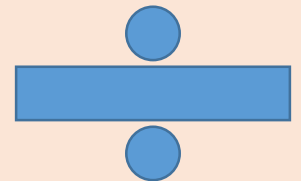
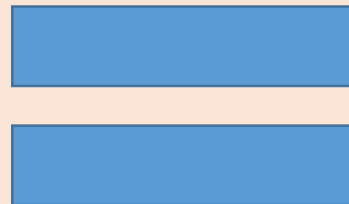


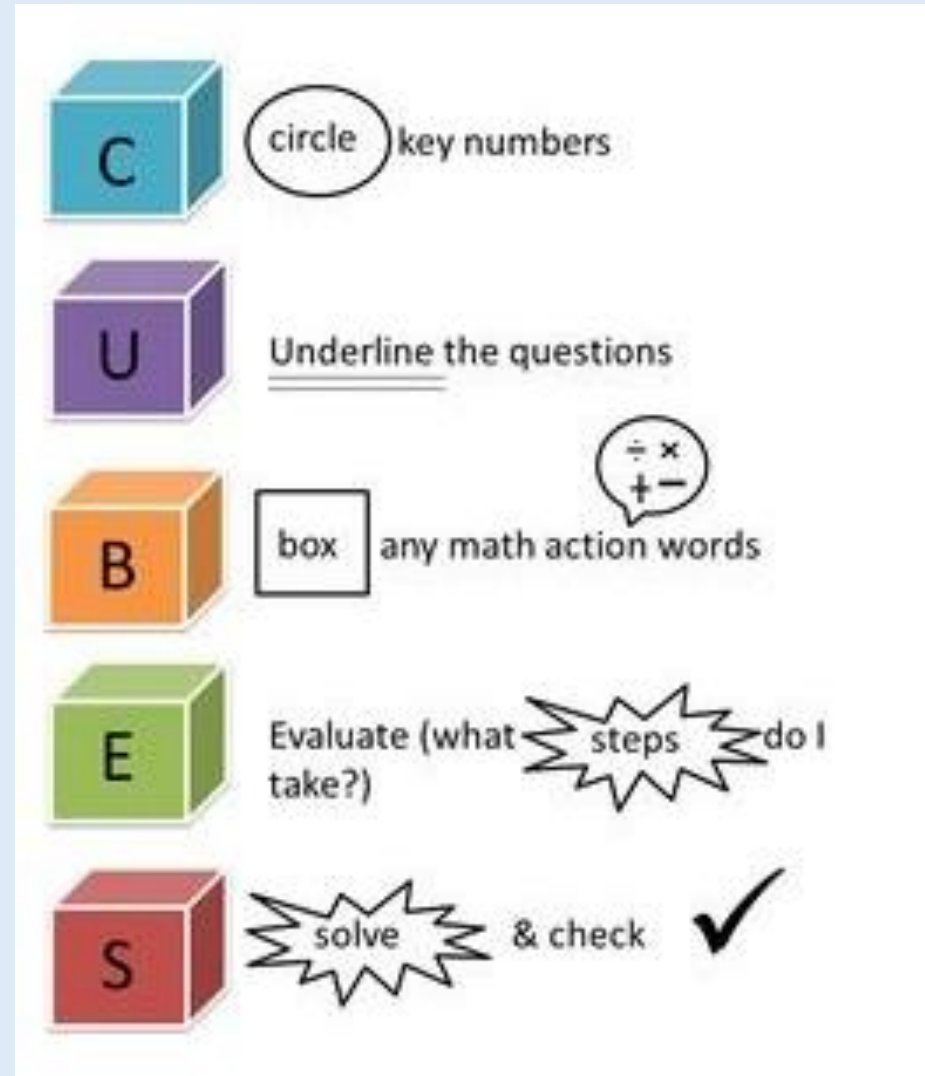
Year 2  
Maths  
W.B 29.06.20



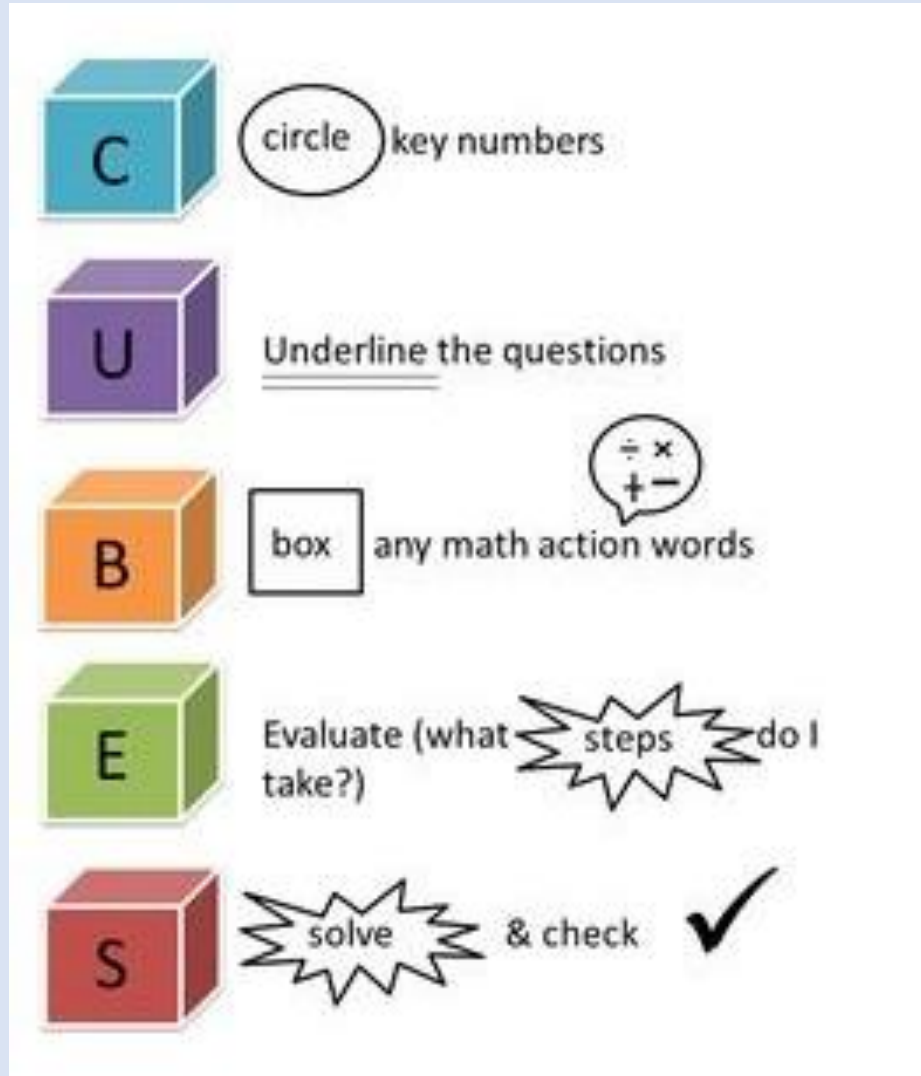
# Day 1 – Solving word problems from different areas of maths.

When solving word problems, we follow a specific set of instructions to help us understand what the problem is asking us to do.

To remember these instructions, we know them as 'CUBES'.



# Example



Will scored 38 points in a board game and Pat scored 24 points. How many points did they score altogether?

C - I have circled the numbers I can see. Don't forget to circle numbers in word form as well!

U - I have underlined the question.

B - I have put a box around the word altogether.

E - I have evaluated the steps I need to take. The word altogether tells me that I need to add the numbers together.

$$S - 38 + 24 = \quad = 62$$

# Use the CUBES steps to solve the problems below.

Don't forget, you can draw images like tens and ones or use a number line to support your working out.

**1** Sam has £50

He buys this cap and jumper with his money.

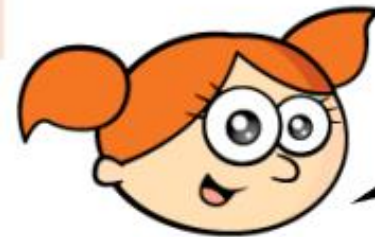


How much money does he have left?

**2** One half of a number is 6

What is double the number?

**3**



I have 42 stickers

I have 60 stickers



Mo gives Alex some stickers.

They now have the same number of stickers.

How many stickers does Mo give Alex?

