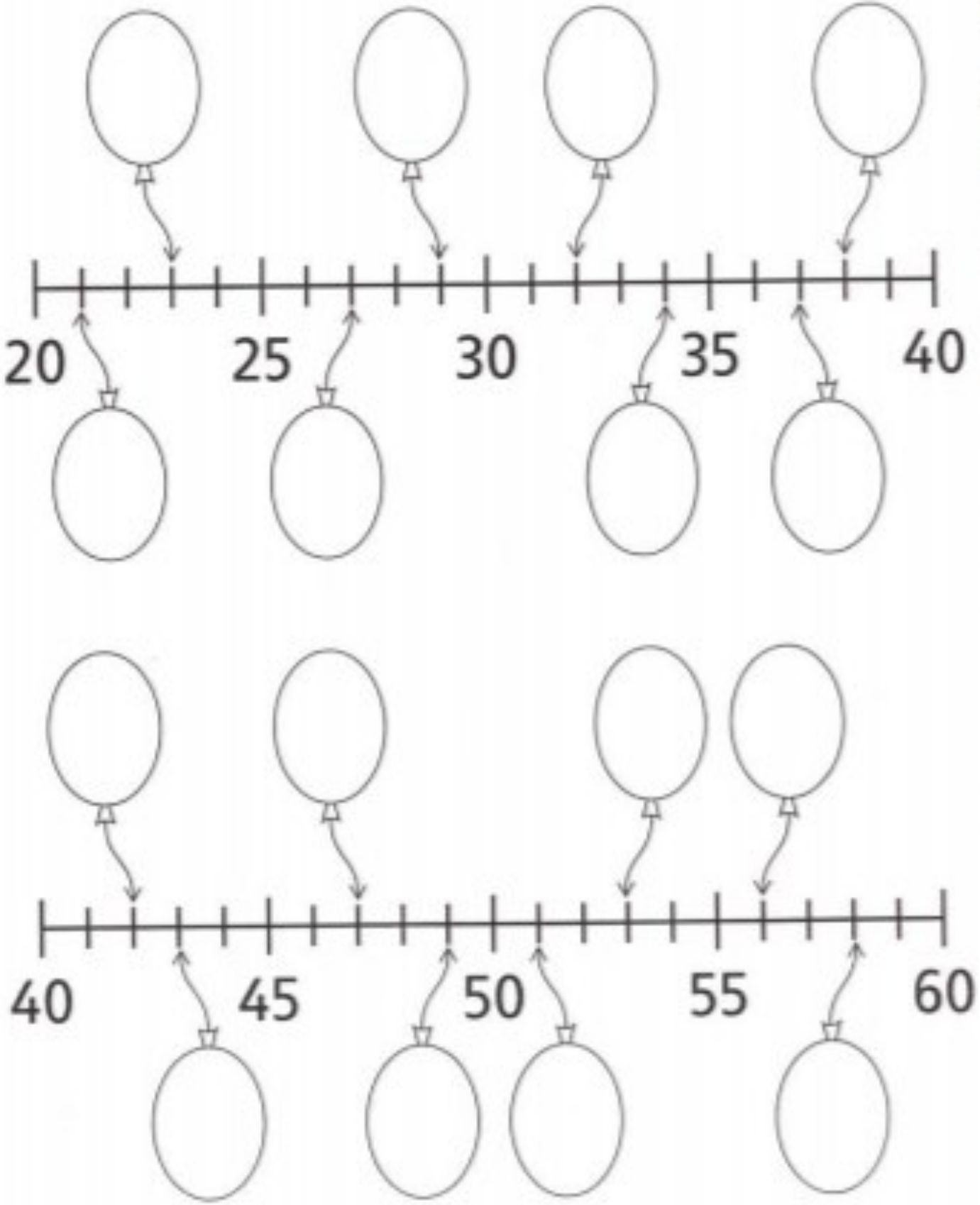
Booklet

Year Two

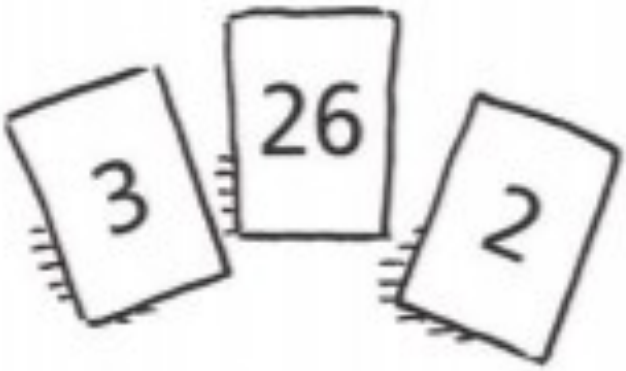




Counting to 100



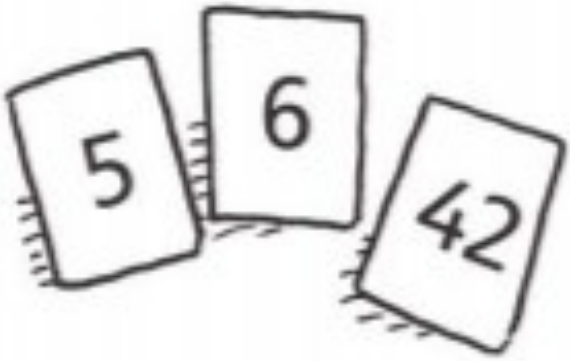
Adding three numbers



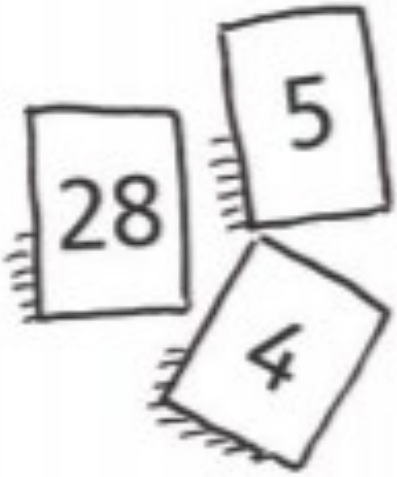
26 + 3 + 2 = ...



