



Canonbury Home Learning

Year 2 Maths

Steppingstone activity

Lesson 2 – 19.05.2020

LO: To identify and represent numbers using objects and pictorial representations

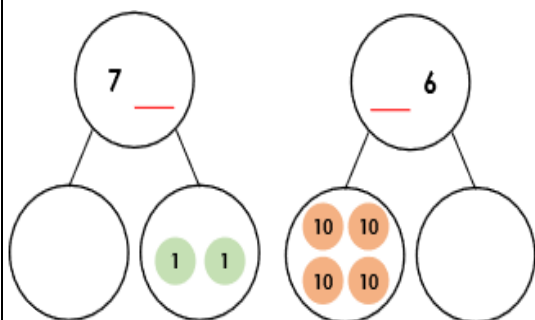
Success Criteria:

1. Look at the 100 square and try to count through all the numbers
2. Read the questions
3. Look at the pictures **carefully**
4. Answer the questions in your book

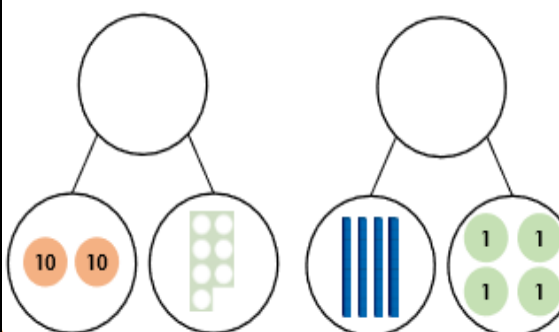
**Model:**

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
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
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

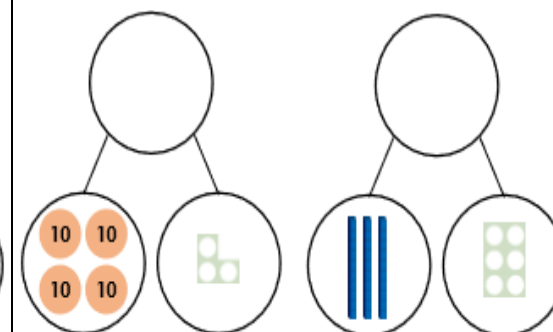
1. Draw and complete these part whole models.



2. Draw and complete these part whole models.



3. Draw and complete these part whole models.



4. Complete the sentences.

54 has  tens and  ones.  
 has 8 tens and 5 ones.  
 63 has  tens and  ones.  
 has 9 tens and 2 ones.

5. Complete the sentences.

37 has  tens and  ones.  
 has 5 tens and 7 ones.  
 84 has  tens and  ones.  
 has 6 tens and 8 ones.

6a. Write the numbers represented.



6b. Write the numbers represented.



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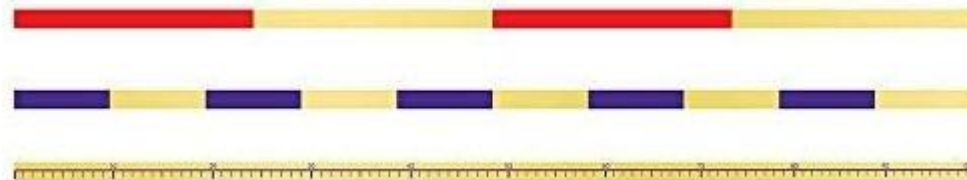
Lesson 2 – 19.05.2020

LO: To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers

Task:

You are going to be **measuring length in metres (m)**

Success Criteria:



- |                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------|
| 1. Read the information                                                                                          |
| 2. <b>Task 1:</b> Draw the table and find three things around your house to put in each column                   |
| 3. <b>Task 2:</b> Look at the three objects, read the lengths, match the objects to the <i>estimated</i> lengths |
| 4. Answer as many reasoning and problem solving questions as you can 😊                                           |

**Model:**

1.

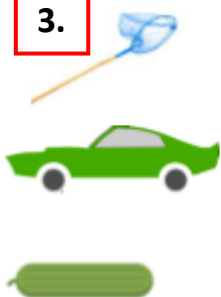
One metre (1m) is equivalent to (the same as) 100 cm.

We use centimetres to measure shorter objects and metres to measure longer objects.

Sometimes we write these measurements as mixed units, for example; the child is 1m and 23cm tall.

