Cotsford
Primary School

Cotsford Primary School

Home learning

Year 2
Autumn 1

Draw pictures and write sentences to describe what your family member told you about life in the area and how it has changed.

Research what Horden was like in the past.

Find out about the history of our school. Investigate when the school was built and whether any of your parents or family went to the school in previous years. Can you find any old photographs of their school days?

Imagine that you lived a hundred years ago. Write sentences to describe a journey to the local shops. Think about how you would get there, what you would buy and which shops you might visit.

Can you make a list or draw a picture of the different physical and human features in the local area. For example, human-building and physical-beach.

human	physical

Make a model of a house, shop or other building from your community.

0 1 2 3 4 5 6 7 8 9 10

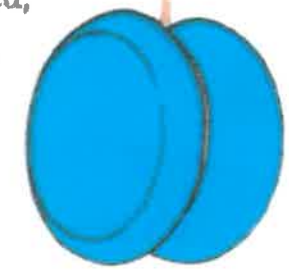
11 12 13 14 15 16 17 18 19 20

Can you practise reading and writing the following words?

Word	R	W	Word	R	W	Word	R	W
door			even			sugar		
floor			great			eye		
poor			break			could		
because			steak			should		
find			pretty			would		
kind			beautiful			who		
mind			after			whole		
behind			fast			any		
child			last			many		
children			past			clothes		
wild			father			busy		
climb			class			people		
most			grass			water		
only			pass			again		
both			plant			half		
old			path			money		
cold			bath			Mr		
gold			hour			Mrs		
hold			move			parents		
told			prove			Christmas		
every			improve					
everybody			sure					

The History of the Yoyo

8 The yoyo is the second oldest toy in
16 the world and it is thought to have
22 been invented in China around three
28 thousand years ago. Long ago, yoyos
35 were made from wood, metal or painted
44 pottery discs. As well as their use as a
51 toy, yoyos have been used as weapons.
58 Five hundred years ago, hunters in some
66 countries would hide up trees with a rock
75 tied to a long piece of rope. They would
82 wait until a wild animal walked beneath
90 the trees and throw the rock down to
97 try and hit them. If they missed,
104 they could pull on the rope and
109 have another go. Since then,
114 yoyos have spread around the
120 world and are known by many
122 different names.



Quick Questions

1. If the yoyo is the second oldest toy, which toy do you think is the oldest?

_____

_____

2. Why did hunters find yoyos useful as weapons?

_____

_____

_____

3. Which three materials were yoyos made from long ago?

_____ _____ _____

4. Find and copy two phrases which tell you that yoyos have existed for a long time.

_____

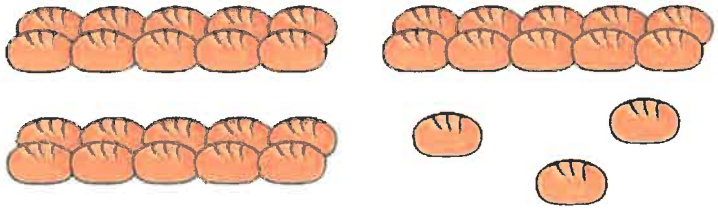
_____

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

1 How many pencils are there?

There are ☐ pencils.

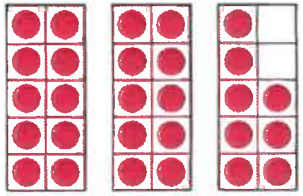
2 How many bread rolls are there?



There are ☐ bread rolls.

How did you count them?

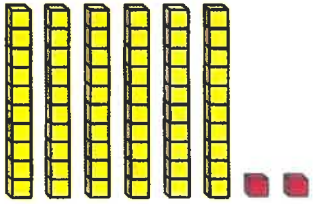
3 What number is represented?



numerals ☐

words _____

4 What number is represented?



numerals ☐

words _____

5 Use base 10 to make the number 45

Draw the base 10

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.

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

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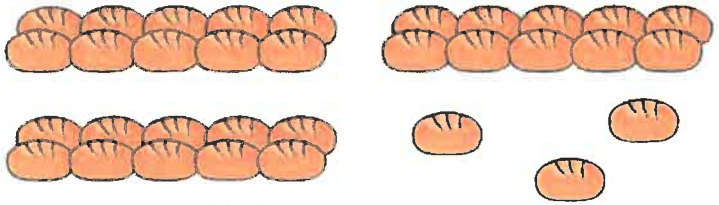
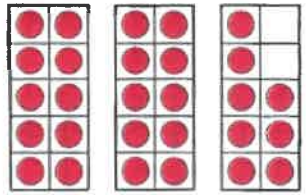


There are ☐ bread rolls.

