# Year 2 – Maths – Summer 2 Week 4 –

If you have any questions about the work or you would like to send photographs of your work please email them to: year2@stjosephs.greenwich.sch.uk

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
CGP	Autumn term: Workout 6 Pages 11-12	Autumn term: Workout 7 Pages 13-14	Autumn term: Workout 8 Pages 15-16	Autumn term: Workout 9 Pages 17-18	Autumn term: Workout 10 Pages 19-20
TTRS	**Practice 5 x tables** Additional tables (3,5&10 are available as well)	**Practice 5 x tables** Additional tables (3,5&10 are available as well)	**Practice 5 x tables** Additional tables (3,5&10 are available as well)	**Practice 5 x tables** Additional tables (3,5&10 are available as well)	**Practice 5 x tables** Additional tables (3,5&10 are available as well)
Mathematical talk	What do the numbers on the ruler mean? (1 cm etc.) Where should we place the object to start measuring it? Does the ruler look like anything else we have used? (number line) Can you count how many cm the _____ measures? How does using a ruler help us to compare objects?	Which person is taller/shorter? Which pencil is shorter/longer? Are we measuring the height or length of something? What is the same? What is different? How many different sentences can you make to compare the vehicles? Say them to your partner.	Can you draw a bar model to help to decide which operations to use? What are the key words in the question? Can you ask and answer any different questions using the objects and information given?	Look at the scale, which side is lower? What does this tell us about the objects? Which object is heavier? Which object is lighter? Can you hold the objects and predict which is heavier? Is a largest object always the heaviest?	When the balance scales are level, what does this tell us? What symbol could we use? (=) What is the mass of the _____? What would two _____weigh? How could you tell is something was lighter or heavier than 10g? How much heavier is the _____ than the _____? How could you work it out?
Themes	**Measure length (cm)**	**Compare length**	**Four operations with lengths**	**Compare mass**	**Compare mass (g)**
Problem/ activity For varied fluency see first questions on each day. Support video link at bottom	1) How long is the pen in cms? 2) How tall is the doll to the nearest cm? 3) Use a ruler to draw the lines. A) 12cm B) 7cm C) 8cm 4) How long is each side to the nearest cm? 5) Rosie measures the length of a tube of sweets (see below) https://vimeo.com/430299105	1) Rose, Alex and Mo are comparing the height of… (See below) 2) Write digits in the boxes to make the statements correct. 3) Choose a word to complete the sentences. 4) Write <,> or = to complete the sentences. https://vimeo.com/430299221	1) Eva, Jack and Rosie each have a piece of ribbon… (see below) 2) The year 2 classroom is 13m long… 3) Mo measures his pencil at the start of year 2… 4) Kim is 87cm tall and Huan is 78cm tall… https://vimeo.com/430299420	1) Use the words heavier or lighter to complete the sentences. 2) Tick the heavier object on the scale. 3) What is the mass of each object? 4) Kim puts 2 objects on the scale… https://vimeo.com/430109855	1) What is the mass of each object? 2) How many grams does the ruler way? 3) What is the mass of each 3-D shape? 4) Work out the mass of each 3-D shape.

Varied fluency

What is the length of the chocolate bar?
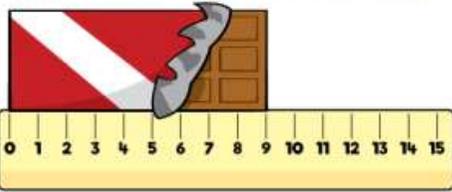
The chocolate bar is ☐ cm.

How long is the pen to the nearest centimetre?

The pen is ☐ cm long.
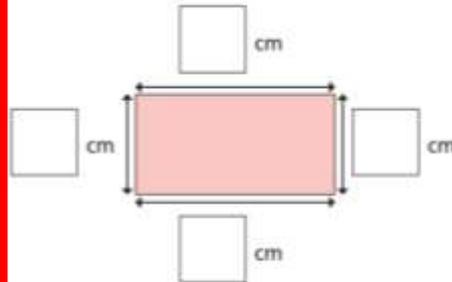
How tall is the doll to the nearest centimetre?
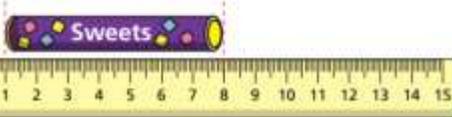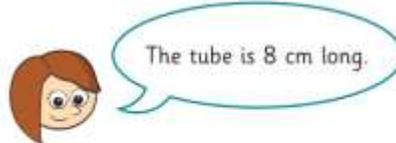
☐ cm

Use a ruler to draw the lines.
 a) 12cm long
 b) 7cm long
 c) 8cm long

How long is each side to the nearest centimetre?

Measure and label the rectangle.

☐ cm

☐ cm   ☐ cm

☐ cm

Rosie measures the length of a tube of sweets.

The tube is 8 cm long.

Sweets

a) Do you agree with Rosie? _____
   Talk about it with a partner.