# Challenges

Reminder – The bottom two numbers total the top number.

Here is an incomplete bar model.  
The total is greater than 10 but less than 20  
What could the missing numbers be?  
How many different combinations can you find?

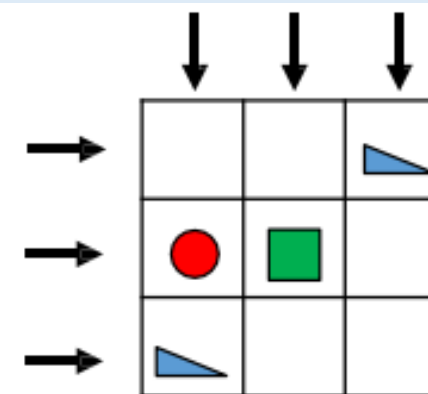


Reminder –  $<$  means less than.

Both missing numbers are less than 10

$$7 + \square < 7 + \square$$

How many different possible answers can you find?



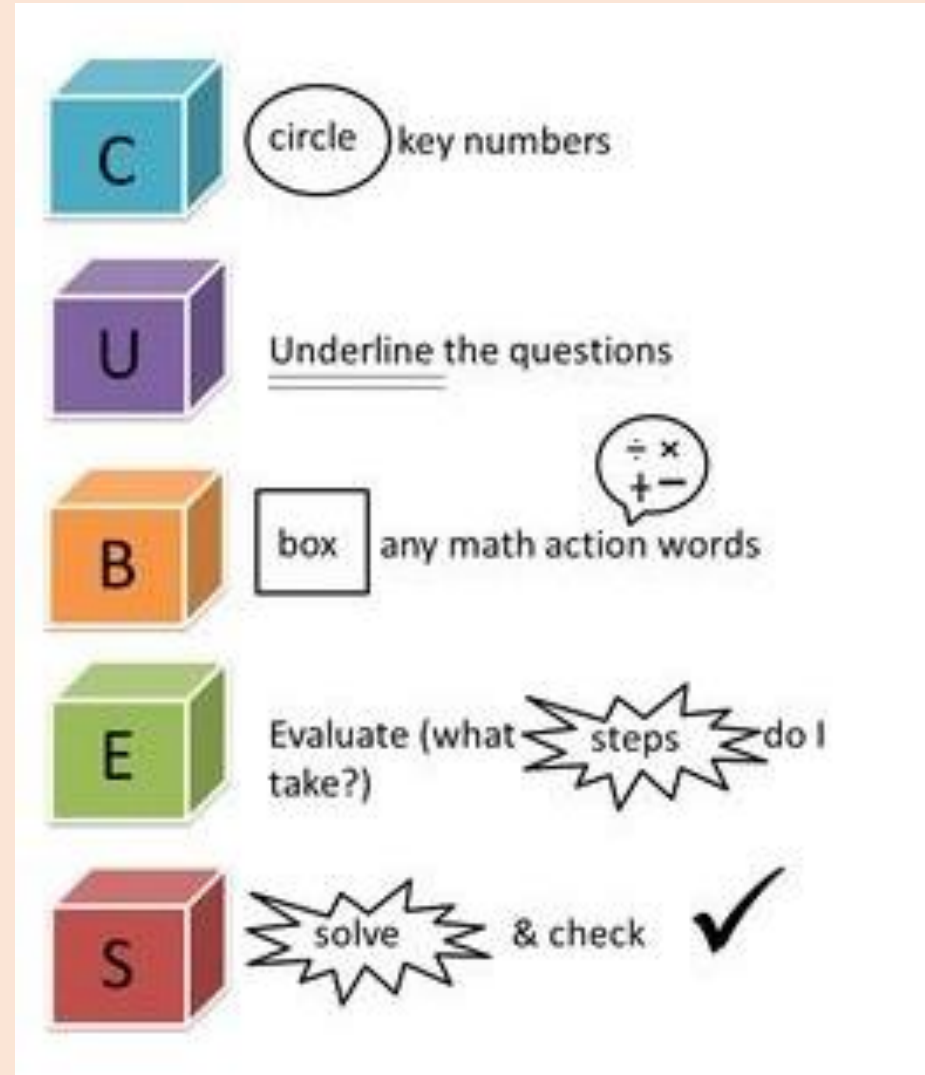
Squares are worth 10  
Triangles are worth 20  
Circles are worth 30

Can you complete the grid above so that all horizontal and vertical lines equal 60?

