

Remote Education Work Pack

Remote Education Work Pack

Year 2

Spring 2



Year 2 Home learning pack

Spring 2

We hope you find the activities in this pack useful to use during your time at home. Below are some extra activity prompts for you to use.

Maths



- Practise doubling and halving numbers to 20.
- Identify coins and notes. Practise the value through role play and or talk about money when you are out shopping.
- Continue to learn 2x, 5x and 10x tables of by heart.
- 'Hit the button'
<https://www.topmarks.co.uk/maths-games/hit-the-button> a useful online game to practise number bonds.
- Use Mathletics/Numbots to practise maths skills. Please use our Year 2 email address if you need logins.



English

- Continue to practise reading and spelling common exception words for Year 2.
- Write your own story, describe a character from your favourite book.
- Write a factfile linked to your topic or science learning.
- Read a book, act it out, write a book review or draw a new front cover.
- www.phonicsplay.com have free phonics games for children. The login is free at the moment.
- Sign up to Oxford owl and read the books that are available. This is a great website that many parents have found helpful.



Science

Our topic this term is Living things and Habitats. At home you could:

- Begin to explore how animals are suited to their habitats. We call this adaptation. Investigate animals from different animals.
- Compare the habitats of different animals.
- Look at the food chain for different animals how they are the same and different.
- Create different food chains for animals.

<https://www.bbc.co.uk/bitesize/clips/z96r82p>



Creative



- Practise your typing skills by creating a poster linked to your topic or science work.
- There are great websites that show children how to draw pictures step by step.

We highly recommend Rob Biddulph on you tube.



Rob Biddulph

1.1K subscribers

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- If you prefer to listen to stories this is another great website.

<https://www.storylineonline.net/> You will need to select the appropriate book for this age group.

Sort 2D Shapes

Adult Guidance with Question Prompts

For this activity, children use a selection of the 2D shape cards. (Alternatively, flat plastic shapes can be used. If so, emphasise that these are representations of 2D shapes whereas 2D shapes are drawings of shapes which can't be held.)

What shapes have you got?

Can you name them?

How could you sort them?

Encourage children to think about the properties of shape they have learnt so far - number of sides, number of vertices and vertical lines of symmetry. Children may also sort by colour or size, as appropriate. They could sort their shapes into two groups using labels like 'squares' and 'not squares' or they could sort into several groups, for example 'triangles', 'squares' and 'circles'.

How many different ways can you sort the shapes?

Can you write labels for your friend's groups?

Some children may be able to use intersecting Venn diagrams and find shapes with two common properties.

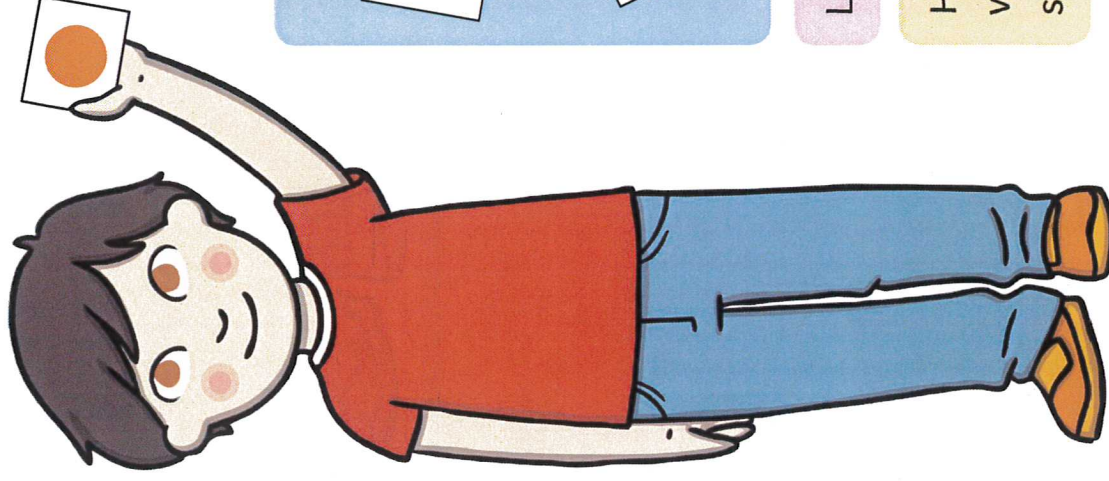
Are there any shapes that could go in both groups?



Sort 2D Shapes



Sort your 2D shapes into groups.



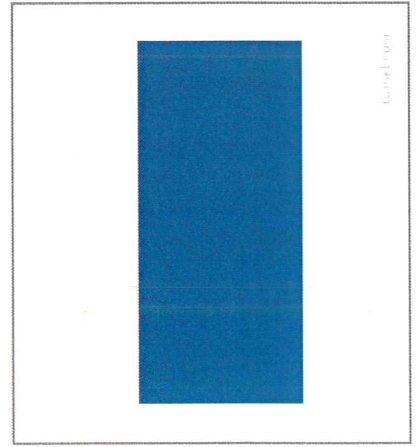
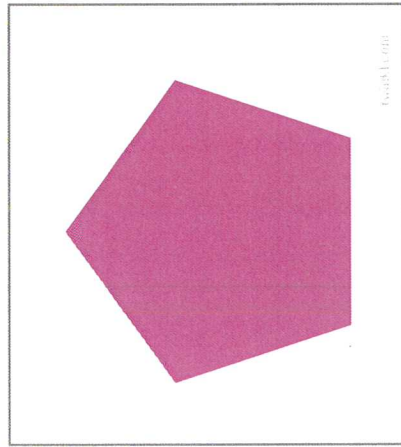
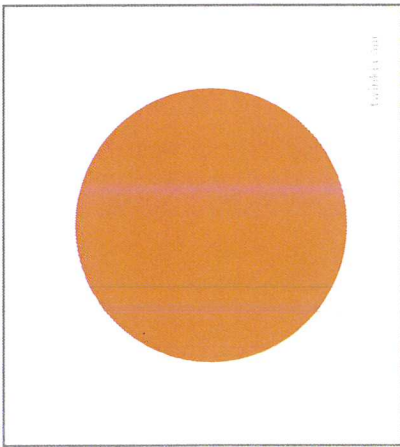
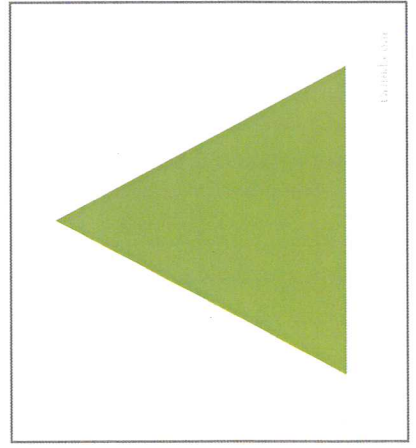
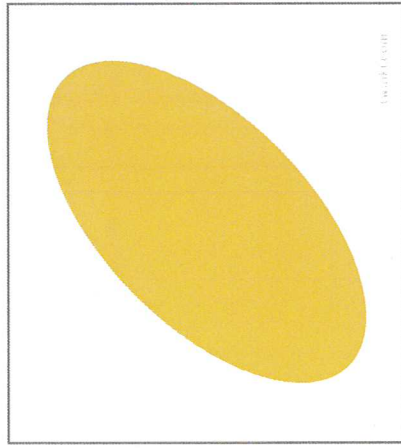
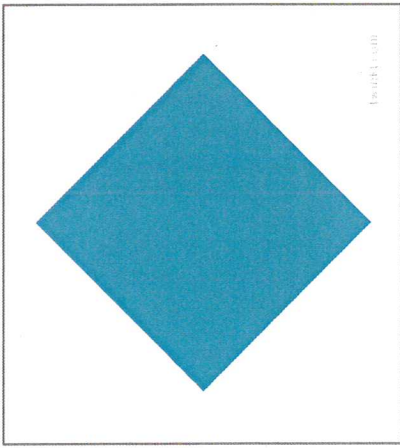
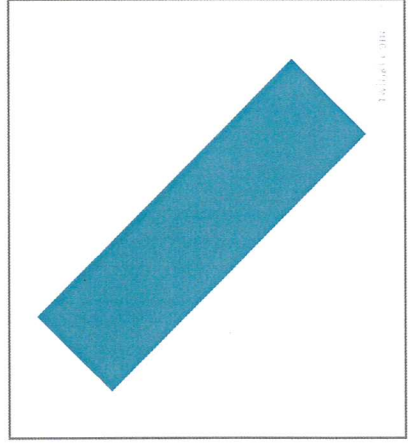
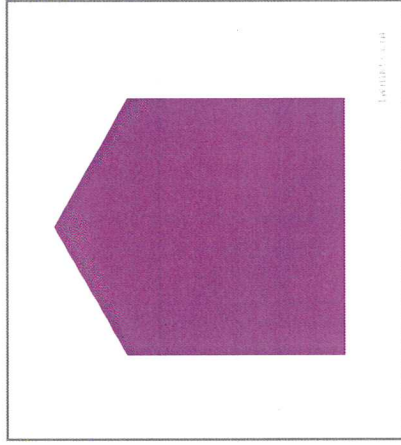
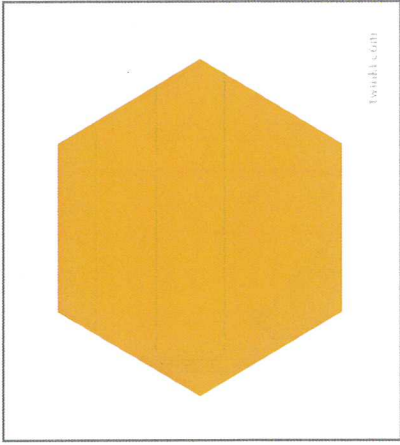
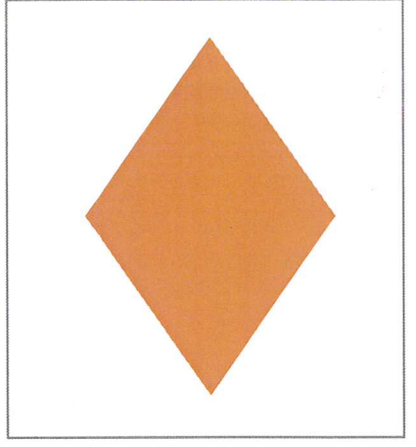
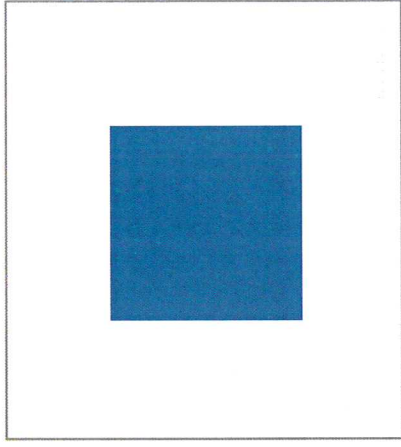
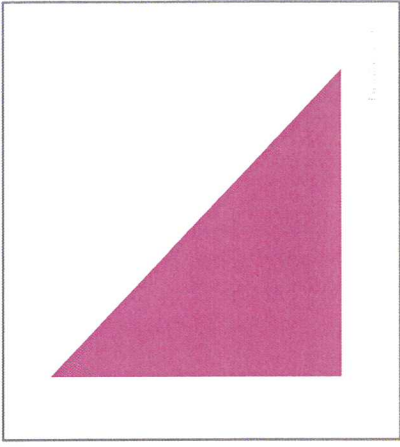
Label your groups.