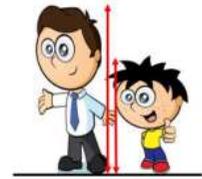b) How long is the tube to the
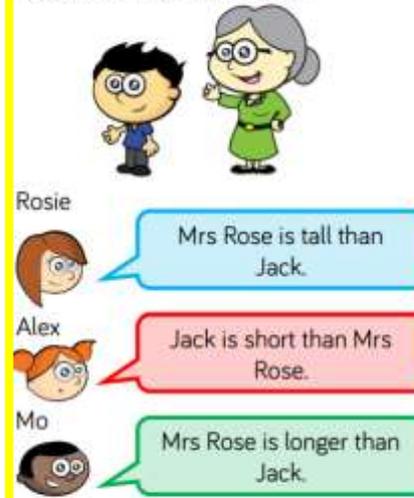   nearest centimetre?
   ☐ cm

Varied fluency

Use the words **taller** and **shorter** in the sentence stems to compare the height of the man and the boy.

The man is ☐ than the boy.

The boy is ☐ than the man.

Rosie, Alex and Mo are comparing the height of Mrs Rose and Jack.

Rosie
Mrs Rose is tall than Jack.

Alex
Jack is short than Mrs Rose.

Mo
Mrs Rose is longer than Jack.
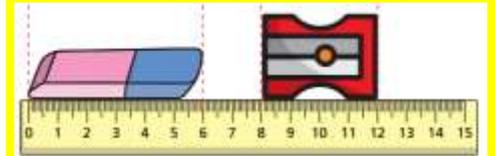
Can you improve their sentences to make them more accurate?

Write digits in the boxes to make the statements correct.

a) ☐ cm < 41 cm

b) 14 m < ☐ m

c) 14 cm > ☐ cm

d) 12 m < ☐ m < 20 m

Is there more than one answer for each?

Choose a word to complete the sentences.

(shorter)   (longer)

The rubber is _____ than the sharpener.

The sharpener is _____ than the rubber.

Write <, > or = to compare the statements.

a) 39 cm + 9 cm ◯ 47 cm

b) 22 m – 6 m ◯ 0 m + 15 m

c) 4 cm + 13 cm ◯ 20 m – 3 m

Day 3

Varied fluency

Teddy has a toy train and a toy plane.
The train is 28 cm long. The plane is 16 cm longer.
How long is the plane?

The toy train is double the length of a toy car.
How long is the toy car?

Draw bar models to help you.

Eva, Jack and Rosie each have a piece of ribbon.
• How much longer is Jack's ribbon than Eva's?
• Jack and Rosie put their ribbons together.
How long are they altogether?
• Eva cuts three more ribbons of the same length as hers.
What is the total length of all four ribbons?
• Eva cuts her ribbon in half. What is the length of each piece?

Eva

Jack

Rosie

The Year 2 classroom is 13 m long.

The Year 3 classroom is 8 m longer than the Year 2 classroom.

a) How long is the Year 3 classroom?

[ ] m

b) The Year 4 classroom is 3 m shorter than the Year 2 and Year 3 classrooms together.

How long is the Year 4 classroom?

[ ] m

Mo measures his pencil at the start of Year 2, halfway through Year 2 and at the end of Year 2

A

B

C
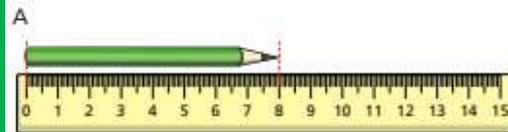
a) Which picture (A, B or C) shows the pencil at the start of Year 2?

Picture _____

How do you know?

b) What is the difference between the longest and shortest length?

[ ] cm

Kim is 87 cm tall and Huan is 78 cm tall.

Kim is taller than Brett.

Huan is shorter than Brett.

Circle all the heights that Brett could be.

80 cm   87 cm   78 cm   86 cm

Day 4

Varied fluency

Using the words 'more' and 'less' and the > or < symbols, describe the mass.
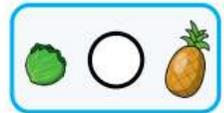
The lettuce weighs _____ than the pineapple.

Complete the sentences:

4 bananas weigh the same as ___ doughnuts.
2 bananas weigh the same as ___ doughnuts

Can you write sentences using 'more' or 'less' using the image?

Use the words **heavier** or **lighter** to complete the sentences.

a)

The ball is _____ than the teddy.

b)

The tiger is _____ than the lion.

Tick the heavier object on each scale.

a)   b)

What is the mass of each object?

a)

[ ] cubes

b)

[ ] cubes

c) Which object is heavier? _____
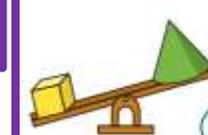
Kim puts two objects on the scales.

The cube is lighter, because it is smaller.
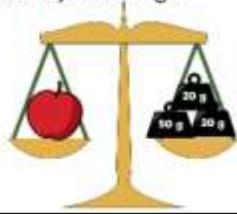
What mistake has Kim made?

Use gram weights to measure the mass of objects using a balance scale.

The _____ weighs _____ grams.