# Day 2 – Solving word problems from different areas of maths.

When solving word problems, we follow a specific set of instructions to help us understand what the problem is asking us to do.

To remember these instructions, we know them as 'CUBES'.



# Example

**C** circle key numbers

**U** Underline the questions

**B** box any math action words

**E** Evaluate (what steps do I take?)

**S** solve & check ✓

Will scored 38 points in a board game and Pat scored 24 points. How many points did they score altogether?

C - I have circled the numbers I can see. Don't forget to circle numbers in word form as well!

U - I have underlined the question.

B - I have put a box around the word altogether.

E - I have evaluated the steps I need to take. The word altogether tells me that I need to add the numbers together.

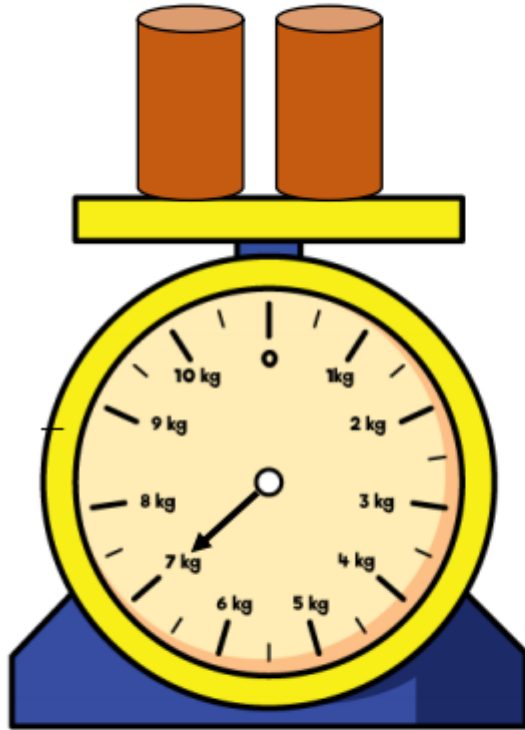
$$S \quad 38 + 24 = \quad = 62$$



# Use the CUBES steps to solve the problems below.

Don't forget, you can draw images like tens and ones or use a number line to support your working out.

- 1 Mary measures the mass of 2 cylinders.



What is the mass of 10 of these cylinders?

- 2 Jack and Dora each have some money.



I spent half of my money.

I spent £12



They have the same amount left.

Dora spent £20

How much money did Jack have at the start?



# Challenges

Jack's house

Annie's house

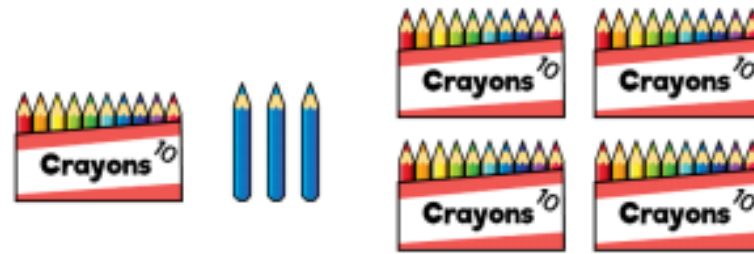


Jack lives 5 km from school.  
Annie lives 4 km from school in the same direction.

What is the distance between Jack and Annie's houses?

After travelling to and from school, Jack thinks that he will walk 1 km more than Annie. Is he correct?  
Explain your answer.

What will be the difference in distance walked after 2 school days?



Class 3 gives one of their full packets of crayons away.

How many crayons do they have left?

Explain your reasoning.

Here are three digit cards.



Place the digit cards in the number sentence.