How many different ways can you find to sort your shapes?



visit [twinkl.com](https://www.twinkl.com)





Sort 2D Shapes

Adult Guidance with Question Prompts

This activity uses a Carroll diagram to sort 2D shapes. Children should label the groups using the top row of the diagram, thinking about how the shapes have been sorted.

Describe the shapes in the left-hand box.

What do they have in common?

Describe the shapes in the right-hand box.

What are their properties?

What do they have in common?

What labels could you use to describe these groups?

Can you think of another shape that could belong in each group?

Why have you chosen that one?

Can you draw it?

Can you think of other ways we could sort the same shapes?

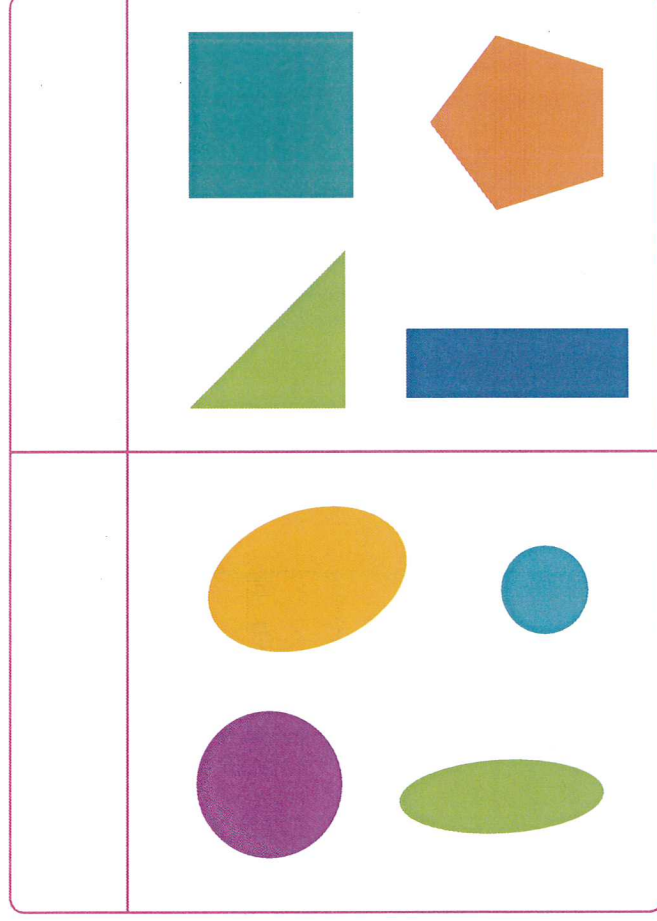
What labels would you give those groups?



Sort 2D Shapes

How have these shapes been sorted?

Label each group.



What other shapes could go in each part?

How else could you sort these shapes?

Make labels for each group.

Sort 2D Shapes

Adult Guidance with Question Prompts

Children use an intersecting Venn diagram to sort 2D shapes, using the properties they have learnt. They think about which shapes will have properties in common. They also need to investigate what other shapes they could add to the diagram. Children may want to use a mirror to help them check for lines of symmetry.

What type of shapes will go in the left circle?

What about the right?

Why are the circles overlapping?

What type of shapes could go in the middle?

Look at the shapes on your sheet. Where will each one go?

Why?

Can the oval go in the middle? Why not?

What other shapes can you think of that could go in each section of this diagram?

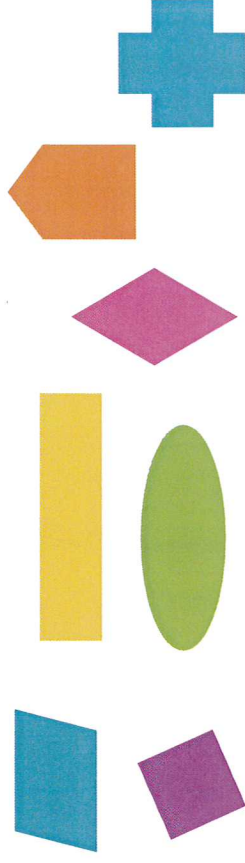
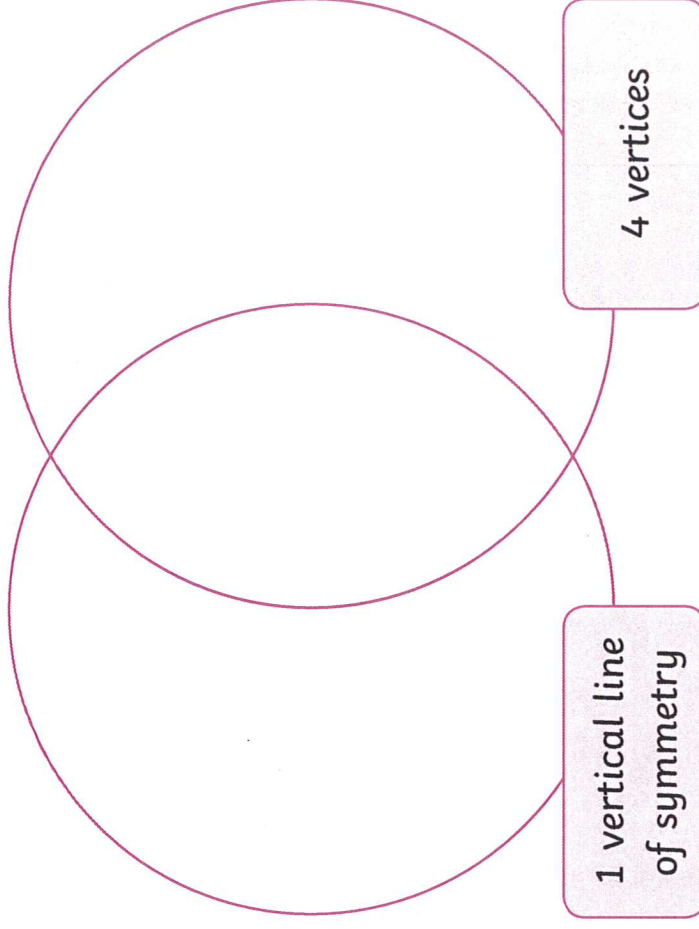
Could you draw your own shape that has no vertical line of symmetry?



Sort 2D Shapes



Sort these 2D shapes using the Venn diagram.



Add one more shape to each section.

Alexander's Adventure

8 Alexander looked around. All he could see for
19 at least a mile was mist, fog and the trunks of
25 strong, colossal trees in dark forest.

34 Which way was home? Which way was back to
42 the sinister cave that he had just left?

50 Alexander was glad that he had been tracking
60 his path with red string. At least he could see
72 where he had been so that he did not end up back
79 at the cave of that horrid troll.



Read Together Quick Questions



1. Where had Alexander just been?



2. ...**the trunks of strong, colossal trees...**

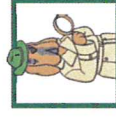
What do you think the word colossal means?

Tick one.