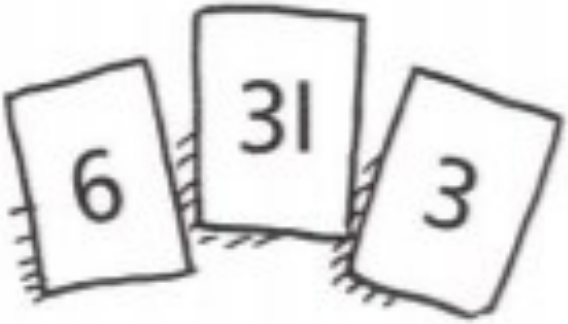
= .....



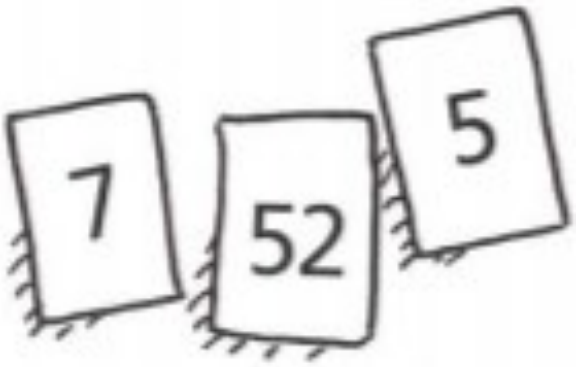
= .....



= .....



= .....



= .....

Making 10

4	7	8
2	1	6
8	10	0
3	4	5
5	2	4
0	9	3
6	7	2
5	0	10

6	3	



Months

The first month of the year is

The last month of the year is



The tenth month is

The month before May is

The month after July is

The month before March is

The month after September is

The month between May and July is

The month between October and December is

A month in the summer is

A month in the winter is

A month in the autumn is

A month in the spring is

My birth month is

Counting back

40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58

59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80

56 − 4 = ☐

76 − 5 = ☐



67 − 3 = ☐

55 − 3 = ☐

78 − 5 = ☐



65 − 4 = ☐

46 − 5 = ☐

48 − 3 = ☐

49 − 4 = ☐

65 − 5 = ☐

53 − 2 = ☐

68 − 5 = ☐



72 − 3 = ☐

53 − 4 = ☐

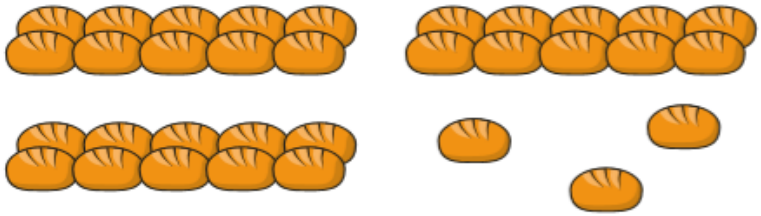
Count objects to 100 and read and write numbers in numerals and words

1 How many pencils are there?



There are ☐ pencils.

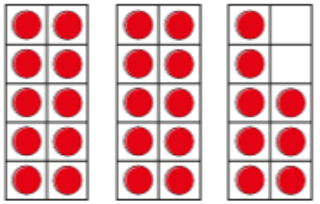
2 How many bread rolls are there?



There are ☐ bread rolls.

How did you count them?

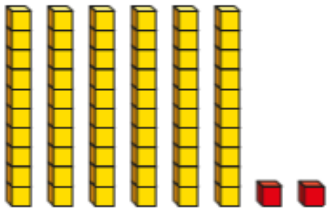
3 What number is represented?



numerals ☐

words _____

4 What number is represented?



numerals ☐

words _____

5 Use base 10 to make the number 45
Draw the base 10

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6 Write the numerals in words.

a) 17 _____

b) 21 _____

c) 35 _____

d) 82 _____

7 Write the words in numerals.

a) twelve

b) eighty

c) one hundred

d) nine

e) twenty-seven

f) fourteen

8 Complete the number tracks.

77	78						84	

71			68	67		65		

9 Eva has these sweets.



How many sweets does she have?

Eva has _____ sweets.

Eva's friend gives her some more sweets.
Now she has 52

How many sweets does Eva's friend give her?
Count to find out.

Eva's friend gives her _____ sweets.

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Represent numbers to 100

1 Complete the sentences to describe the number.

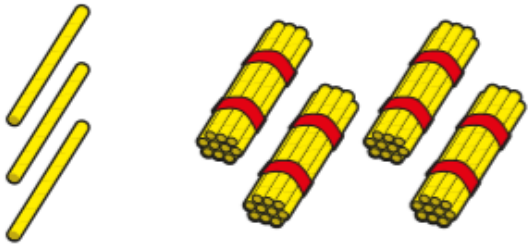
a)



There is ☐ ten and ☐ ones.

The number is ☐

b)

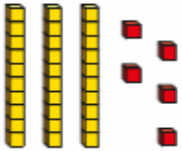


There are ☐ tens and ☐ ones.

The number is ☐

2 Complete the sentences.

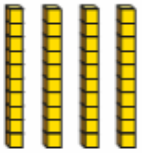
a)



There are ☐ tens and ☐ ones.

The number is ☐

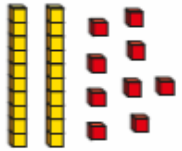
b)



There are ☐ tens and ☐ ones.