How many different totals can you find?

$$\square \square + \square =$$

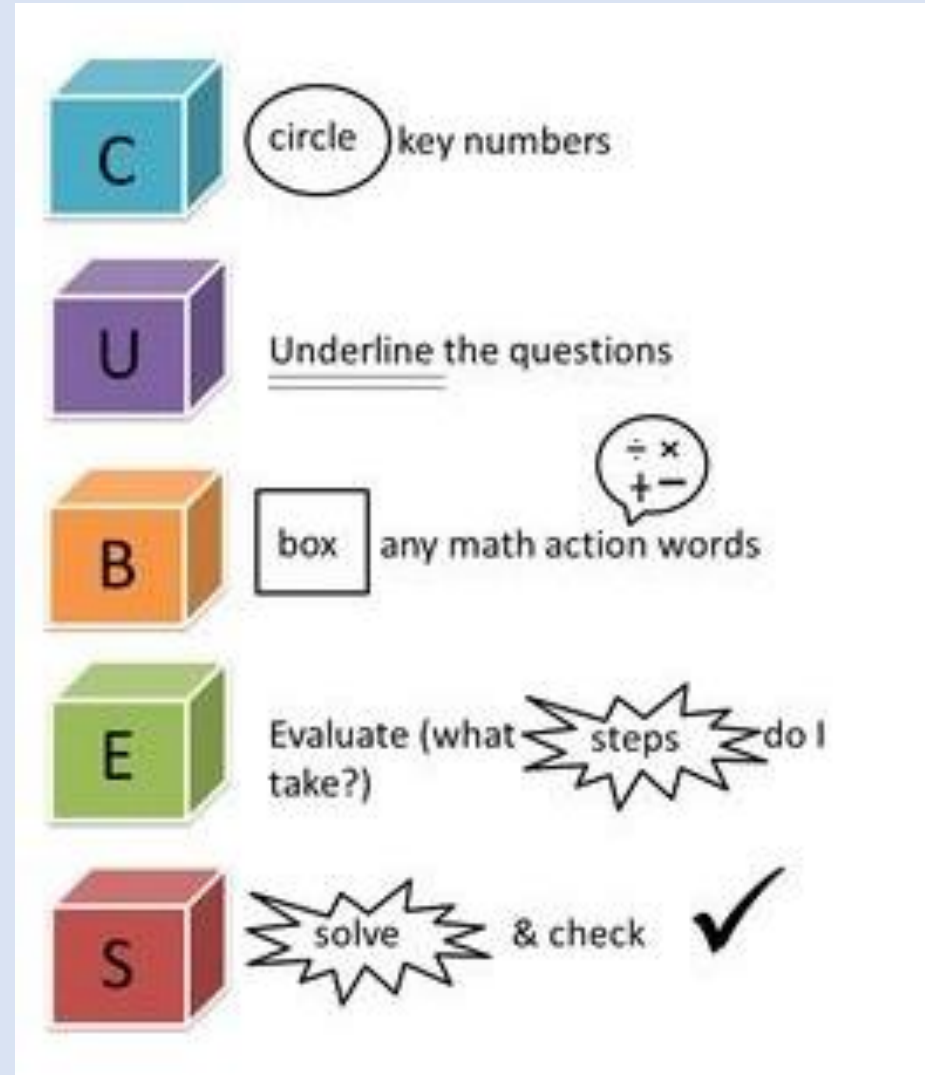
What is the smallest total?

What is the largest total?