How did you count them?

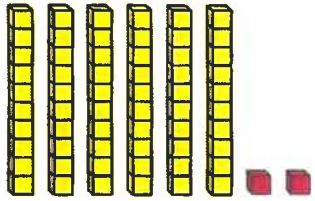
3 What number is represented?



numerals ☐

words _____

4 What number is represented?



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Now she has 52

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

Eva's friend gives her [ ] sweets.

Represent numbers to 100

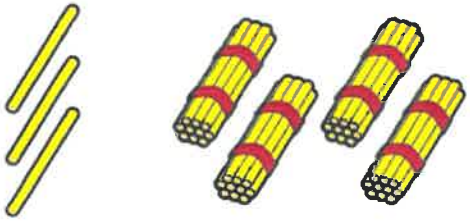
1 Complete the sentences to describe the number.

a)

There is ☐ ten and ☐ ones.

The number is ☐

b)

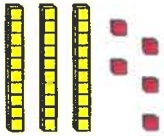


There are ☐ tens and ☐ ones.

The number is ☐

2 Complete the sentences.

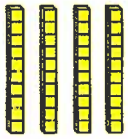
a)



There are ☐ tens and ☐ ones.

The number is ☐

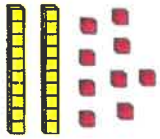
b)



There are ☐ tens and ☐ ones.

The number is ☐

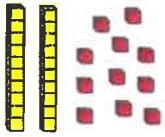
c)



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?

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

a)

There is 1 ten and 5 ones.

The number is ☐

b)

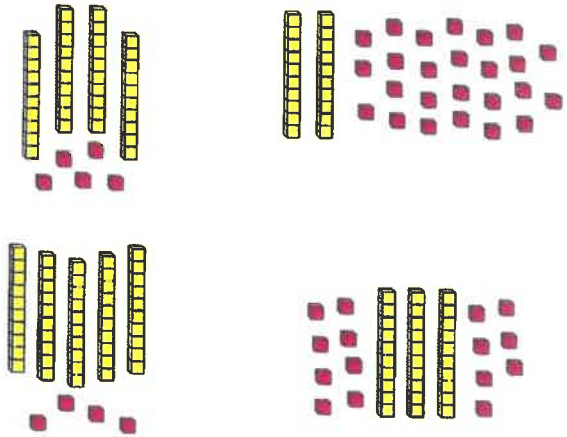
There are ☐ tens

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?

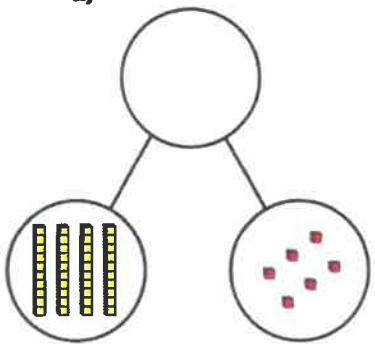
Amir is thinking of the number ☐

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

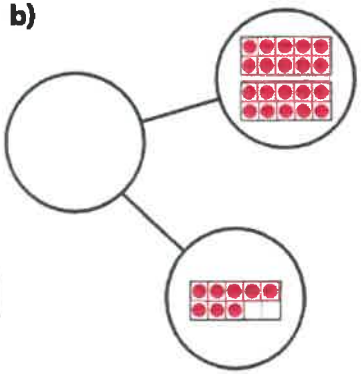
Tens and ones with a part-whole model

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

a)

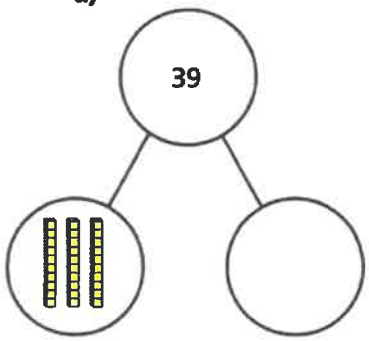


b)