The number is ☐

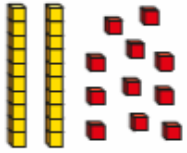
c)



There are ☐ tens and ☐ ones.

The number is ☐

d)



There are ☐ tens and ☐ ones.

The number is ☐

How did you count the tens and ones?

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3 Draw a representation of each number.
Complete the sentences.

a)

There is 1 ten and 5 ones.

The number is ☐

b)

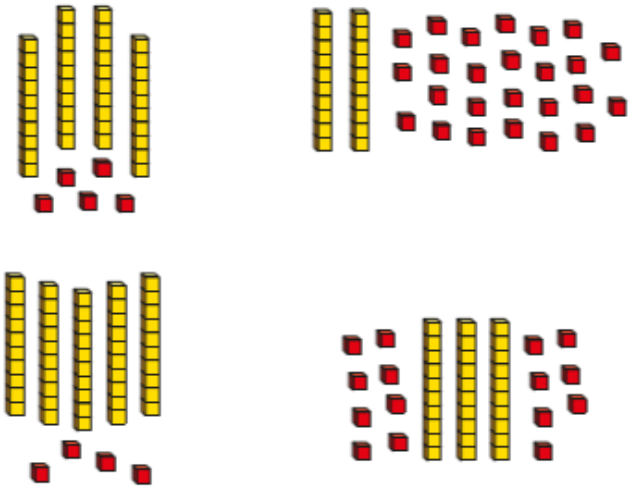
There are ☐ tens

and ☐ ones.

The number is 30

4 Use base 10 to represent the number 51 in two different ways. Draw your answer.

5 Rosie is using base 10 to make 45 in different ways.
Which picture does **not** represent 45?
Circle your answer.



Talk to a partner about the mistake Rosie has made.

6 Amir is thinking of a 2-digit number.

- There are 3 more tens than ones.
- There are 4 ones.

What number is Amir thinking of?

Amir is thinking of the number ☐

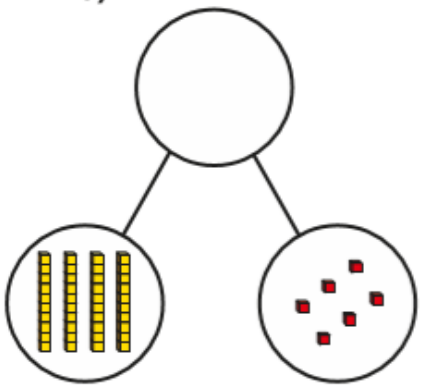
How many different ways can you represent Amir's number?

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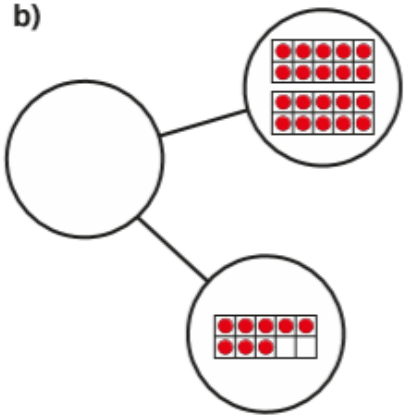
Tens and ones with a part-whole model

1 Write a numeral to complete the part-whole models.

a)

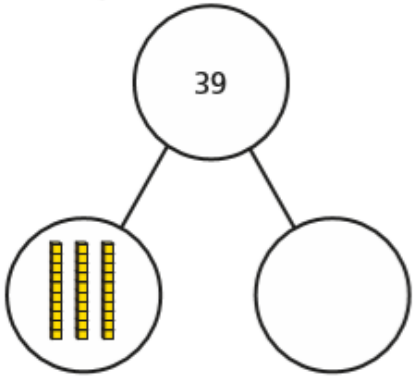


b)

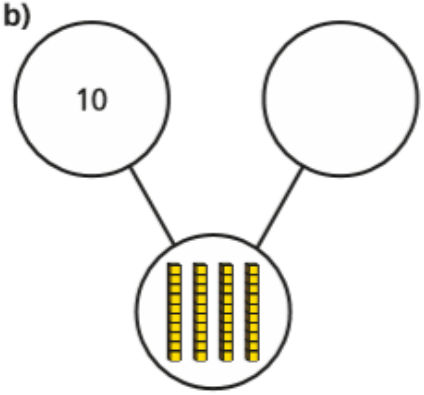


2 Write a numeral to complete the part-whole models.

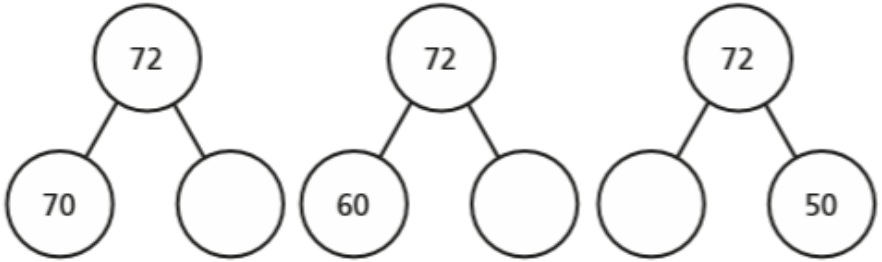
a)



b)



3 Complete the part-whole models.



What is the same and what is different about the part-whole models?

Complete the sentence for each part-whole model.

72 is made up of ☐ tens and ☐ ones.

72 is made up of ☐ tens and ☐ ones.