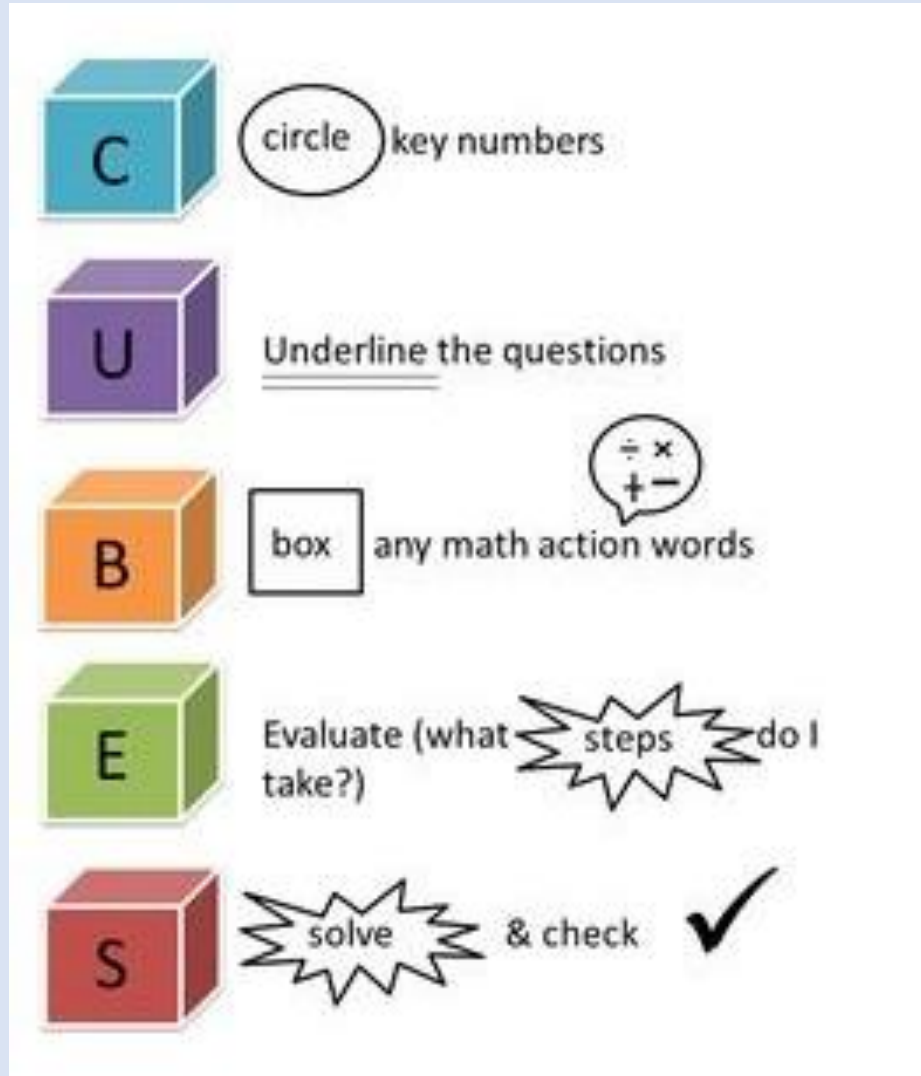
# Day 3 – Solving word problems from different areas of maths.

When solving word problems, we follow a specific set of instructions to help us understand what the problem is asking us to do.

To remember these instructions, we know them as 'CUBES'.



# Example



Will scored 38 points in a board game and Pat scored 24 points. How many points did they score altogether?

C - I have circled the numbers I can see. Don't forget to circle numbers in word form as well!

U - I have underlined the question.

B - I have put a box around the word altogether.

E - I have evaluated the steps I need to take. The word altogether tells me that I need to add the numbers together.

$$S - 38 + 24 = \quad = 62$$

# Use the CUBES steps to solve the problems below.

Don't forget, you can draw images like tens and ones or use a number line to support your working out.

1 Here are 3 number patterns.

0	5	10	15	20		30
---	---	----	----	----	--	----

27	37		57	67	77	87
----	----	--	----	----	----	----

32	30	28	26		22	20
----	----	----	----	--	----	----

What is the sum of the three missing numbers?

The U in CUBES for this problem, will be to underline the command sentence, not the question.

2 Work out the value of each symbol.

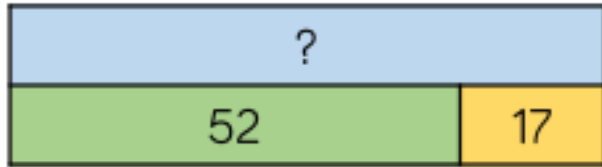
$$\triangle + \triangle = 18$$

$$\triangle + \diamond = 30$$

$$\star - \diamond = 10$$

# Challenges

Amir has been asked to complete the bar model.



The whole is 78  
because  $5 + 2 = 7$   
and  $1 + 7 = 8$

Explain to Amir what he has done wrong. How could you help him work out the correct total?

Is Mo correct?



Every number in the  
5 times table is odd.

Explain your answer.

Tubes of tennis balls come in packs of 2 and 5

Whitney has 22 tubes of balls.