☐ big

☐ green

☐ hot



3. How do you think that Alexander feels in this story? Why?



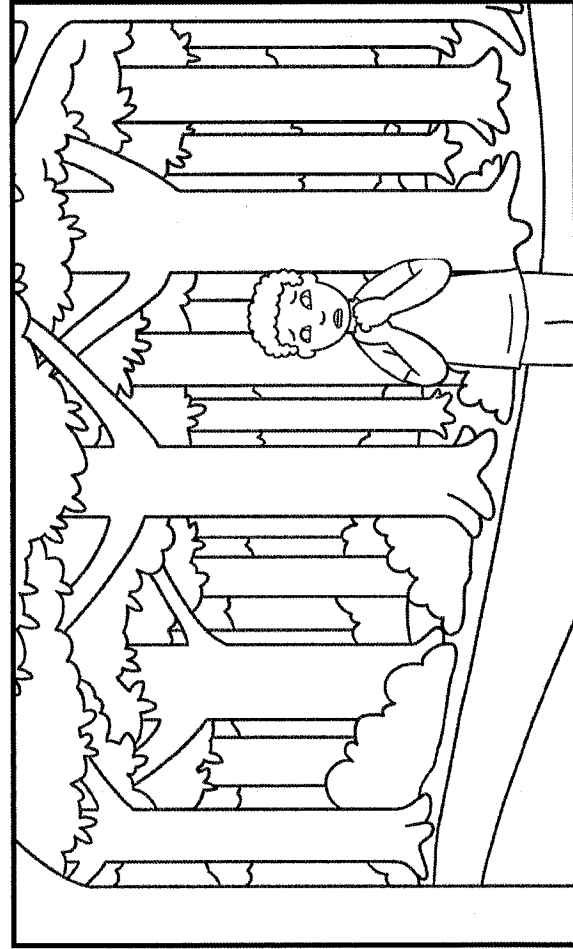
4. What do you think that Alexander will do next?

Alexander's Adventure

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34 Which way was home? Which way was back to
 42 the sinister cave that he had just left?

50 Alexander was glad that he had been tracking
 60 his path with red string. At least he could see
 72 where he had been so that he did not end up back
 79 at the cave of that horrid troll.



Answers

1. Where had Alexander just been?
Alexander had just been at the sinister cave.

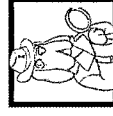


2. **...the trunks of strong, colossal trees...**
 What do you think the word colossal means?
 Tick one.



- ☒ **big**
☐ green
☐ hot

3. How do you think that Alexander feels in this story? Why?
Pupils' own responses, such as: I think that Alexander feels confused because the mist and fog are making it too hard to see which way he should go.



4. What do you think that Alexander will do next?
Pupils' own responses, such as: I think that Alexander will keep trying to find his way out of the dark forest by leaving a path of string behind him.



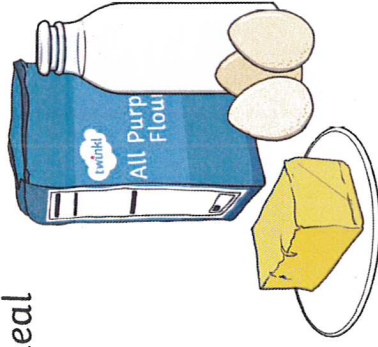
Book Review

Book Title: _____ Author: _____ Fiction or Non-fiction: _____ What is the book about?	Who would you recommend the book to? Why?
Book Illustration Rating: ★★★★★ What ages and interests is this book suitable for? Why?	

Chilli Muffins

3 You will need:

- 5 • three eggs
- 8 • 140g plain flour
- 12 • 140g polenta or cornmeal
- 14 • 100ml milk
- 18 • a pot of buttermilk
- 21 • 50g strong cheddar
- 24 • a red chilli
- 28 • a tin of sweetcorn



- 40 1. Chop up the chilli and cook it in a pan with
- 42 the sweetcorn.
- 52 2. Mix the flour, polenta and cheddar in a dish.
- 61 3. Whisk the eggs, milk and buttermilk then stir
- 65 them into the dish.
- 74 4. Split the mixture into ten muffins and bake
- 79 them until they are brown.

Read Together Quick Questions



1. How many eggs do you need?



2. Find and copy one word that means the same as 'cut'.



3. Number the steps from 1-3 to show the order that you must do them in.

☐ Cook the chilli and the sweetcorn in a pan.

☐ Bake the ten muffins until they are brown

☐ Stir the eggs, milk and buttermilk into the dish.

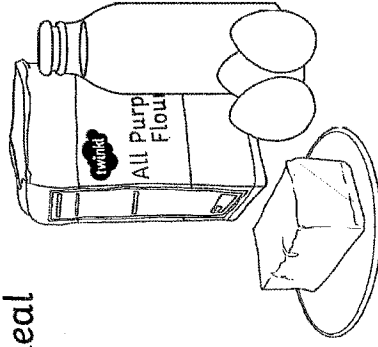


4. Would you make this recipe in the future? Why?

Chilli Muffins

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- 79 them until they are brown.

Answers

1. How many eggs do you need?



You need three eggs.

2. Find and copy one word that means the same as 'cut'.



chop

3. Number the steps from 1-3 to show the order that you must do them in.



- 1** Cook the chilli and the sweetcorn in a pan.
- 3** Bake the ten muffins until they are brown
- 2** Stir the eggs, milk and buttermilk into the dish.

4. Would you make this recipe in the future? Why?



Pupils' own responses, such as: I would not make this recipe because I do not like spicy food.

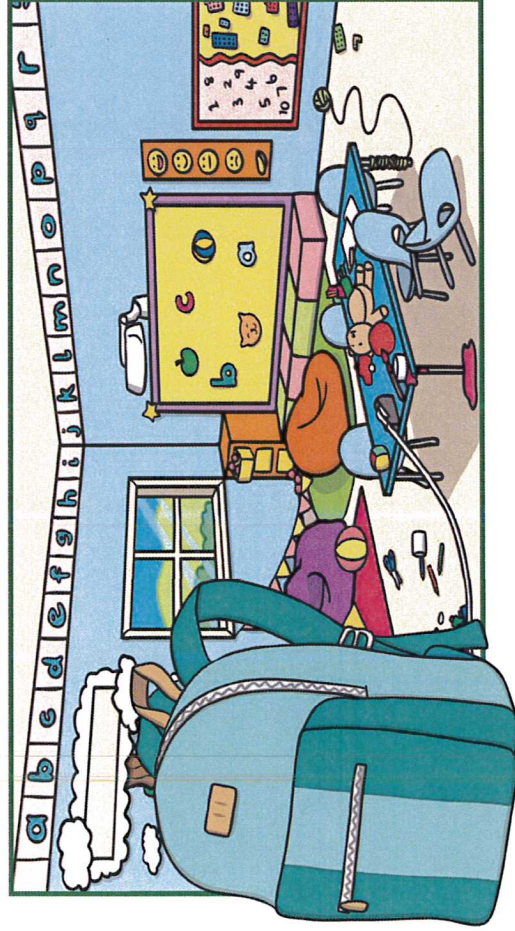
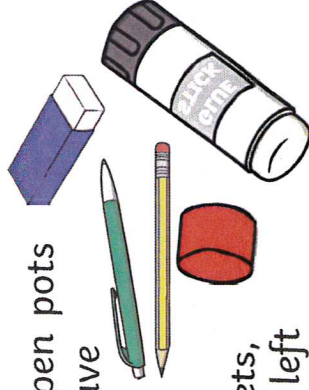
Clean the Classroom

10 We must clean our classroom so that it is neat
13 and well kept.

23 First, we will check that all of the glue sticks
35 have a lid on them so that they do not go hard
37 and crisp.

45 Then, we will clear out our pen pots
52 to check that they do not have
57 bits of rubbish in them.

62 Last, we will check our trays
69 and take home all of the sheets,
75 books and toys that we have left
79 in there.



Read Together Quick Questions



1. Find and copy one word or phrase that means the same as 'tidy'.



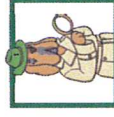
2. What might the author find in the pen pots? Tick one.

- ☐ crisps
- ☐ bits of rubbish
- ☐ sheets and books



3. Number these tasks from 1-3 to show the order that the author does them in.

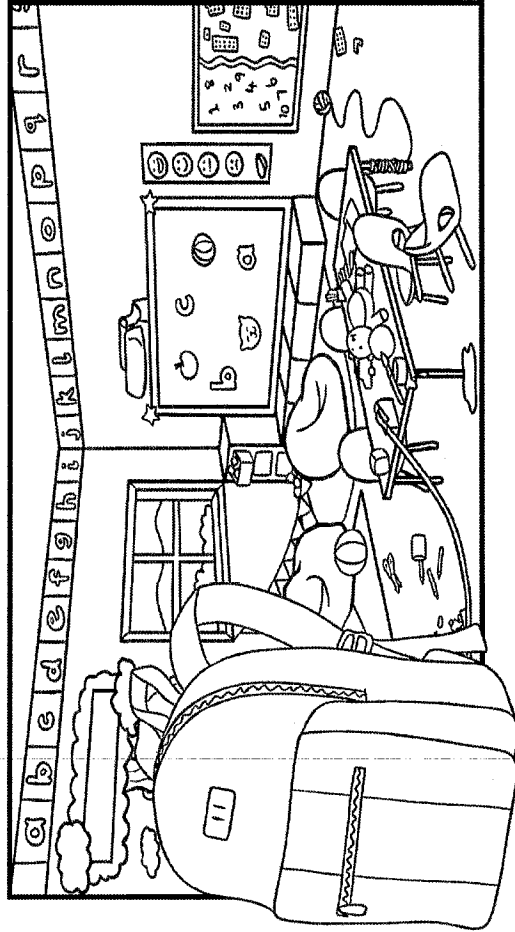
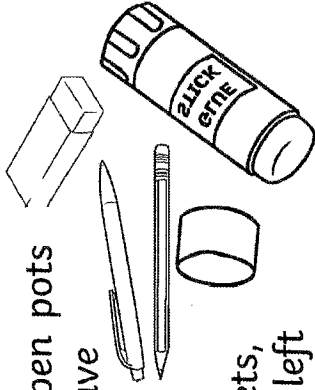
- ☐ clearing out the pen pots
- ☐ checking the trays
- ☐ checking the glue sticks



4. How often do you think that the author has to do this?

Clean the Classroom

- 10 We must clean our classroom so that it is neat
13 and well kept.
- 23 First, we will check that all of the glue sticks
35 have a lid on them so that they do not go hard
37 and crisp.
- 45 Then, we will clear out our pen pots
52 to check that they do not have
57 bits of rubbish in them.
- 62 Last, we will check our trays
69 and take home all of the sheets,
75 books and toys that we have left
79 in there.