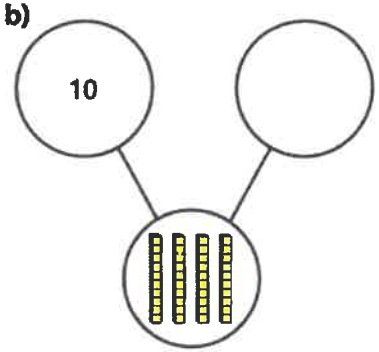


2 Write a numeral to complete the part-whole models.

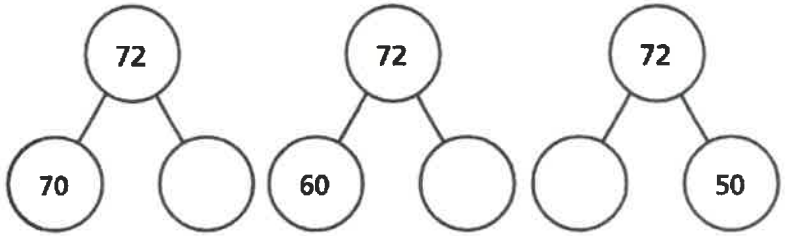
a)



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.

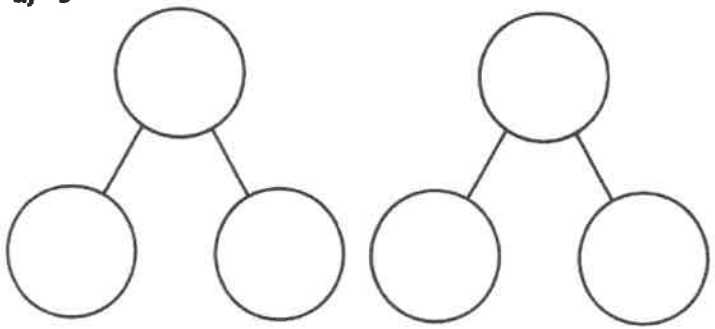
72 is made up of ☐ tens and ☐ ones.

72 is made up of ☐ tens and ☐ ones.

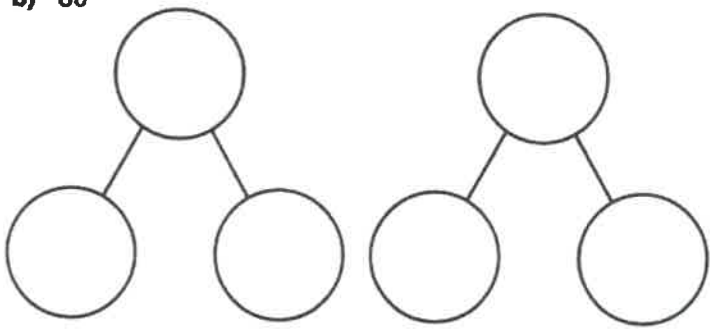
How many other ways can you partition 72?

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

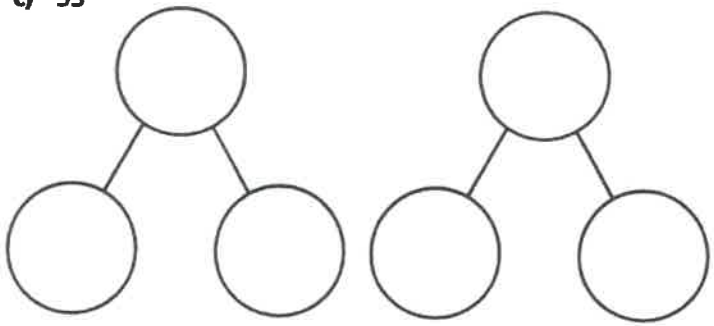
a) 9



b) 80



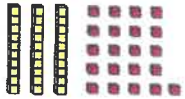
c) 53



5 Annie and Teddy have each made a number.

Annie

Teddy



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

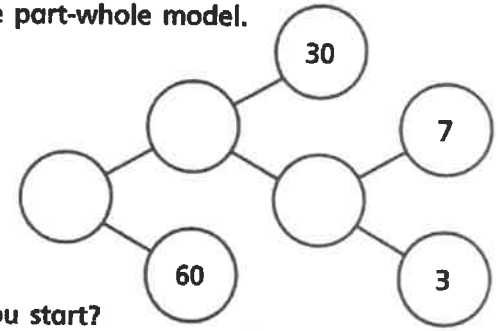
Annie's number has ☐ tens and ☐ ones.

It is ☐

Teddy's number has ☐ tens and ☐ ones.