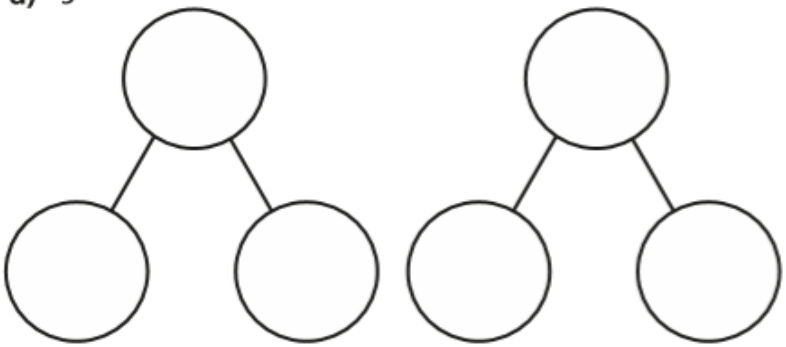
72 is made up of ☐ tens and ☐ ones.

How many other ways can you partition 72?

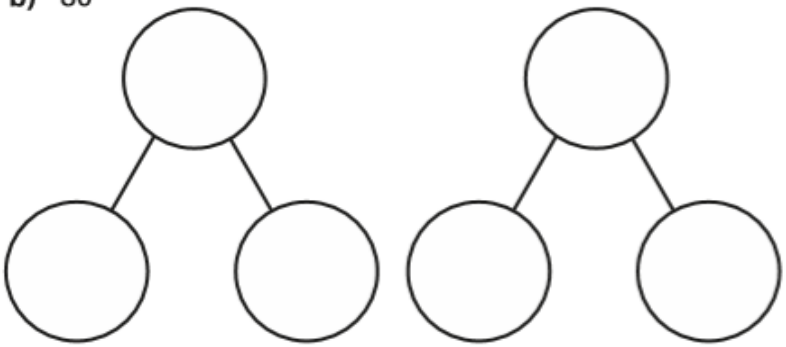
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4 Represent each number in two different ways.
Fill in the part-whole models.

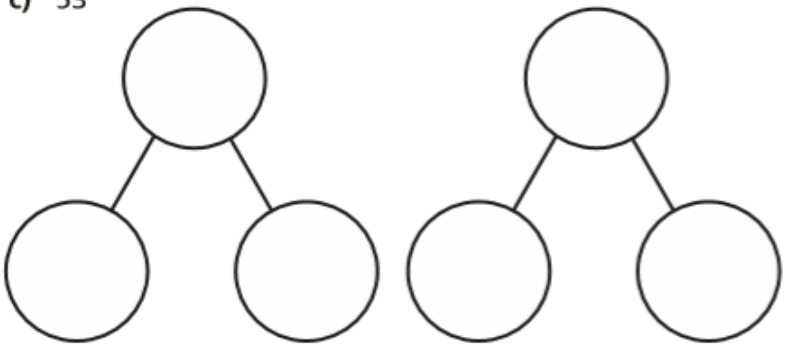
a) 9



b) 80



c) 53



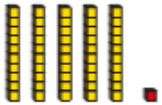
5 Annie and Teddy have each made a number.

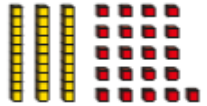


Annie

Teddy







Complete the sentences to show that they have made the same number.

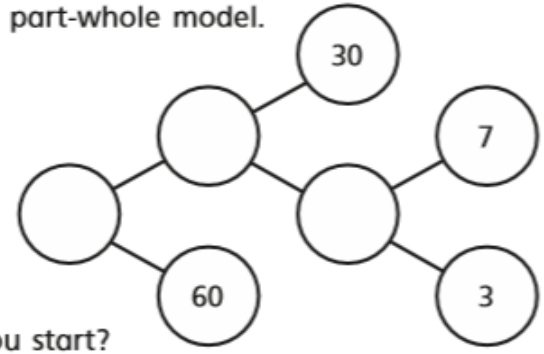
Annie's number has ☐ tens and ☐ ones.

It is ☐

Teddy's number has ☐ tens and ☐ ones.

It is ☐

6 Complete the part-whole model.

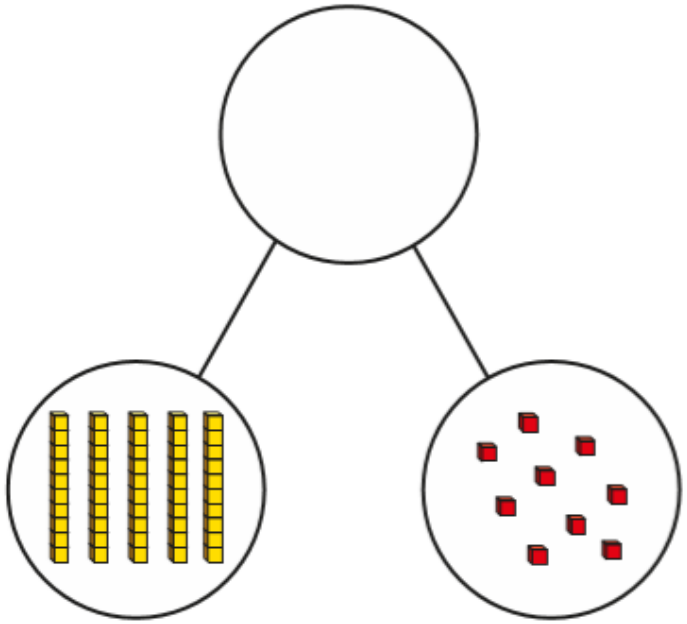


Where did you start?
Compare with a partner.

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Tens and ones using addition

1 Draw base 10 to complete the part-whole model.



Complete the sentences.

There are ☐ tens and ☐ ones.

The whole is ☐

☐ + ☐ = ☐

2 Complete the sentences to describe each number.

a) 39 has ☐ tens and ☐ ones.

b) 70 has ☐ tens and ☐ ones.

c) 12 has ☐ ten and ☐ ones.

d) 56 has ☐ tens and ☐ ones.