Answers

1. Find and copy one word or phrase that means the same as 'tidy'.

Accept either of the following: neat; well kept.

2. What might the author find in the pen pots? Tick one.

- ☐ crisps
☒ **bits of rubbish**
☐ sheets and books

3. Number these tasks from 1-3 to show the order that the author does them in.

- 2** clearing out the pen pots
3 checking the trays
1 checking the glue sticks

4. How often do you think that the author has to do this?

Pupils' own responses, such as: I think that the author has to do this every day because that is what we do at our school.



Year 2 Two-Digit Numbers Place Value Challenge Cards

2 7 6 8 0 9 5 3



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Two-Digit Numbers Place Value

1

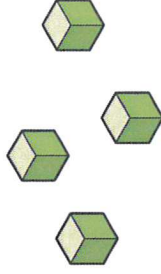
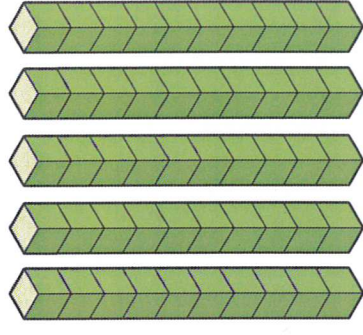
Asif has made a number.

What number has he made?

Can you think of different

ways to make his number

using the tens and ones?



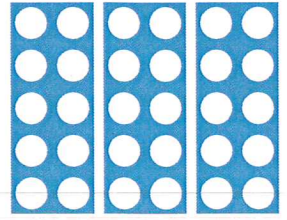
Can you think of different ways to represent his number?

Two-Digit Numbers Place Value

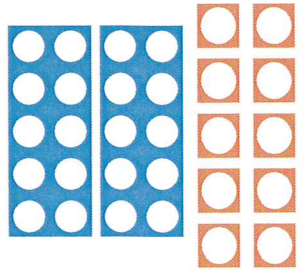
2

Li has made a sentence.

Do you agree? Can you explain what she has done? Can you make a similar sentence using equipment?



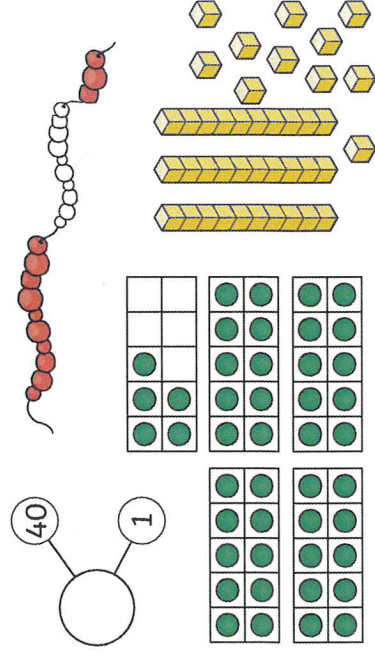
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Two-Digit Numbers Place Value

3

Tomek has made some numbers. Two of the models have the same value. Can you find them?



What other numbers has he made?

Anna has some coins in her purse.



I have 10ps and 1ps.

I have 7 coins.

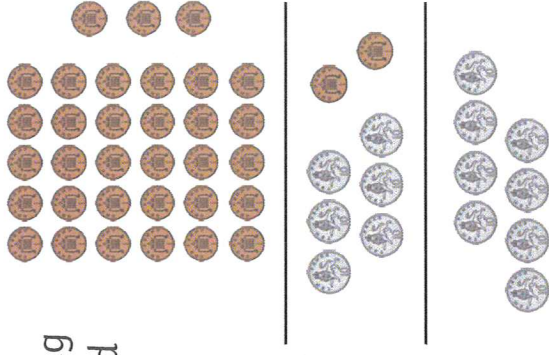
How much money
do I have?



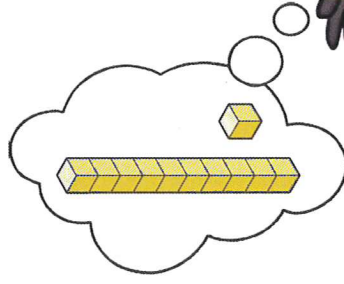
What might be the value of the coins in the purse?
Can you find them all?

Some children have been saving money. Follow the clues to find out how much each of them saved?

- Anna and Ben have the same number of coins.
- Eric has the most coins.
- Ben has not saved the most money.



Hari is making 2-digit numbers using the same number of tens and ones. He says he can make 10 different numbers. Is he right?



Bottles of lemonade come in 1l bottles and 10l barrels.

Ben buys 6 containers of lemonade for his party.

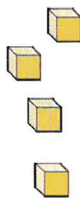
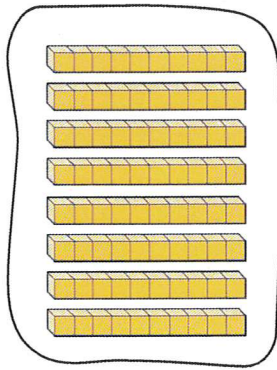
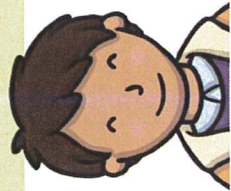
- How much lemonade might he have?
- How many ways can you find to solve this?



Hardeep has made a number.

I can see 80 here.

If there is a zero in 80, why don't I see a zero in 84?



Can you answer Hardeep's question and explain to him why this happens?

Year 2 Two-Digit Numbers Place Value Maths Mastery Answers

1. Asif has made a number.

What number has he made? **54**

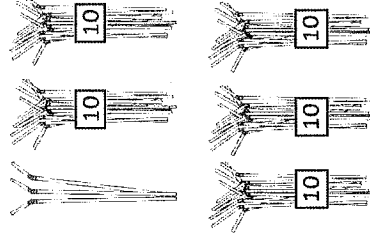
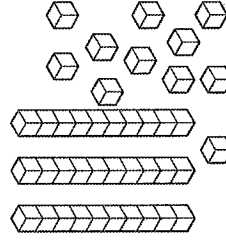
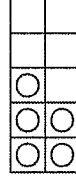
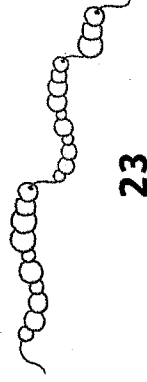
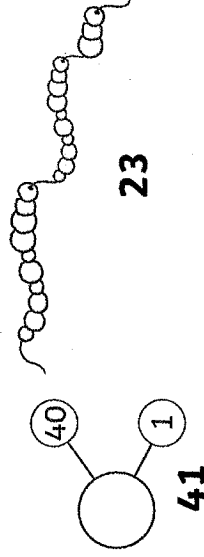
Can you think of different ways to make his number using the tens and ones?
He could use 4 tens and 14 ones, 3 tens and 24 ones, 2 tens and 34 ones, 1 ten and 44 ones or 0 tens and 54 ones.

2. Li has made a sentence.

Do you agree? **Yes**

Can you explain what she has done? **She has made a third ten using ten ones.**

3. Tomek has made some numbers. Two of the models have the same value. Can you find them?



4. Anna has some coins in her purse. What might be the value of the coins in the purse? Can you find them all?

$$10p + 1p + 1p + 1p + 1p + 1p + 1p = 16p$$

$$10p + 10p + 1p + 1p + 1p + 1p + 1p = 25p$$

$$10p + 10p + 10p + 1p + 1p + 1p + 1p = 34p$$

$$10p + 10p + 10p + 10p + 1p + 1p + 1p = 43p$$

$$10p + 10p + 10p + 10p + 10p + 1p + 1p = 52p$$

$$10p + 10p + 10p + 10p + 10p + 10p + 1p = 61p$$

Year 2 Two-Digit Numbers Place Value Maths Mastery Answers

5. Some children have been saving money.
Can you follow the clues to find out how much each of them saved?

Anna

$$8 \times 10p = 80p$$

Eric

$$33 \times 1p = 33p$$

Ben

$$6 \times 10p + 2 \times 1p = 62p$$

- 6 Hari is making 2-digit numbers using the same number of tens and ones.

He says he can make 10 different numbers. Is he right?

No he can only make 9.

11, 22, 33, 44, 55, 66, 77, 88, 99

- 7 Bottles of lemonade come in 1l bottles and 10l barrels.

Ben buys 6 containers of lemonade for his party.

How much lemonade might he have?