It is ☐

6 Complete the part-whole model.

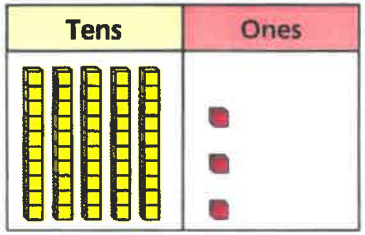


Where did you start?
Compare with a partner.

Use a place value chart

1 Complete the sentences.

a)

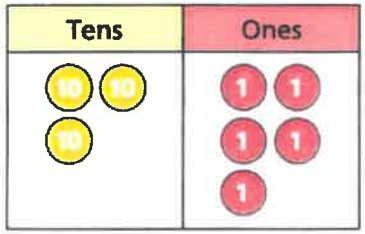


There are ☐ tens

and ☐ ones.

The number represented is ☐

b)



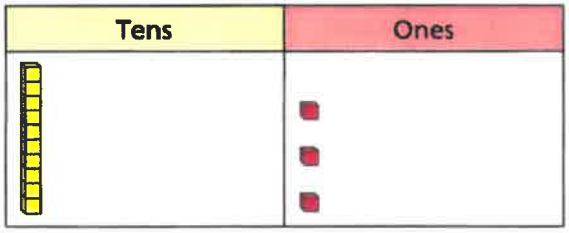
There are ☐ tens

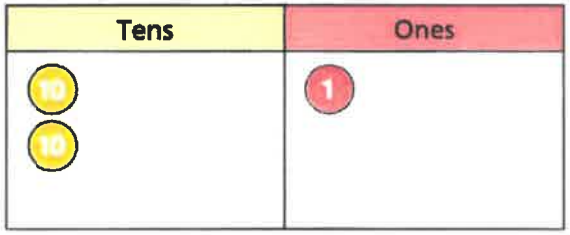
and ☐ ones.

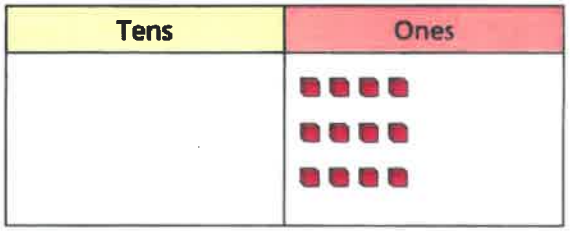
The number represented is ☐

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







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

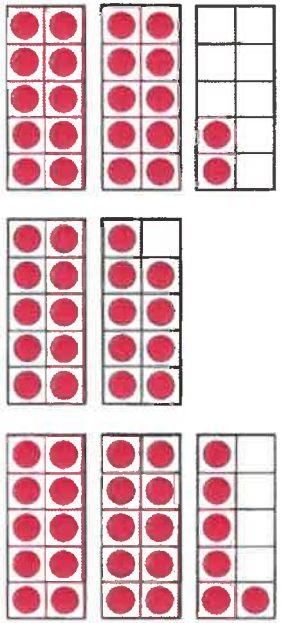
Dexter says that both place value charts represent the same number.

Eva says that cannot be true because they look different.

Who do you agree with? Why?

Order objects and numbers

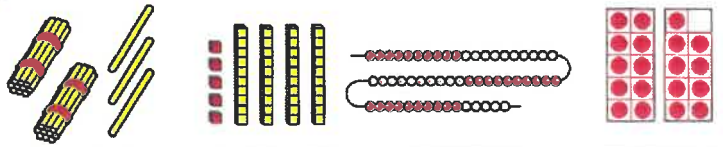
1 **a)** What numbers are represented?



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

How did you put the numbers in order?

2 **a)** What numbers are represented?



b) Which is the smallest number?

is the smallest number.

c) Which is the greatest number?

is the greatest number.

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

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

>

<

How many different ways can you complete the sentences?

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

a) Write the numbers in order.

Start with the greatest number.

_____

_____

b) Write the numbers in order.

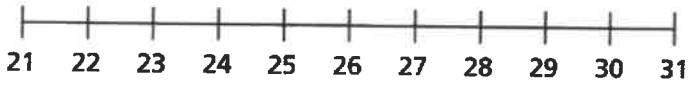
Start with the smallest number.

_____

_____

What do you notice? Talk to a partner.