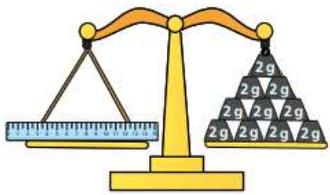## What is the mass of each object?

a)

The pencil has a mass of [ ] g.

b)

The teddy has a mass of [ ] g.

c)

The apple has a mass of [ ] g.

How many grams does the ruler weigh?

[ ] g

What is the mass of each 3D shape?

a)   **b)**
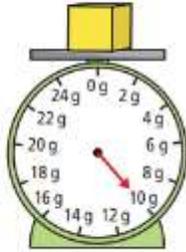
[ ] g   [ ] g

Work out the mass of each 3D shape.
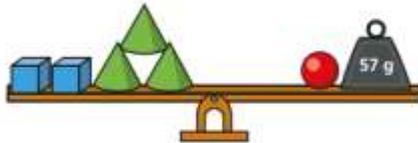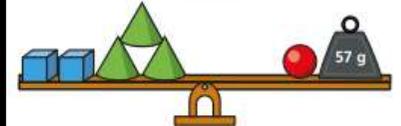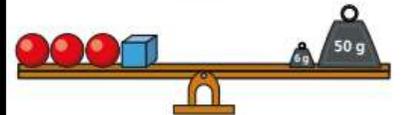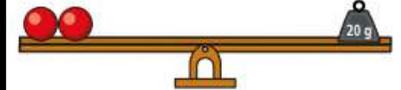
🔴 = [ ] g

🟦 = [ ] g

🔺 = [ ] g

How did you work them out? Talk to a partner.

Work out the mass of each 3D shape.

🔴 = 10 g

🟦 = 26 g

🔺 = 5 g

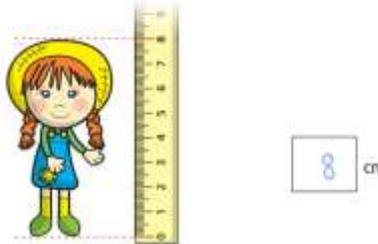How did you work them out? Talk to a partner.
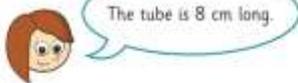
Answers

Day 1

How long is the pen to the nearest centimetre?

The pen is **13** cm long.

How tall is the doll to the nearest centimetre?

8 cm

Rosie measures the length of a tube of sweets.

The tube is 8 cm long.

Sweets

a) Do you agree with Rosie? **No**

Talk about it with a partner.

b) How long is the tube to the nearest centimetre?

7 cm

Day 2

Write <, > or = to compare the statements.

Complete the sentences.

| shorter | longer |

The rubber is **longer** than the sharpener.

The sharpener is **shorter** than the rubber.

Write <, > or = to compare the statements.

a) 9 cm ◯ 23 cm

b) fifty metres ◯ 50 m

c) one metre ◯ 1 cm

Write digits in the boxes to make the statements correct. e.g.

a) **40** cm < 41 cm

b) 14 m < **15** m

c) 14 cm > **10** cm

d) 12 m < **17** m < 20 m

Is there more than one answer for each?

Write <, > or = to compare the statements.

a) 39 cm + 9 cm (>) 47 cm

b) 22 m – 6 m (>) 0 m + 15 m

c) 4 cm + 13 cm (<) 20 m – 3 m

Day 3

a) Which picture (A, B or C) shows the pencil at the start of Year 2?

Picture **C**

How do you know?

b) What is the difference between the longest and shortest length?

9 cm

The Year 2 classroom is 13 m long.

The Year 3 classroom is 8 m longer than the Year 2 classroom.

a) How long is the Year 3 classroom?

21 m

b) The Year 4 classroom is 3 m shorter than the Year 2 and Year 3 classrooms together.

How long is the Year 4 classroom?

31 m

Kim is 87 cm tall and Huan is 78 cm tall.

Kim is taller than Brett.

Huan is shorter than Brett.

Circle all the heights that Brett could be.

(80 cm)   87 cm   78 cm   (86 cm)

Day 4

Use the words **heavier** or **lighter** to complete the sentences.

a)

The ball is **heavier** than the teddy

b)

The tiger is **lighter** than the lion.

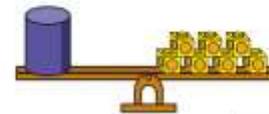Tick the heaviest object on each scale.

a)   b)

What is the mass of each object?

a)

7 cubes

b)

5 cubes

c) Which object is heavier? **cylinder**

Kim puts two objects on the scales.

The cube is lighter, because it is smaller.

What mistake has Kim made?

Day 5

What is the mass of each object?

a)

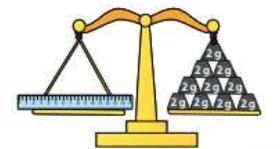The pencil has a mass of **15** g.

b)

The teddy has a mass of **80** g.

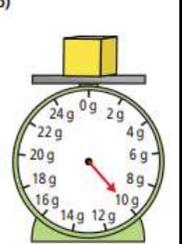c)

The apple has a mass of **75** g.

How many grams does the ruler weigh?

20 g

What is the mass of each 3D shape?

a)   b)

18 g   **10** g