3 Complete the number sentences to describe each number.

The first one has been done for you.

a) 39 = 30 + 9

b) 70 = ☐ + ☐

c) 12 = ☐ + ☐

d) 56 = ☐ + ☐

4 Dexter has 30 sweets and Dora has 28 sweets.

Represent the total number of sweets:

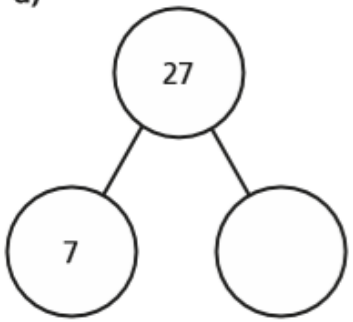
- using base 10
- as a part-whole model
- as a number sentence.

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5 Complete the part-whole models.

Write four number sentences to match each part-whole model.

a)



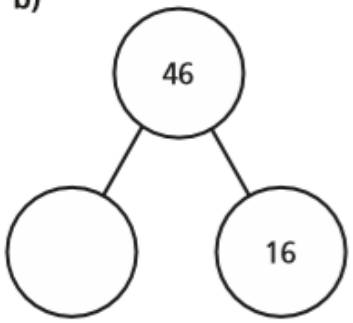
□ + □ = □

□ + □ = □

□ = □ + □

□ = □ + □

b)



□ + □ = □

□ + □ = □

□ = □ + □

□ = □ + □

6 Complete the number sentences.

a) 35 = 30 + □

b) 20 + □ = 29

c) 42 = 2 + □

d) 50 + 7 = □

e) 19 + 20 = □

f) 67 = 50 + □

g) 99 = □ + 39

h) 40 + 30 + □ = 81

7 Annie thinks that 50 + 9 = 509

Show that Annie is wrong.

How would you help Annie to get it right next time?

Talk about it with a partner.

8 Complete the number sentence.

30 + □ = 20 + □

Compare your answer with a partner's answer.

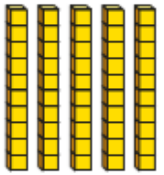
How many different ways can you complete the number sentence?

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Use a place value chart

1 Complete the sentences.

a)

Tens	Ones
	

There are ☐ tens and ☐ ones.

The number represented is ☐

b)

Tens	Ones
10 10 10	1 1 1 1 1

There are ☐ tens and ☐ ones.

The number represented is ☐

c) What is the same and what is different about the place value charts?

2 Complete the place value charts to represent the number 47

Tens	Ones
	

Tens	Ones
	7

Tens	Ones
10 10	1

Tens	Ones

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3 What number is represented in each place value chart? Complete the number sentences.

a)

Tens	Ones
2	6

20 + 6 = ☐

b)

Tens	Ones
3	0

☐ + ☐ = ☐

c)

Tens	Ones
0	9

☐ + ☐ = ☐

4 Complete the place value charts and sentences.

a)

Tens	Ones

There are 9 tens and 4 ones.

The number is ☐

b)

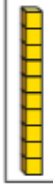
Tens	Ones

There are ☐ tens

and ☐ ones.

The number is 75

5

Tens	Ones
	

Tens	Ones
10 10	1

Dexter says that both place value charts represent the same number.

Eva says that cannot be true because they look different.

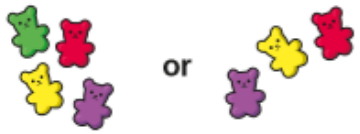
Who do you agree with? Why?

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Compare objects

1 Which picture shows more? Circle your answers.

a)

 or

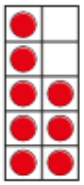
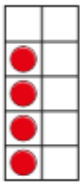
b)

 or 

c)

 or 

d)

 or 

e)

 or 

f)

 or 

Talk about your answers with a partner.

2 Draw pictures to represent the sentences.

a) 16 is greater than 12

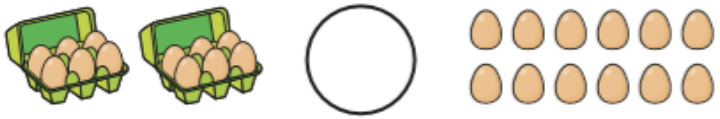
b) 11 is less than 21

c) 18 is less than 1 ten and 9 ones.

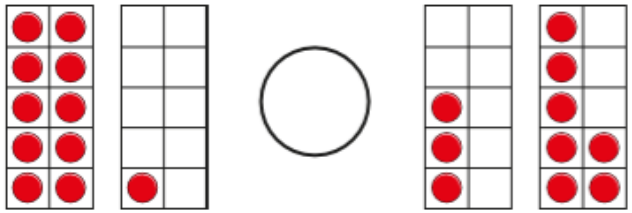
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3 Write <, > or = to compare the objects.

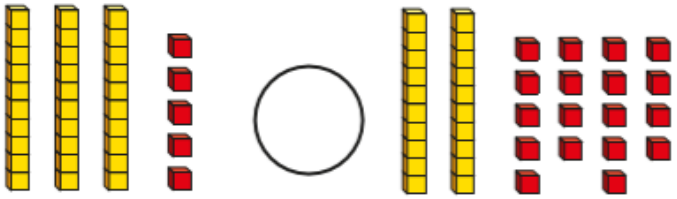
a)



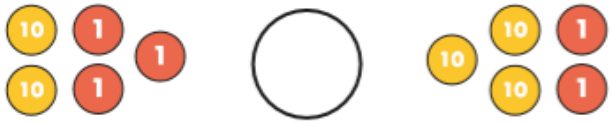
b)



c)



d)



4 There are 10 cookies in each tin.

Alex has these cookies.



Amir has these cookies.



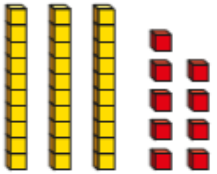
Who has fewer cookies?