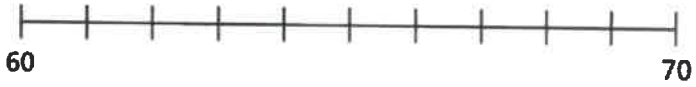
4 a) Circle the numbers 27, 22 and 30 on the number line.



b) Write the numbers 27, 22 and 30 in order.

Start with the smallest number.

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



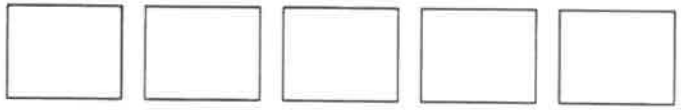
b) Write the numbers 68, 61 and 64 in order.

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

Is this statement always, sometimes or never true?

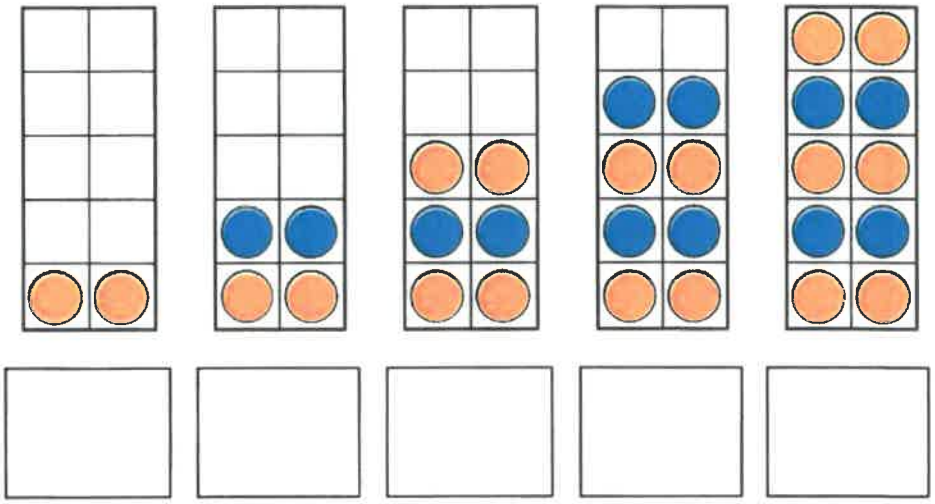
_____

How do you know?

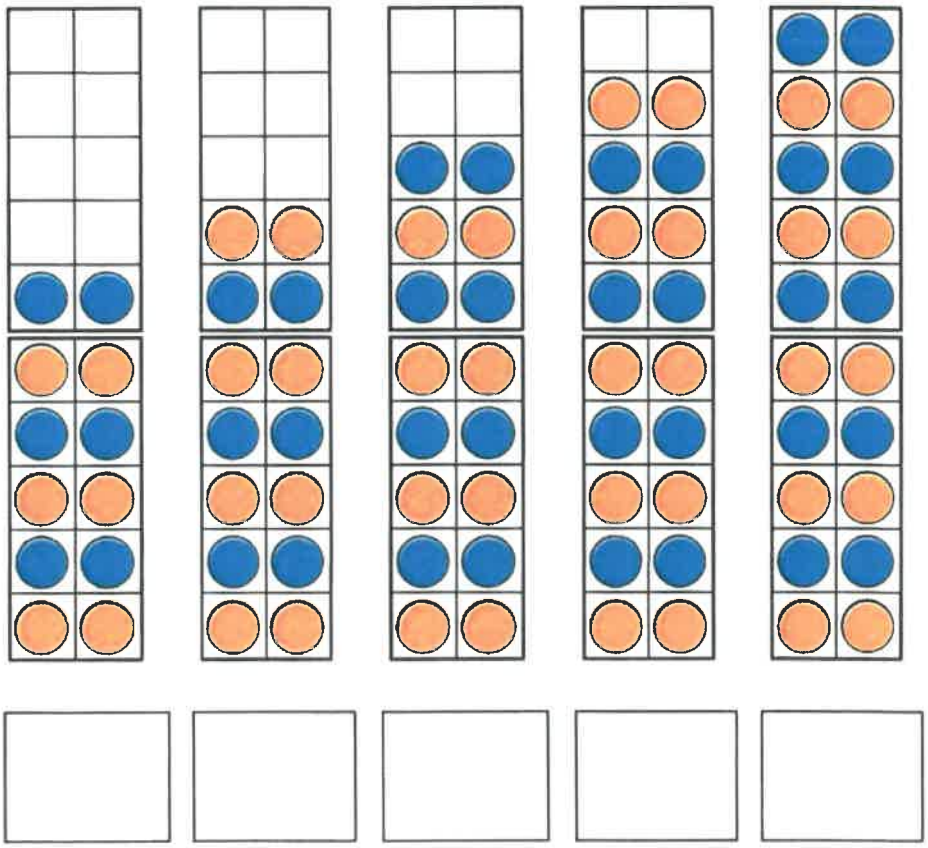
Count in 2s

1 What are the numbers?

a)



b)



2 How many flowers are there?

There are ☐ flowers.