6 barrels = 60l

5 barrels and 1 bottle = 51l

4 barrels and 2 bottles = 42l

3 barrels and 3 bottles = 33l

2 barrels and 4 bottles = 24l

1 barrel and 5 bottles = 15l

6 bottles = 6l

8. Hardeep has made a number.

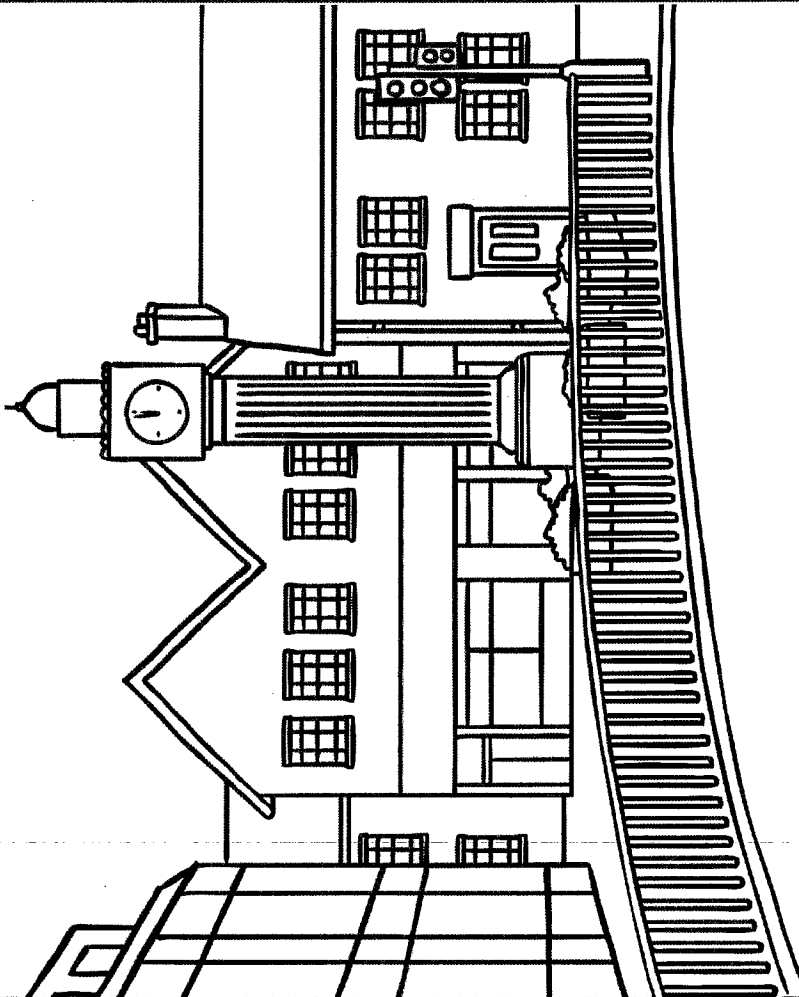
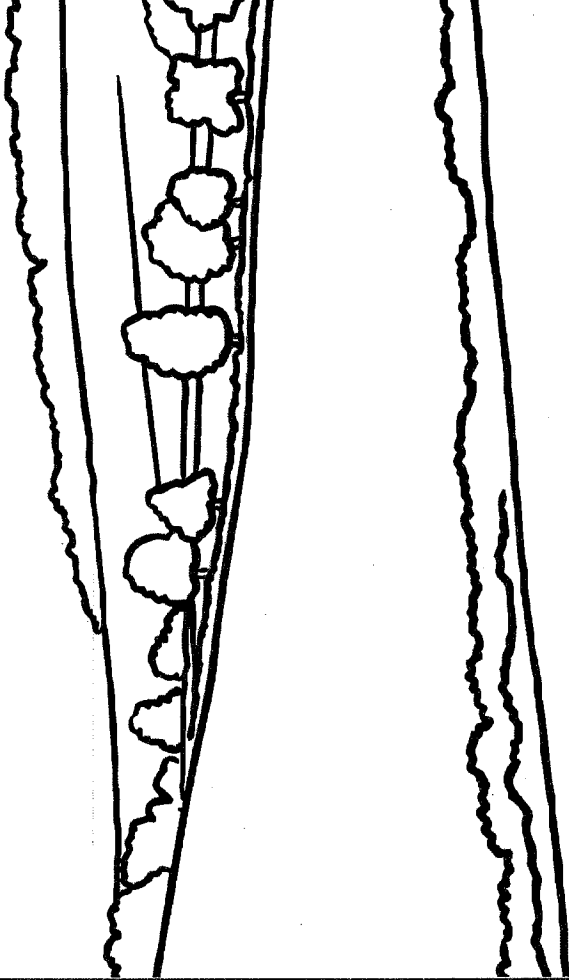
"I can see 80 here."

"If there is a zero in 80, why don't I see a zero in 84?"

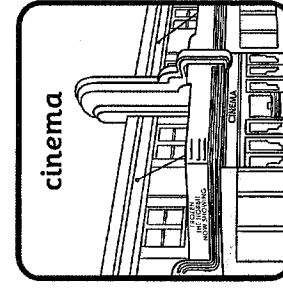
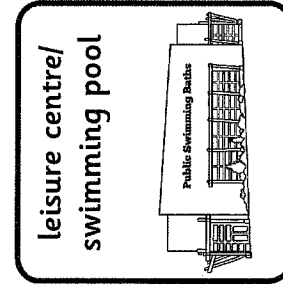
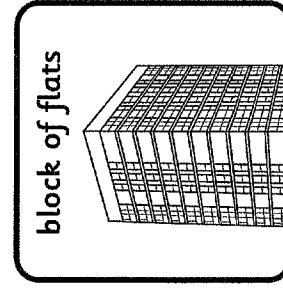
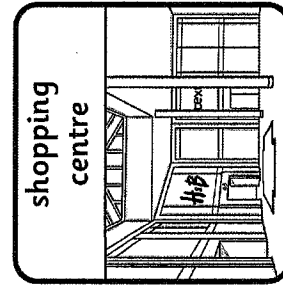
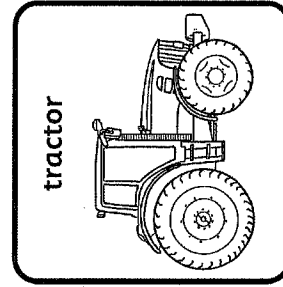
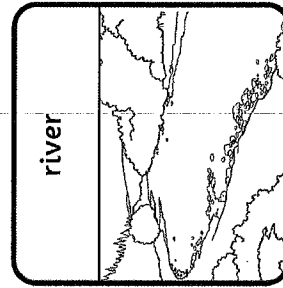
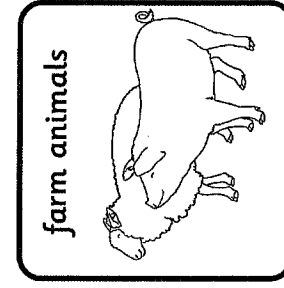
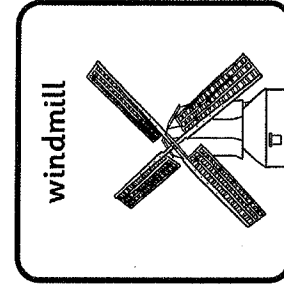
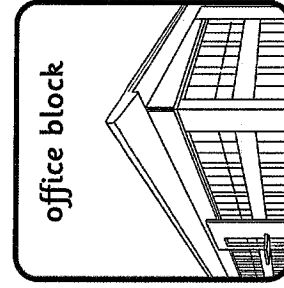
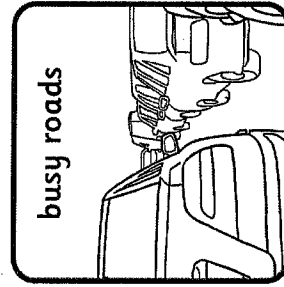
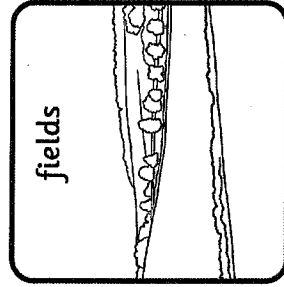
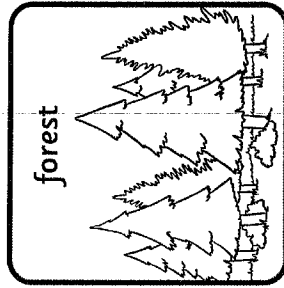
Can you answer Hardeep's question and explain to him why this happens?

80 is 8 tens and zero ones or an 80 and a 0. When you add some ones to it, they are added to the zero, meaning it no longer shows in the number.

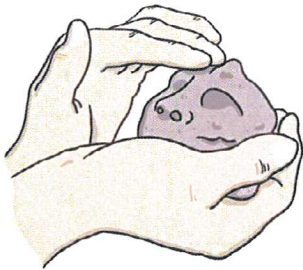
Town and Country: Where does it belong?

town	country
	

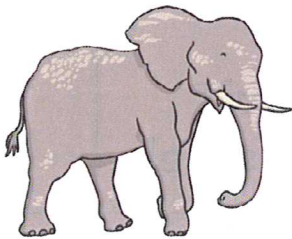
Cut out the cards and stick them in the correct place on the table:



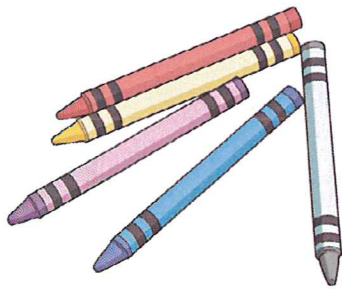
Phase 5 Pictures and Captions Matching



An elephant stomped on Philip's toes.



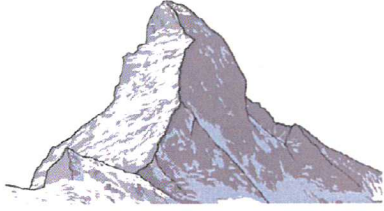
The crayons looked very new.



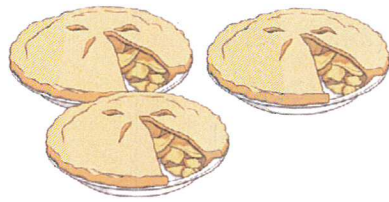
I'm going to make something out of clay today.