_____ has fewer cookies than _____.

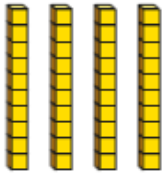
How do you know?

5 Mo and Whitney have each made a number.

Mo's number



Whitney's number



Mo thinks his number is greater because there are more objects.

Do you agree? _____

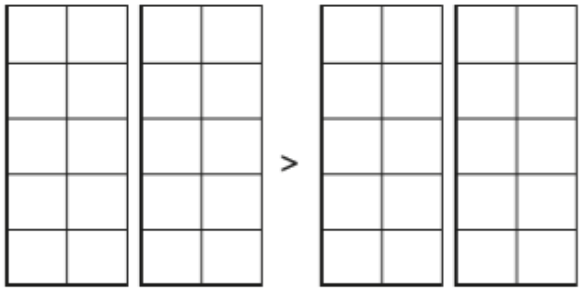
Talk about it with a partner.

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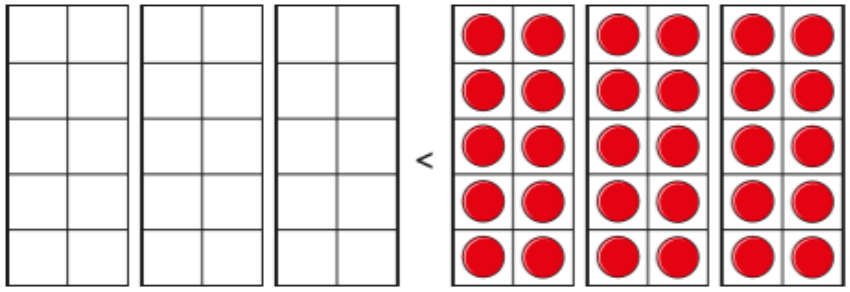
Compare numbers

1 Draw counters to represent the sentences.

a) 15 is greater than 14



b) 21 is less than 30



2 Write the missing phrase.

greater than | less than | equal to

a) 31 is _____ 34

b) 18 is _____ 8

c) seventy is _____ seventeen

d) 40 + 5 is _____ 45

e) 9 tens is _____ 9 ones

f) 23 ones is _____ 30 + 7

3 Write >, < or = to compare the numbers.

a) 47 ◯ 74

b) 19 ◯ 90

c) 15 ones ◯ 2 tens

d) 71 ◯ 70

e) 8 tens ◯ 9 ones

f) 30 ones ◯ 3 tens

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4 Complete the sentences.

a) Forty-eight is greater than _____.

b) $\square$ < 15

c) 6 tens = $\square$

d) 30 + 9 < $\square$

e) $\square$ > 11

Is there more than one answer for each?

Talk about it with a partner.

5 Write >, < or = to compare the numbers.

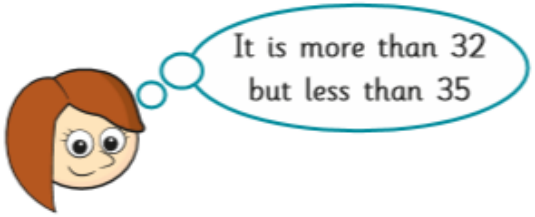
a) 50 ◯ 50 + 7

b) 10 + 20 ◯ 10 + 16

c) 50 ◯ 40 + 17

d) 30 ones ◯ 10 + 19

6 Rosie is thinking of a number.



What number could Rosie be thinking of?

_____

_____

7 Complete the number sentence.

21 < $\square$ < 30

Are there any other answers?

How do you know you have found them all?

8 Is this true or false?

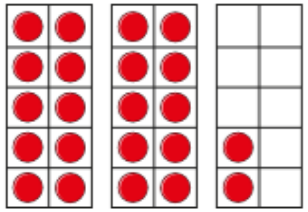
2 tens and 13 ones is less than 3 tens.

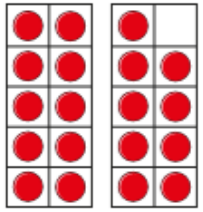
Use base 10 to represent your answer.

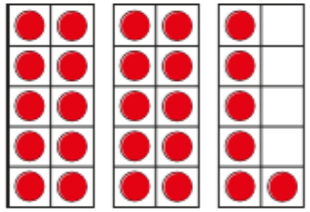
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Order objects and numbers

1 What numbers are represented?



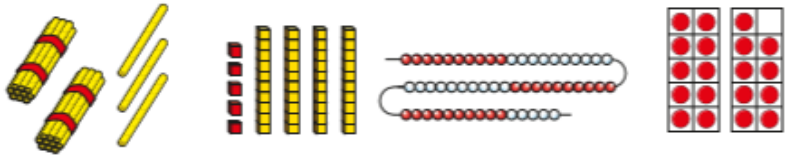




Write the numbers in order.
Start with the smallest number.

How did you put the numbers in order?

2 What numbers are represented?



a) Which is the smallest number?

is the smallest number.

b) Which is the greatest number?

is the greatest number.

c) How did you find the smallest and greatest numbers?

d) Write any of the numbers to complete the number sentences.

>

<

How many different ways can you complete the sentences?

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3 Use base 10 to make the numbers fifty, fifteen and thirty-five.

Write the numbers in order.

Start with the greatest number.

_____

_____

Write the numbers in order.

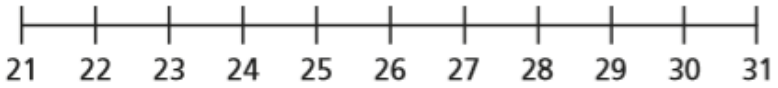
Start with the smallest number.

_____

_____

What do you notice? Talk to a partner.