3 Circle 14 socks.

4 Fill in the missing numbers.

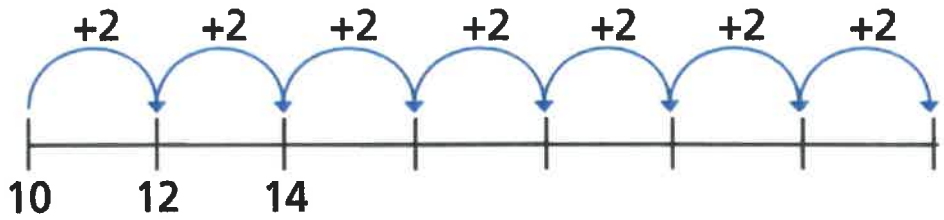
a)

0	2	4					

b)

18	16		12		8		

c)



5 How far can you count up in 2s?

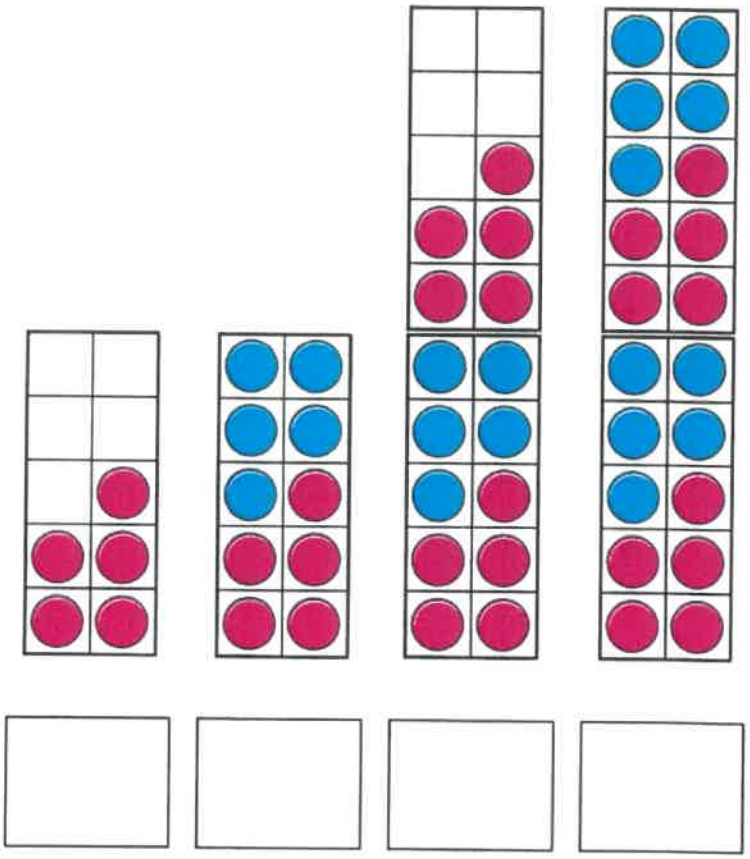
Work with a partner.

Can you count up to 50 together?

Now try counting down in 2s from 50

Count in 5s

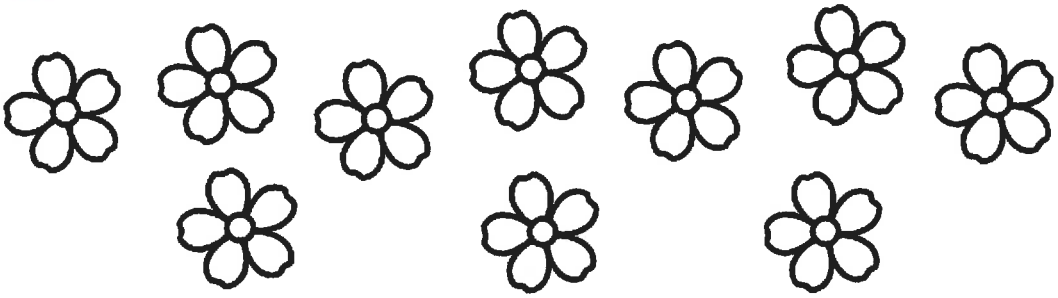
1 What are the numbers?