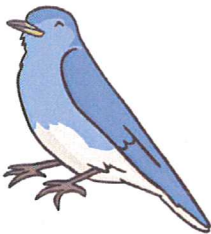
Oh, don't these clouds seem like puffs of smoke!



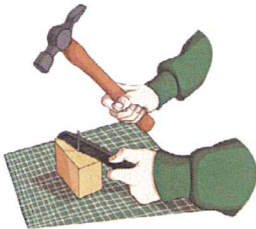
**Mr Paul called
out how much
time they had left
to make a toy.**



**The girl, called
Whitney, saw a blue
bird by the sea.**



**The boy came
here to the house
to eat pies.**



**We saw the
people come
down the
mountain.**



**Mrs Bude asked
the children if
they could put
their glue sticks
away.**



**A monkey threw a
white cube down
the slide.**



**That old house
looks very spooky
and it might be
haunted.**



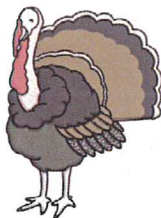
**I think they have
made your bike
with thirteen
gears.**



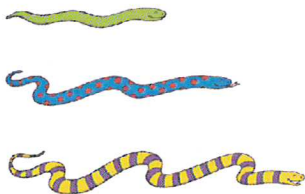
**These snakes had
a race to the pine
trees.**



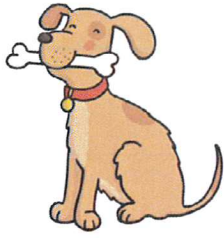
**When dolphins
swim by, I think
about how much I
like them.**



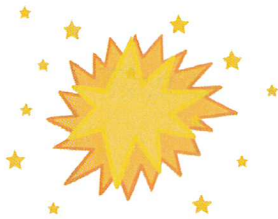
**My nose has been
running and
I have needed
tissues all day.**



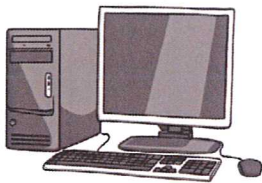
**I looked at the
turkey's claws
when it sat on
the chimney.**



**She can play the
flute very well.**



**The old dog took his
bone home.**

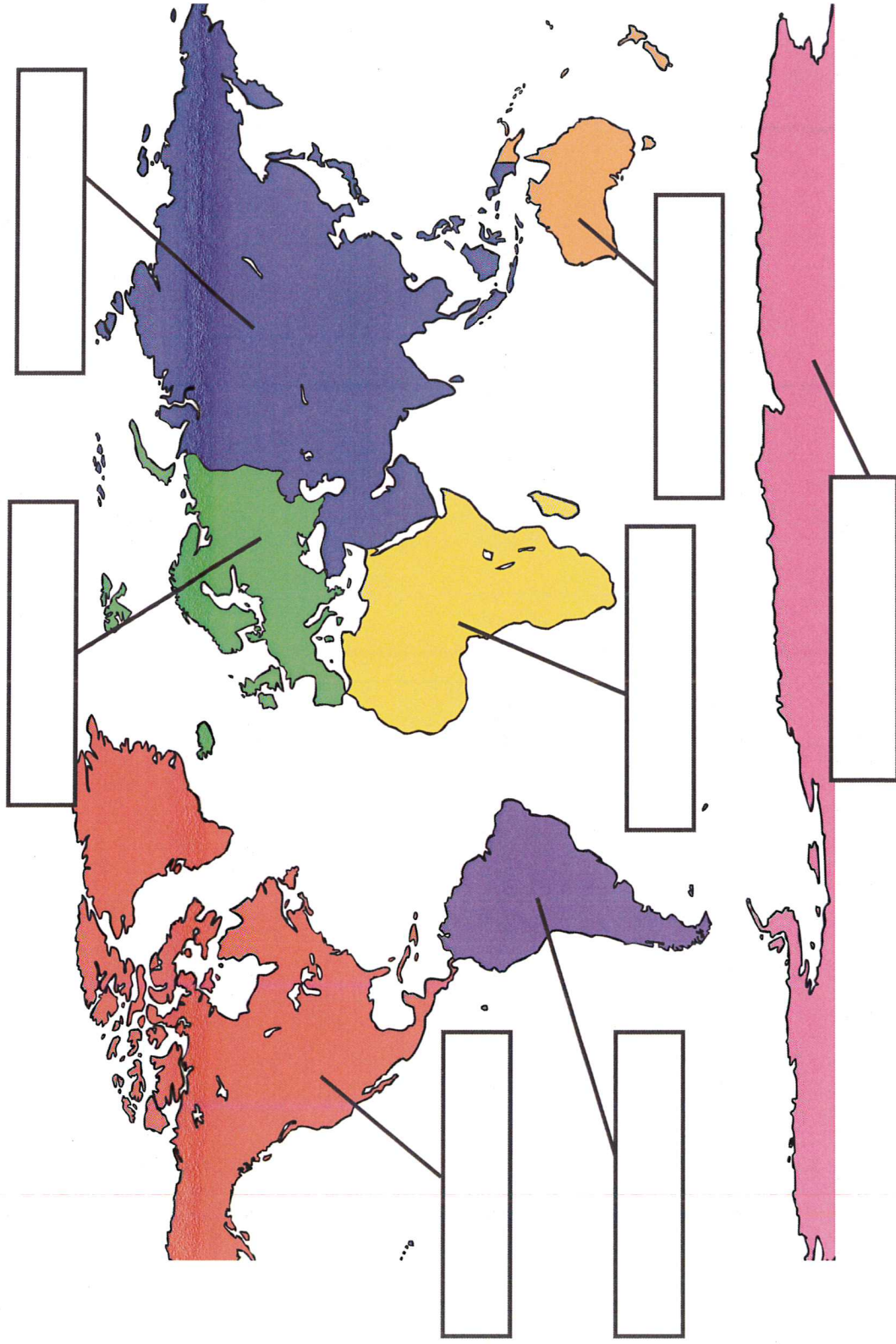


**I hope the stone
will not explode.**



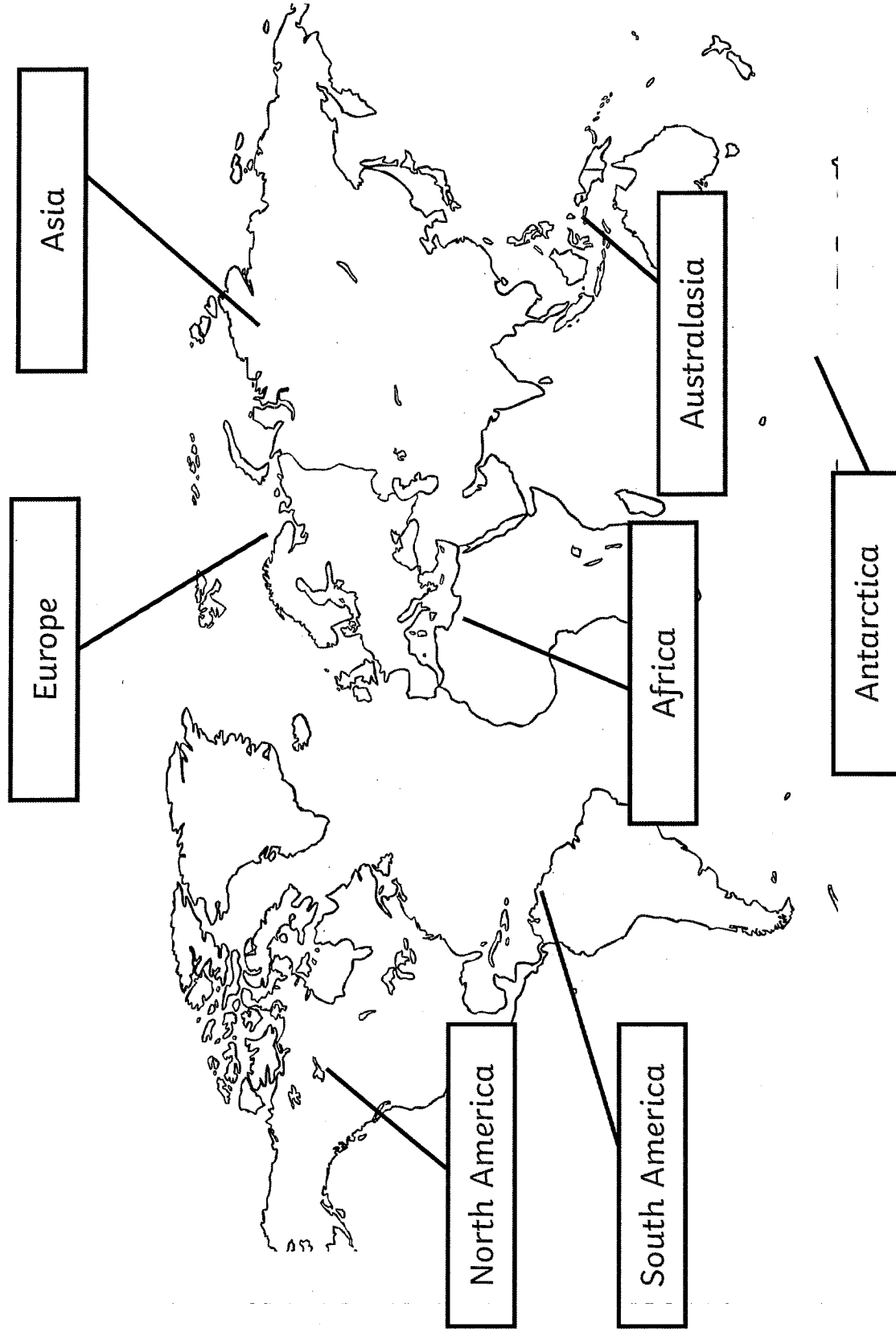
**Be an angel and
fix the computer
please.**

