Year 2 Maths

Steppingstone activity

Lesson 2 – 28.04.2020

LO: To measure and begin to record: lengths and heights
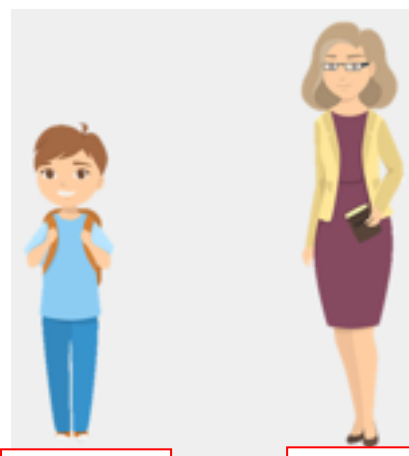
Success Criteria:

| 1. Look at the examples of shortest and tallest, shortest and longest |
| --- |
| 2. Read the questions |
| 3. Look at the pictures |
| 4. Answer the questions in your book |

**Model:**

shortest        tallest

longest

shortest

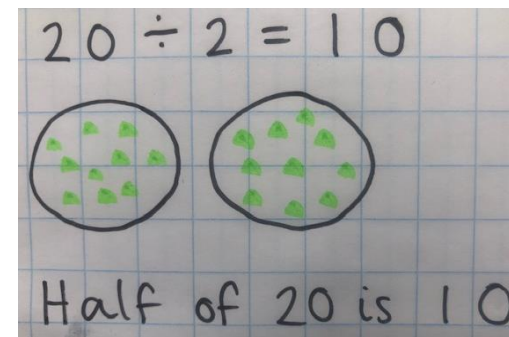| 1. How many cubes long is the cucumber?<br><br>The cucumber is _____ cubes long. | 2. How many cubes long is the tomato?<br><br>The tomato is _____ cubes long. | 3. How many lolly sticks does the **tallest** plant measure?<br><br>The tallest plant is _____ lolly sticks. |
| --- | --- | --- |
| 4. How many lolly sticks does the **shortest** alien measure?<br><br>The shortest alien is _____ lolly sticks. | 5. Which object is 8 blocks **long**?<br><br>A.<br>B.<br>C.<br><br>Object _____ is 8 blocks long. | 6. Which animal is 6 blocks **tall**?<br><br>A.     B.     C.<br><br>Animal _____ is 6 blocks tall. |

Canonbury Home Learning

Year 2 Maths

Lesson 2 – 28.04.2020

LO: To calculate mathematical statements for division and write them using the division (÷) and equals (=) signs

Task:

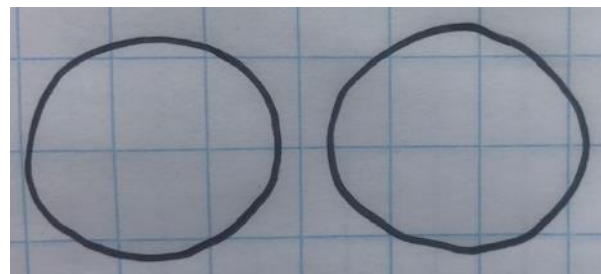# You are going to be using circles and dots to divide by 2

Success Criteria:

$20 ÷ 2 = 10$

Half of 20 is 10

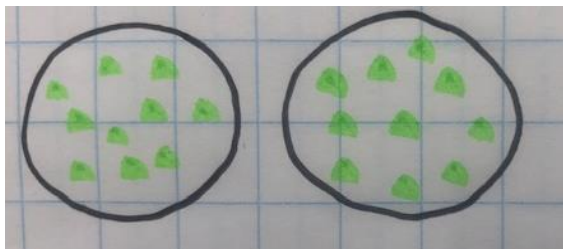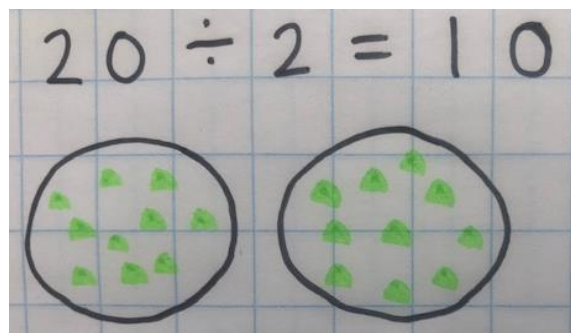| | |
|---|---|
| 1. | Write the calculation |
| 2. | Draw two circles (to divide by two) |
| 3. | Share the amount equally between the groups by counting it though the circles in turn, remembering to stop when you have reached the total! |
| 4. | Count the amount in one of the circles to complete the calculation |
| 5. | Challenge: when we divide by two we are halving – write a statement to go with your division e.g. Half of ____ is ____ |

**Model:**

**1.**  $20 ÷ 2 =$

**2.**

**3.**

**4.**  $20 ÷ 2 = 10$

**5.**  Half of 20 is 10

**Year 2 Maths**

**Main activity**

Complete at least 2 columns, more if you can!

| Task 1 | Task 2 | Task 3 | Task 4 |
|---|---|---|---|
| **Practice** | **Practice** | **Reasoning** | **Problem solving** |
| *Using circles and dots*, divide these numbers by 2: | Use the multiplication inverse (x) to solve these missing number division calculations. Example: | Explain your answers. | |

**Task 1 — Practice**

*Using circles and dots*, divide these numbers by 2:

$4 \div 2 = \underline{\quad}$

$10 \div 2 = \underline{\quad}$

$14 \div 2 = \underline{\quad}$

$12 \div 2 = \underline{\quad}$

$22 \div 2 = \underline{\quad}$

$18 \div 2 = \underline{\quad}$

$24 \div 2 = \underline{\quad}$

**Task 2 — Practice**

Use the multiplication inverse (x) to solve these missing number division calculations. Example:

$\underline{\quad} \div 2 = 3$
$3 \times 2 = 6$

$\underline{\quad} \div 2 = 13$
$13 \times 2 = \underline{\quad}$

$\underline{\quad} \div 2 = 15$
$15 \times 2 = \underline{\quad}$

$\underline{\quad} \div 2 = 20$
$20 \times 2 = \underline{\quad}$

$\underline{\quad} \div 2 = 25$
$25 \times 2 = \underline{\quad}$

$\underline{\quad} \div 2 = 50$
$50 \times 2 = \underline{\quad}$

**Task 3 — Reasoning**

Explain your answers.

4a. Emma has 18 pieces of chocolate. She gives half of them to Mike.

We will get 8 pieces each.

Is Emma correct? Explain why.

4b. Lia has 22 pieces of chocolate. She gives half of them to Joe.

Joe will get 11 pieces.

Is Lia correct? Explain why.

**Task 4 — Problem solving**

6a. Dad is tidying up and he finds 16 socks.

How many pairs can he make?

He finds 6 more socks. Can he still make pairs?

6b. Sam is tidying up and she finds 24 socks.

How many pairs can she make?

She loses 8 socks. Can she still make pairs?