2 How many spots are there in total?

There are ☐ spots in total.

3 Colour 35 petals.



4 Fill in the missing numbers.

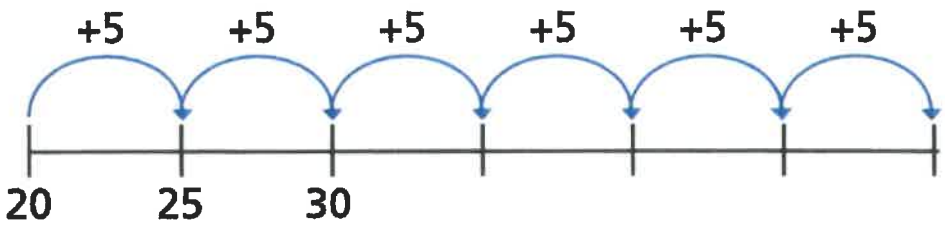
a)

0	5	10					

b)

50	45	40					

c)



5 Mo counts up to 50 in 5s.

Eva counts up to 50 in 2s.

What numbers do they both say?

Can you spot a pattern?

Count in 10s

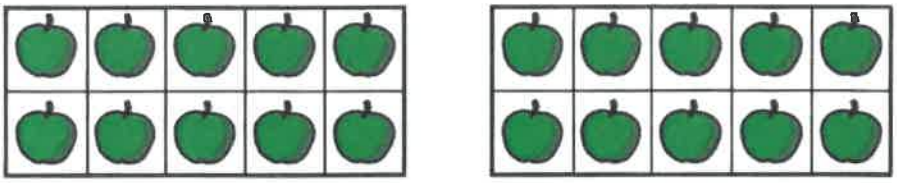
1 How many muffins are there altogether?

There are ☐ muffins on each tray.

There are ☐ trays.

There are ☐ muffins altogether.

2 How many apples are there altogether?



There are ☐ apples on each ten frame.

There are ☐ ten frames.

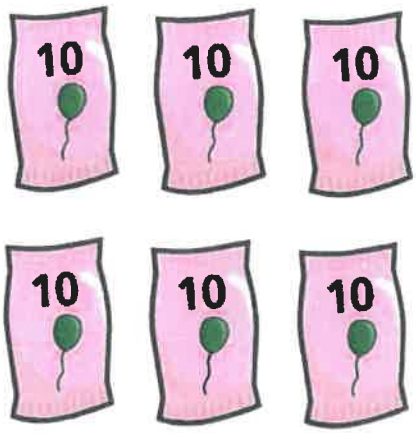
There are ☐ apples altogether.

4 Complete the number tracks.

10	20					

70		50					

5 Tom has these balloons.



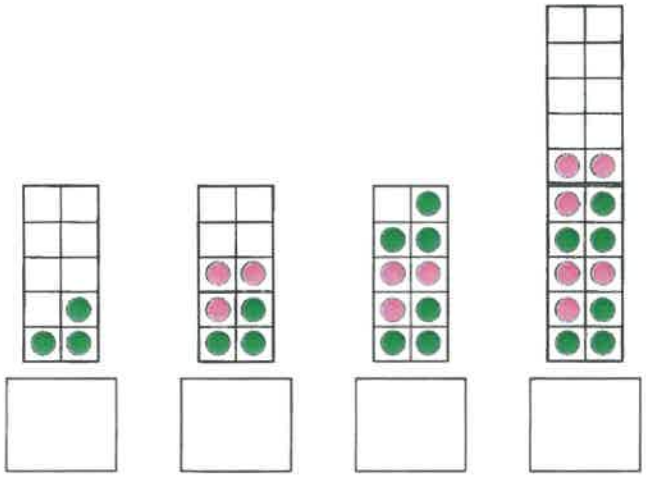
He needs 60 balloons for a party.

Does Tom have enough balloons? _____

How do you know?

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.

5 Is each statement 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 a) Ron is counting in 2s from zero.

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

b) Kim is counting in 3s from zero.

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

c) Whitney adds Ron and Kim's numbers together.

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

d) What do you notice about Whitney's number pattern?