The Seven Continents of the World



Word Bank
North America
South America
Africa
Antarctica
Australasia
Europe
Asia

The Seven Continents of the World **Answers**



Functions of Sentences: Statements, Questions, Commands and Exclamations Activity Sheet

1. Draw a line to match the sentences to the sentence type.

How lucky we are to see a hedgehog!

statement

Where would you like to go for your birthday?

question

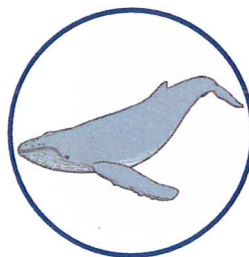
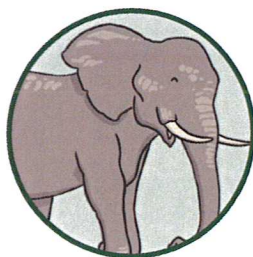
Tell me how you did that magic trick!

exclamation

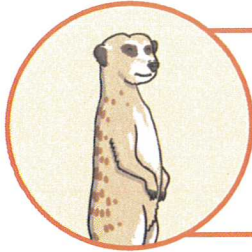
The giraffe is the tallest animal in the world.

command

2. Choose one animal from the pictures and write a statement sentence about it.



3. Change these sentences from statements to questions. One has been one for you.



Statement:

Meerkats can look for danger when they stand on their back legs.

Question: Can meerkats look for danger when they stand on their back legs?

Statement: Pandas can only eat bamboo.

Question: _____

Statement: It is summer in Australia.

Question: _____

Statement: Greedy dogs will eat lots of food.

Question: _____

Statement: She could win the game.

Question: _____

Top Tip:

Move the helping verb (e.g. can, is, will, could) to the front of the sentence and add a question mark!

4. Now change these statements into questions.

Statement: Giraffes have long necks.

Question: _____

Statement: Fred likes to play tennis.

Question: _____

Statement: Rashmi went to her dad's house.

Question: _____

Top Tip:

Add **do**, **does** or **did** and **change the verb form**.

5. Use one of these question words to complete the question sentences.

Who

What

Where

When

Why

_____ is the grass green?

_____ have all the apples gone?

_____ is it lunchtime?

_____ time is it now?

_____ has left the pencils in a mess?

6. This recipe isn't finished! Can you choose the correct imperative (bossy) verb to complete the command sentences?



spoon	stir	turn	Sift
bake	break	blend	add

First, _____ the oven on to 180 degrees. Next, put the butter and sugar into a bowl and _____ them together with a fork. Now, _____ the eggs and _____ them to the mixture. _____ the flour to remove lumps, then _____ everything together. Finally, _____ the mixture into cake cases and _____ in the oven for twenty minutes.

7. This teacher is very bossy! Think of and write three commands she might say to you. Use the imperative verbs to help you.

take put sit stand listen walk do not wait



Command 1: _____

Command 2: _____

Command 3: _____

8. Write 'what' or 'how' to complete these exclamation sentences.

_____ big teeth you have!

_____ wonderful this drawing is!

_____ hard you have worked today!

_____ a friendly cat you are!

9. Look at this picture and write two exclamation sentences (don't forget the exclamation mark!)



Examples: How tall that tree is! What a lot of flowers!

What: _____

How: _____

10. Can you write a statement, command, question and exclamation for this picture?

Statement:

Command:

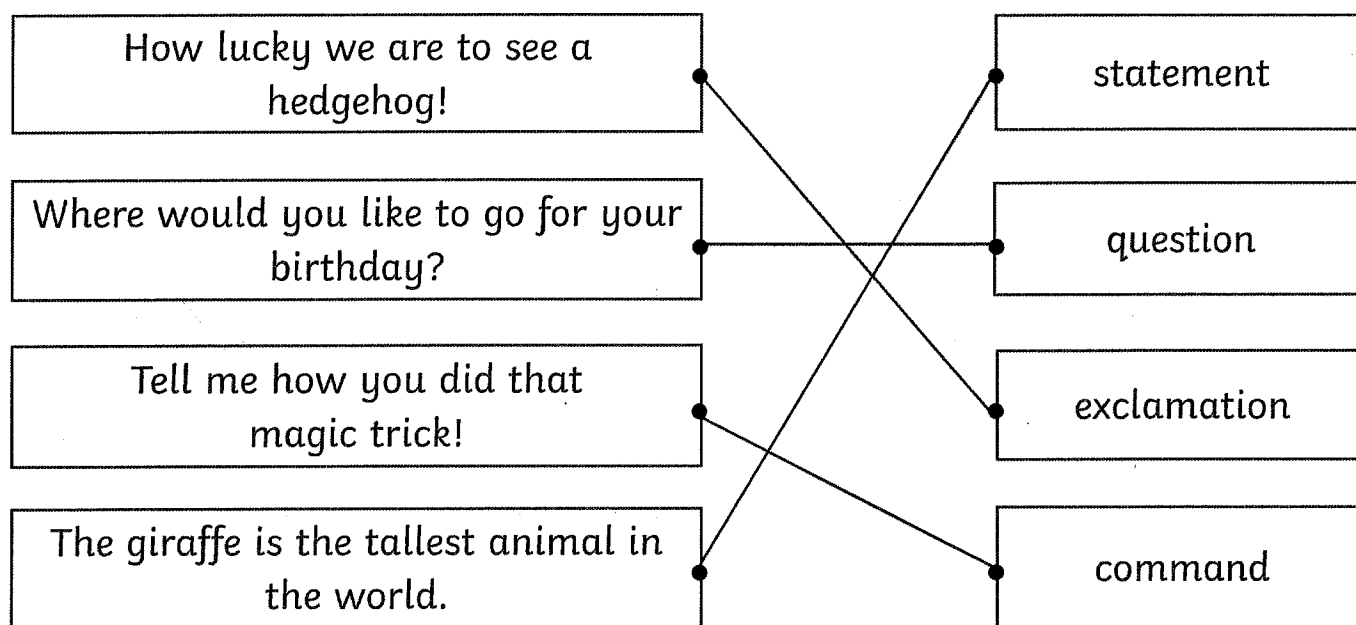
Question:

Exclamation:



Functions of Sentences: Statements, Questions, Commands and Exclamations **Answers**

1. Draw a line to match the sentences to the sentence type.



2. Choose one animal from the pictures and write a statement sentence about it.

Pupils' own responses that are statements which tell us something about the animal and end in a full stop.

3. Change these sentences from statements to questions. One has been one for you.

Statement: Pandas can only eat bamboo.

Question: **Can pandas only eat bamboo?**

Statement: It is summer in Australia.

Question: **Is it summer in Australia?**

Statement: Greedy dogs will eat lots of food.

Question: **Will greedy dogs eat lots of food?**

Statement: She could win the game.

Question: **Could she win the game?**

4. Now change these statements into questions.

Statement: Giraffes have long necks.

Question: **Do giraffes have long necks?**

Statement: Fred likes to play tennis.

Question: **Does Fred like to play tennis?**

Statement: Rashmi went to her dad's house.

Question: **Did Rashmi go to her dad's house?**

5. Use one of these question words to complete the question sentences.

Why is the grass green?

Where have all the apples gone?

When is it lunchtime?

What time is it now?

Who has left the pencils in a mess?

6. This recipe isn't finished! Can you choose the correct imperative (bossy) verb to complete the command sentences?

First, **turn** the oven on to 180 degrees. Next, put the butter and sugar into a bowl and **blend** them together with a fork. Now, **break** the eggs and **add** them to the mixture. **Sift** the flour to remove lumps, then **stir** everything together. Finally, **spoon** the mixture into cake cases and **bake** in the oven for twenty minutes.

7. This teacher is very bossy! Think of and write three commands she might say to you. Use the imperative verbs to help you.

Pupils' own responses that are commands starting with an imperative verb and ending with an exclamation mark, such as: Put your hand up! Walk down the corridor! Listen carefully!

8. Write 'what' or 'how' to complete these exclamation sentences.

What big teeth you have!

How wonderful this drawing is!

How hard you have worked today!

What a friendly cat you are!

9. Look at this picture and write two exclamation sentences (don't forget the exclamation mark!)

Pupils' own responses that are exclamations starting with 'how' or 'what' and ending in an exclamation mark, such as: What a beautiful rainbow! How cute that lamb is!

10. Can you write a statement, command, question and exclamation for this picture?

Pupils' own responses, such as:

Statement: The snowman is wearing a hat and scarf.

Command: Put your gloves on before you touch the snow!