4 Circle the numbers 27, 22 and 30 on the number line.

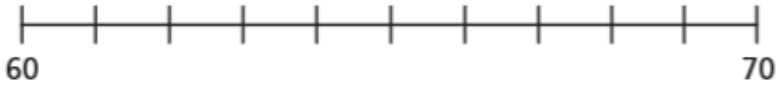


Write the numbers 27, 22 and 30 in order.

Start with the smallest number.

☐ ☐ ☐

5 Label 68, 61 and 64 on the number line.



Write the numbers 68, 61 and 64 in order.

Start with the greatest number.

☐ ☐ ☐

6 Write the numbers in order.

Start with the smallest number.

31 42 29 36 9

☐ ☐ ☐ ☐ ☐

How did you order the numbers?

Compare your answer with a partner's answer.

7 Is this true or false?

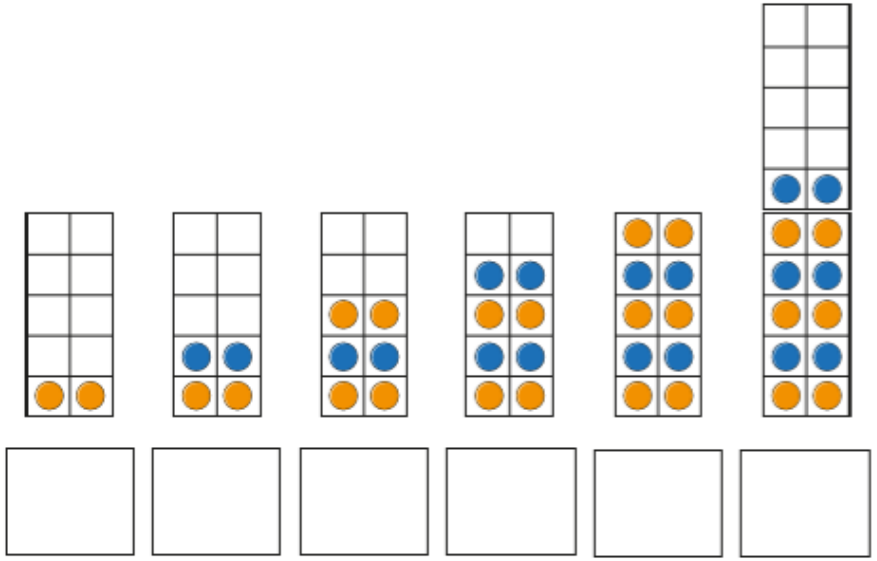
When you compare two numbers, the number with more ones is bigger.

How do you know?

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Count in 2s, 5s and 10s

1 What numbers are represented?

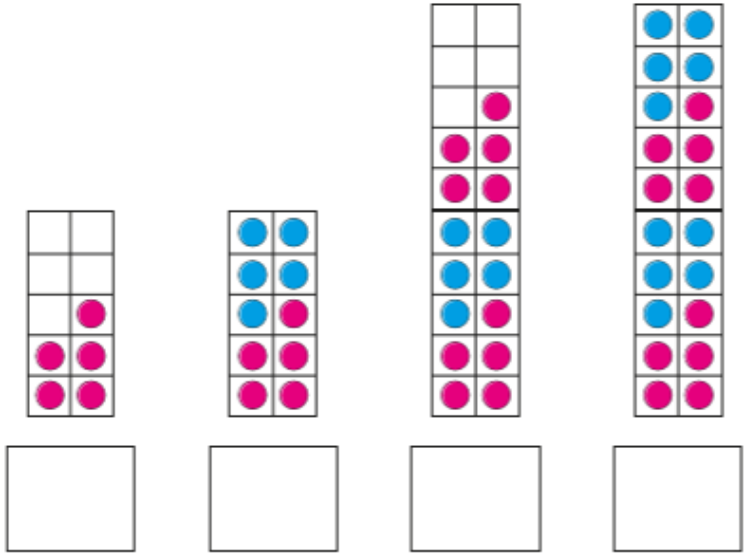


2 Complete the number tracks.

0	2			8	10	12			

22	20					10			

3 What numbers are represented?



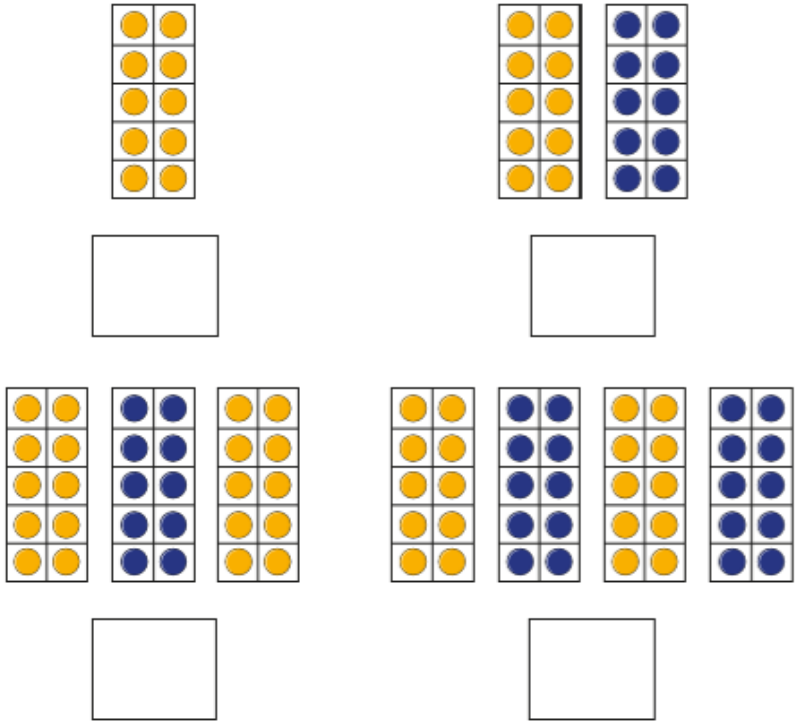
4 Complete the number tracks.