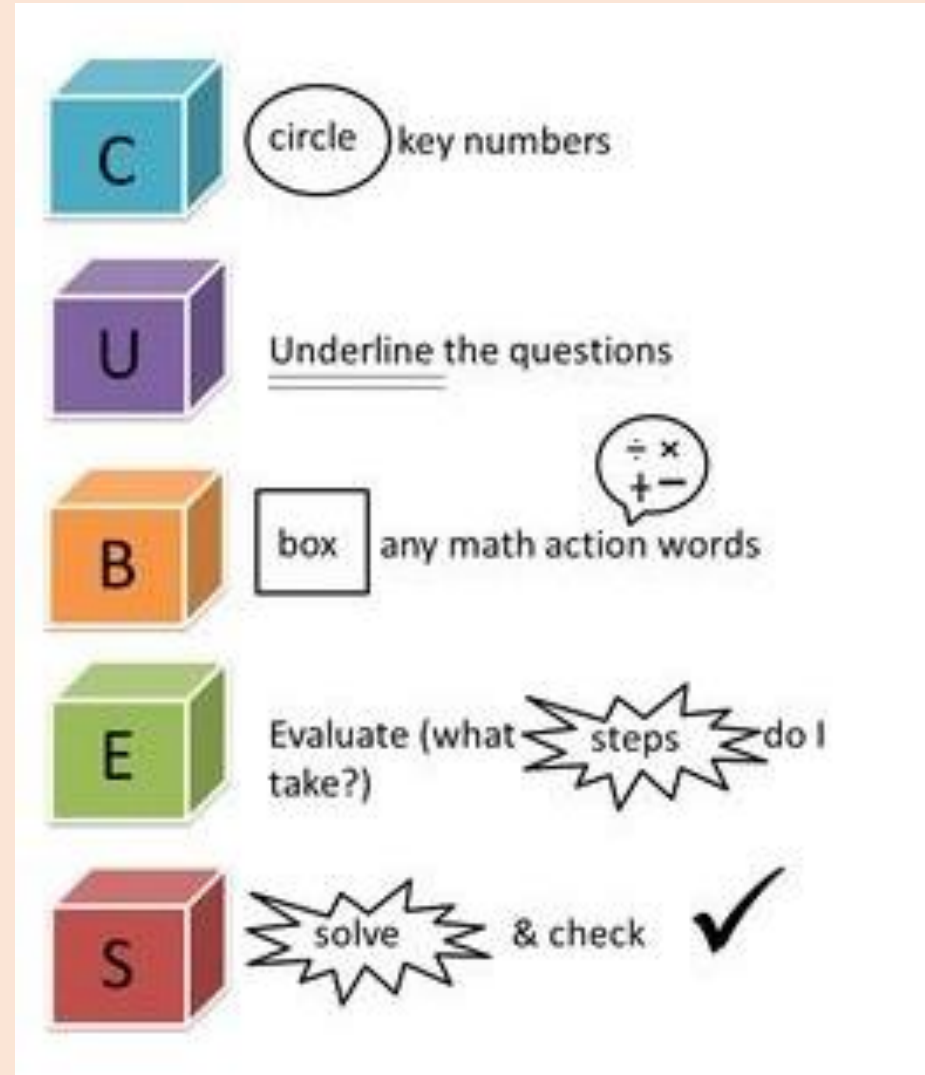
How many of each pack could she have?

How many ways can you do it?

# Day 4 – Solving word problems from different areas of maths.

When solving word problems, we follow a specific set of instructions to help us understand what the problem is asking us to do.

To remember these instructions, we know them as 'CUBES'.



# Example

**C** circle key numbers

**U** Underline the questions

**B** box any math action words

**E** Evaluate (what steps do I take?)

**S** solve & check ✓

Will scored 38 points in a board game and Pat scored 24 points. How many points did they score altogether?