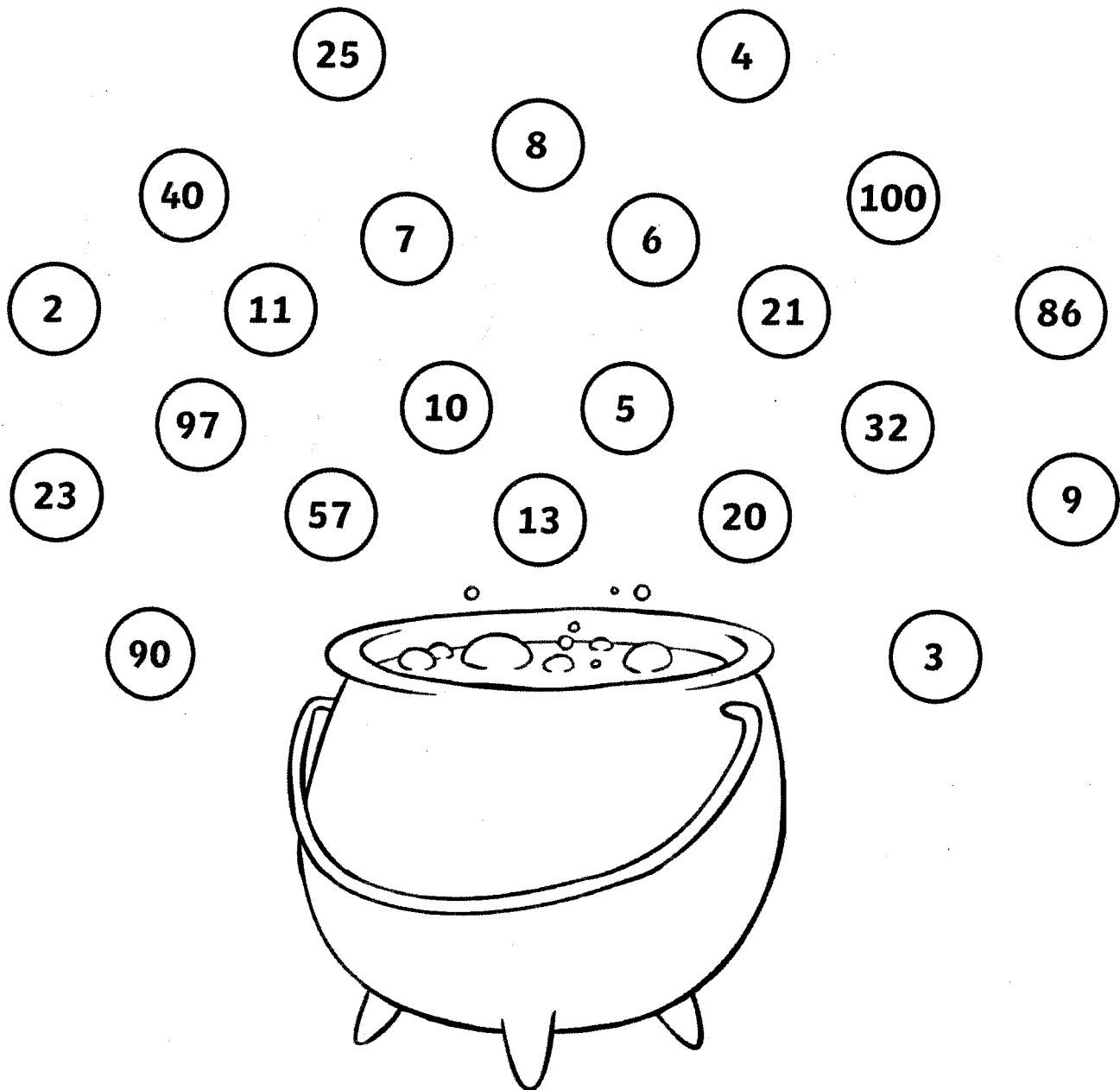
Question: What is the girl who is standing up thinking about?

Exclamation: How cold it is today!

Odd and Even

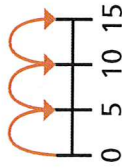
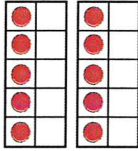
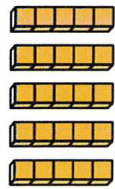
The witches have been making a maths potion. Can you help them to spot the odd and even numbers in the bubbles?

Colour all of the odd numbers in yellow and all of the even numbers in blue.



How do you know if a number is odd or even?

1 a) Match the picture to the times-table fact.



3×5

2×5

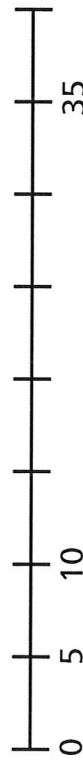
1×5

5×5

b) Draw a picture to show 4×5



2 a) Complete the number line.



b) Which times-table does the number line show?

1 times-table

2 times-table

5 times-table

How do you know?



3 Complete the number sentences.

a) $5 \times 5 = \square$

f) $\square = 11 \times 5$

b) $\square = 9 \times 5$

g) $5 \times \square = 5$

c) $5 \times 6 = \square$

h) $5 \times 0 = \square$

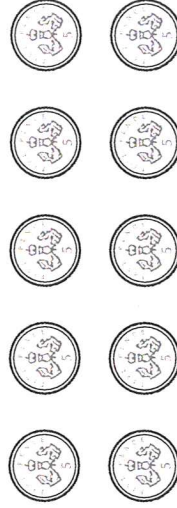
d) $5 \times \square = 40$

i) $10 = 5 \times \square$

e) $35 = \square \times 5$

j) $\square \times 5 = 60$

4 How much money does Ron have?



Complete the multiplication.

$\square \times \square = \square$

3 Complete the number sentences.

a) $5 \times 5 = \square$ f) $\square = 11 \times 5$

b) $\square = 9 \times 5$ g) $5 \times \square = 5$

c) $5 \times 6 = \square$ h) $5 \times 0 = \square$

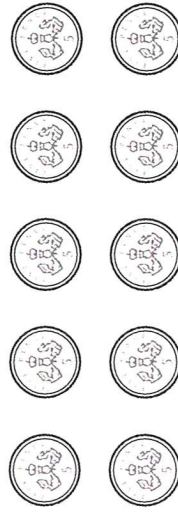
d) $5 \times \square = 40$ i) $10 = 5 \times \square$

e) $35 = \square \times 5$ j) $\square \times 5 = 60$

5 Write <, > or = to compare the calculations.

7×5	$\bigcirc$	5×8
6×5	$\bigcirc$	$4 \times 5 + 2 \times 5$
2×5	$\bigcirc$	$3 \times 5 - 1 \times 5$
12×2	$\bigcirc$	2×12

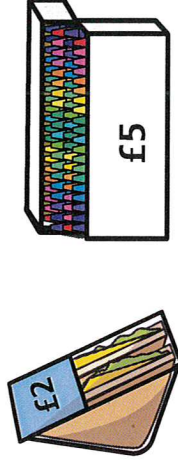
4 How much money does Ron have?



Complete the multiplication.

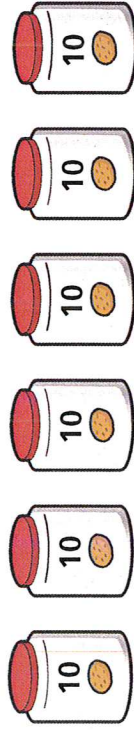
$\square \times \square = \square$

6 A sandwich costs £2 and a box of crayons costs £5

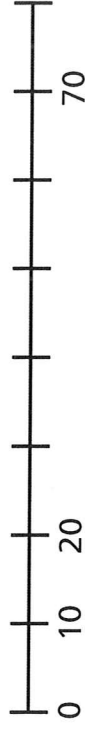


Jack buys 5 sandwiches and 3 boxes of crayons.
How much does he spend in total?

1 How many cookies are there?



4 a) Complete the number line.

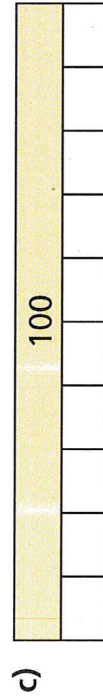
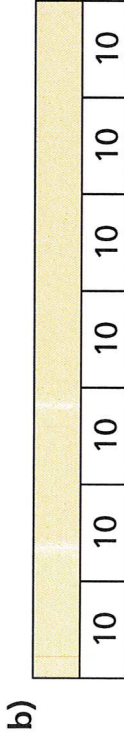
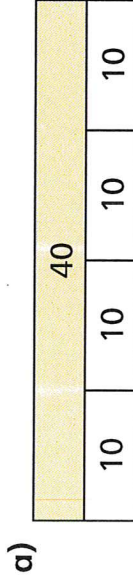


b) Which times-table does the number line show?

10 times-table 5 times-table 1 times-table

How do you know?

2 Write a multiplication fact to match the bar model.



3 Draw a bar model to represent 5×10



5 Complete the number sentences.

a) $2 \times 10 = \square$

f) $\square = 10 \times 10$

b) $\square = 7 \times 10$

g) $10 \times \square = 10$

c) $10 \times 4 = \square$

h) $10 \times 0 = \square$

d) $10 \times \square = 110$

i) $30 = 10 \times \square$

e) $80 = \square \times 10$

j) $\square \times 10 = 90$

- 4 a) Complete the number line.



- b) Which times-table does the number line show?

10 times-table 5 times-table 1 times-table

How do you know?

- 5 Complete the number sentences.

a) $2 \times 10 = \square$

f) $\square = 10 \times 10$

b) $\square = 7 \times 10$

g) $10 \times \square = 10$

c) $10 \times 4 = \square$

h) $10 \times 0 = \square$

d) $10 \times \square = 110$

i) $30 = 10 \times \square$

e) $80 = \square \times 10$

j) $\square \times 10 = 90$

- 6 Eva is 7 years old.

Her gran is 10 times older.

How old is Eva's gran?

- 7 Four children each have some money.

Teddy has this money.



I have twice
as much money
as Teddy.



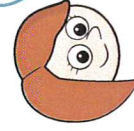
Dora

I have five times
as much money
as Teddy.



Jack

I have ten times
as much money
as Dora.



Rosie

How much money do they each have?