Because most people will not have metre sticks (like our counting sticks at school) today you will be using estimations (your best guesses) about where objects should go, or how long they are.

3.



4m 90cm

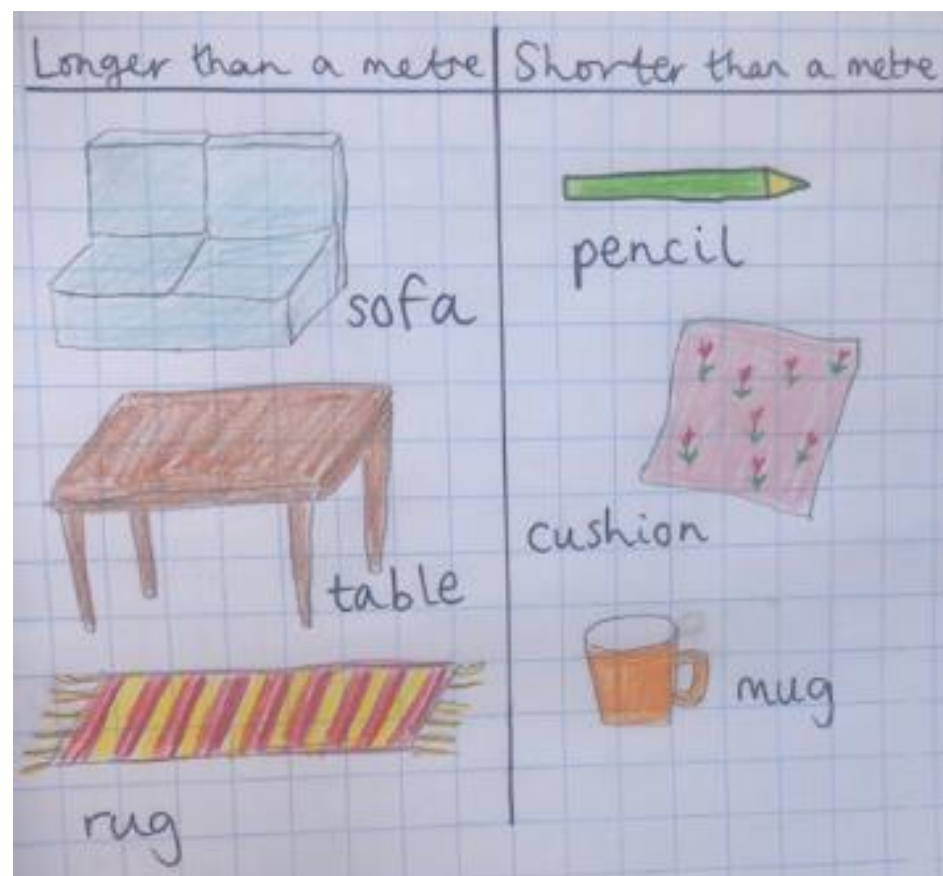
30cm

1m 50cm

Match the objects to the estimated lengths.

Fishing net = 1m 50cm  
Car = 4m 90cm  
Cucumber = 30cm

2.



Complete at least 2 columns, more if you can!

**Task 1**

**Practice**

1. Draw a table with two columns.
2. Name one column 'Longer than a metre' and the other column 'Shorter than a metre.'
3. Have a look around your home to see if you can find three things to go in each column. This can just be an estimation (a sensible guess) as most people will not own a metre stick – I don't!



**Task 2**

**Practice**

Match the objects to the estimated lengths.

1.



1m 70cm



40cm



9m 90cm

2.



2m 34cm



11cm



9m

3.



17cm



8m



1m 45cm

**Task 3**

**Reasoning**

Explain your answers.

5a. Abel has been sorting objects into the chart below.

Measure in metres	Measure in centimetres
dolphin	bread
car	tree
	chair

Has he sorted them correctly? Explain your answer.

5b. Julia has been sorting objects into the chart below.

Measure in metres	Measure in centimetres
cucumber	ball
street light	toy
hippo	meerkat

Has she sorted them correctly? Explain your answer.

**Task 4**

**Problem solving**

4a. Use the digit cards to estimate a suitable length for these objects.

car  m and   cm

bike  m and   cm



4b. Use the digit cards to estimate a suitable length for these objects.

coach  m and   cm

surf board  m and   cm