	5	10	15						

				35	30				

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5 What numbers are represented?



6 Complete the number tracks.

0	10								

					40	30			

7 Circle the number that does not fit the pattern.

a) 4, 6, 8, 9, 10, 12, 14

b) 40, 30, 20, 10, 5, 0

c) 10, 20, 30, 35, 40, 50

How did you spot the odd one out?

8 Count forwards and backwards in 10s from 64

64 ☐ ☐ ☐

64 ☐ ☐ ☐

9 Is this always, sometimes or never true?

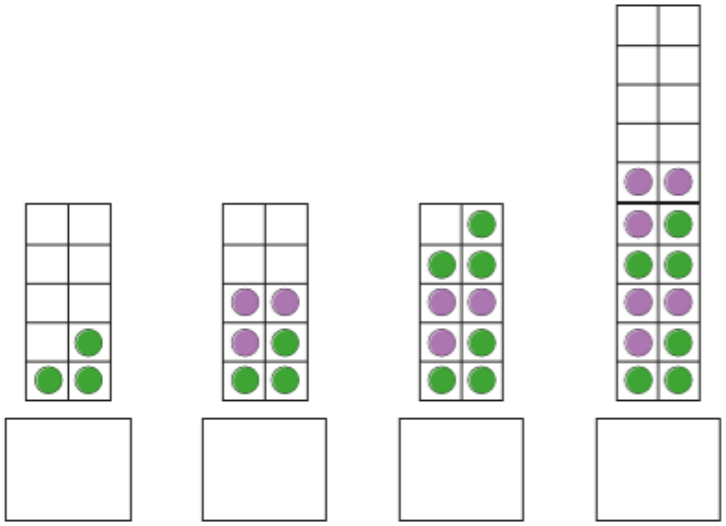
When counting in 2s, all the numbers are even.

How do you know? Talk to a partner.

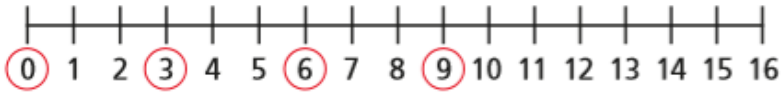
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Count in 3s

1 What numbers are represented?



2 Use the number line to help you complete the sentence.



The numbers that are circled are counting up in steps of ☐

Draw circles on the number line to continue the pattern.

3 Complete the number tracks.

0	3			12			21		

30	27	24							

					18	21			

4 Rosie has 12 stickers.





She collects 3 more stickers each day.

How many stickers will she have in 8 days?

Complete the number track to help you.

12								

Rosie will have ☐ stickers in 8 days.

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5 Is this true or false? Circle your answers.

a) When you count in 3s from zero, you will say the number 9

true false

b) When you count in 3s from zero, you will say the number 11

true false

How do you know?

6 Count up in 3s from 3

Colour the numbers you say on the number grid.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

7 Ron is counting in 2s from 0

Complete the number track to show the numbers Ron will say.

Kim is counting in 3s from 0

Complete the number track to show the numbers Kim will say.

Whitney adds Ron and Kim's numbers together.

Complete the number track to show the numbers Whitney will say.

What do you notice about Whitney's number pattern?

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Flashback 4

Year 2 | Week 1 | Day 1



1) What is 2×8?

2) There are 5 flowers in each vase.

How many flowers altogether?



3) Complete the sequence. 2, 4, 6, ___ , ___

4) Find the sum of 3, 4 and 7

White Rose Maths

Flashback 4

Year 2 | Week 1 | Day 2



1) Divide 15 by 5

2) There are 10 crayons in each pack.

How many crayons altogether?



3) Complete the sequence. 16, 14, 12, ___ , ___

4) Find the sum of 9, 5 and 1

White Rose Maths

Flashback 4

Year 2 | Week 1 | Day 3



1) What is $8 \div 2$?

2) Sam has 10 pairs of socks.
How many socks altogether?



3) Use $<$, $>$ or $=$ to compare.

5×4 ◯ 5×5

4) Calculate $42 + 10$

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Flashback 4

Year 2 | Week 1 | Day 4



1) Divide 12 by 2

2) One triangle has 3 sides.

How many sides do 5 triangles have?

3) Use $<$, $>$ or $=$ to compare.

3×2 ◯ 2×3

4) Calculate $75 - 10$

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Flashback 4

Year 2 | Week 1 | Day 5



1) Is 13 odd or even?

2) Divide 14 by 2

3) There are 5 players on a football team.
How many players on 4 football teams?

4) How much money is there altogether?



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Flashback 4

Year 2 | Week 2 | Day 1



1) Is 14 odd or even?

2) What is 18 ÷ 2?

3) There are 5 pencils in a pot.

How many pencils in 3 pots?



4) How many tens are there in 24?

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Flashback 4

Year 2 | Week 2 | Day 2



1) Divide 20 by 5

2) What is 20 ÷ 10?

3) How much money altogether?



4) How many tens are there in 87?

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Flashback 4

Year 2 | Week 2 | Day 3

1) Calculate 15 ÷ 5



2) Multiply 2 by 7

3) How much money altogether?



4) Find the sum of 22 and 35

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Flashback 4

1) Calculate 80 ÷ 10



2) Multiply 5 by 6

3) How much money altogether?



4) Find the sum of 26 and 44

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Flashback 4

Year 2 | Week 2 | Day 5



1) What is 40 ÷ 10?

2) Divide 40 by 5

3) How much money altogether?



4) Find the difference between 100 and 65

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