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$$S \quad 38 + 24 = \quad = 62$$



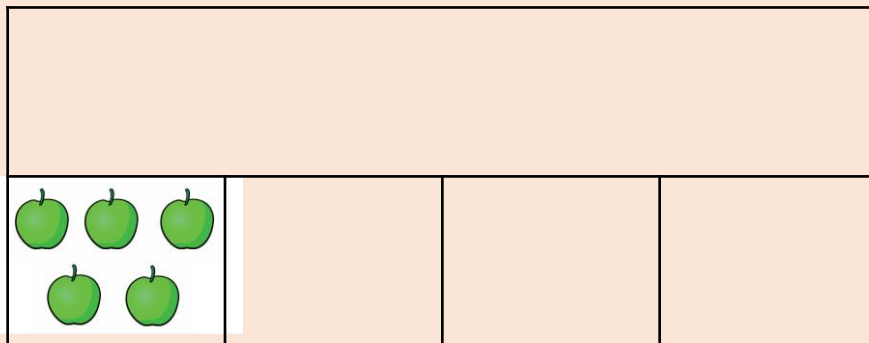
# Use the CUBES steps to solve the problems below.

Don't forget, you can draw images like tens and ones or use a number line to support your working out.

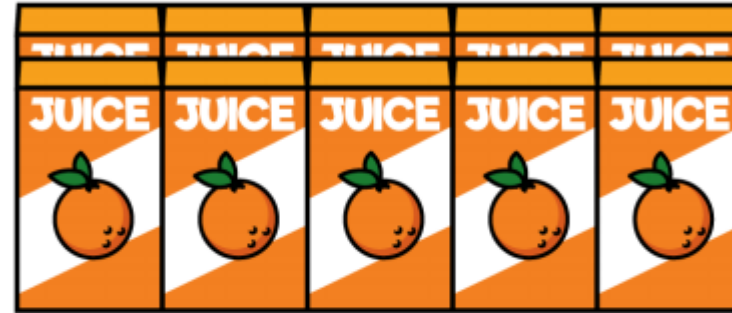
## 1 In a box

- $\frac{1}{4}$  of the apples are green.
- The rest are red.
- There are 5 green apples.

How many apples are red?



## 2 Amir has 10 cartons of juice.



Each carton holds 2 litres of juice.

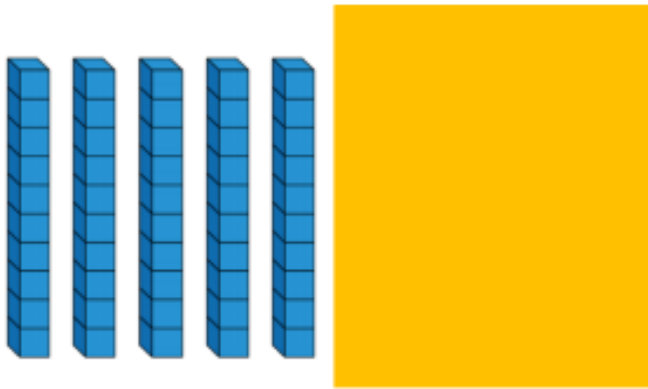
How much juice is in 7 cartons?

# Challenges

Some Base 10 is hidden.

The total is less than 100

What could the calculation be?



$$\underline{\quad} \times 10 = \underline{\quad}$$

Tim says it could be  $10 \times 10$

Is he correct? Explain your answer.

On sports day, Jack runs 10 metres, 7 times.



Which of these calculations do **not** describe this word problem?

$$10 + 7$$

$$7 \times 10$$

$$7 + 7 + 7 + 7 + 7 + 7 + 7 + 7 + 7 + 7$$

$$10 + 10 + 10 + 10 + 10 + 10 + 10$$

Explain why.

Alex has 20 sweets and shares them between 5 friends.



Tommy has 20 sweets and shares them between 10 friends.

Whose friends will receive the most sweets?

How do you know?

# Day 5 – arithmetic questions.

The following questions are based on number knowledge. We have covered multiplication, division, fractions, addition and subtraction over the past few weeks. If your child struggles with this, you may wish to return to work set over the previous weeks to support them or refresh their memories.

# Day 5 – arithmetic questions.

1  $5 + 2 + 1 =$

2  $8 \times 10 =$

3  $14 + 5 =$

4  $30 + 30 =$

5  $69 + 10 + 10 =$

6  $52 - 5 =$

7  $34 + 40 =$

8  $\frac{1}{2}$  of 12 =

9  $9 \times 5 =$

10  $19 - 16 =$

11  $18 \div 2 =$

12  $26 + 66 =$

13  $77 - 48 =$

14  $7 \times 3 =$

15  $\frac{2}{4}$  of 8 =