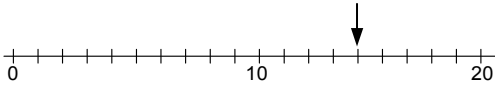
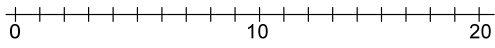

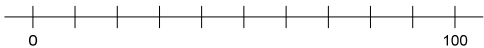
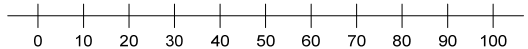
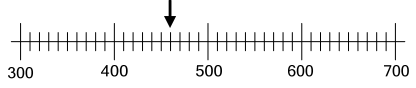
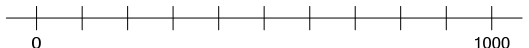
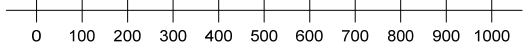


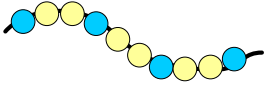
Mark two-digit numbers on a landmarked line, labelled in tens

Previous learning	Core for Year 2	Extension
<p>Understand these words: <i>equal to, more than, less than... smallest, largest... order, first, next, last, before, after, next to, ...</i> and ordinal numbers and the = sign.</p>	<p>Understand and begin to read these words: <i>equal to, more than, less than... smallest, largest... order, first, next, last, before, after, next to, ...</i> and ordinal numbers and the =, < and > signs.</p>	<p>Understand and read these words: <i>equal to, more than, less than, fewer than... smallest, largest... order, first, next, last, before, after, next to, ...</i> and ordinal numbers and the =, < and > signs.</p>
<p>Mark numbers on a line marked in ones, labelled 0, 10, 20, e.g.</p> <ul style="list-style-type: none"> This is a 0 to 20 line marked in ones. Which number is the arrow pointing to?  <ul style="list-style-type: none"> This is a 0 to 20 line marked in ones. Mark and label these numbers: 4, 13, 18, ... 	<p>Mark two-digit numbers on a line, labelled in tens, e.g.</p> <ul style="list-style-type: none"> This is part of a number line labelled in tens and marked in ones. Which number is the arrow pointing to?  <ul style="list-style-type: none"> This is a 0 to 100 line marked but not labelled in tens. Mark and label these numbers: 20, 60, 90, ...  <ul style="list-style-type: none"> This is a 0 to 100 line marked and labelled in tens. Estimate where you think these numbers go on the line: 28, 65, 92, ... Mark and label each number. 	<p>Mark three-digit numbers on number lines, e.g.</p> <ul style="list-style-type: none"> This is part of a number line labelled in hundreds and marked in tens. Which number is the arrow pointing to?  <ul style="list-style-type: none"> This is a 0 to 100 line marked but not labelled in 100s. Mark and label these numbers: 220, 760, 190, ...  <ul style="list-style-type: none"> This is a 0 to 1000 line marked and labelled in hundreds. Estimate where you think these numbers go on the line: 220, 760, 190, ... Mark and label each number. 

Compare numbers using the symbols < and >

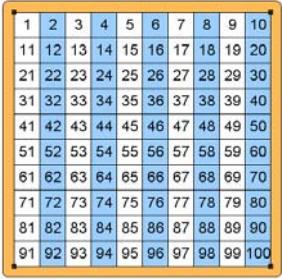
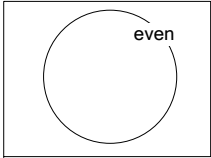
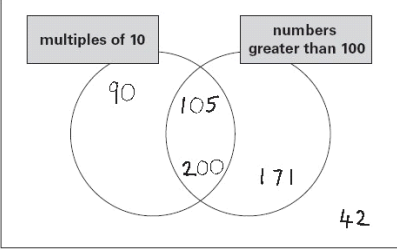
Previous learning	Core for Year 2	Extension
<p>Given two numbers less than 20, say which is more and which is less</p> <ul style="list-style-type: none"> Which of these numbers is more? <input type="text" value="11"/> <input type="text" value="8"/> Which of these numbers is less? <input type="text" value="14"/> <input type="text" value="16"/> Look at the numbers 17, 11 and 14 on the cards. Which is the biggest number? Which is the smallest? How do you know? Mark has 6 pens. Ella has 8 pens. Who has fewer pens? 	<p>Use correctly the symbols for less than (<), greater than (>), equals (=), e.g.</p> <ul style="list-style-type: none"> Here are two signs. <div style="text-align: center;"> <input type="text" value="<"/> <input type="text" value=">"/> </div> Use the signs to make these correct. 52 <input type="text"/> 17 18 <input type="text"/> 91 50 <input type="text"/> 34 Write <, > or = in the box between each pair of numbers. 72 <input type="text"/> 58 41 <input type="text"/> 41 25 <input type="text"/> 51 	<p>Use correctly the symbols for less than (<), greater than (>), equals (=), e.g.</p> <ul style="list-style-type: none"> Write <, > or = in the box between each pair of numbers. 373 <input type="text"/> 733 762 <input type="text"/> 368 935 <input type="text"/> 935

Use ordinal numbers in context up to 10th and beyond

Previous learning	Core for Year 2	Extension
<p>Understand and use in practical contexts ordinal numbers to denote position: <i>first, second, third, fourth, ... last, last but one</i>, e.g.</p> <ul style="list-style-type: none"> Who is the first, second, last, last but one... in this line of children? In this line of farm animals, which animal is third? Which animal is between the fourth and the sixth? What is the first, second, last... letter of the alphabet? Make a line of plastic cars. Make the second car yellow. Make the fifth car red. 	<p>Use ordinal numbers in context up to 'tenth' and beyond, recognising that an object allocated 'six' in a count is the <i>sixth</i> object counted, e.g.</p> <ul style="list-style-type: none"> Point to the ninth bead on this string. <div style="text-align: center;">  </div> <p>Now point to the fifth yellow bead. What position is the second blue bead?</p> <ul style="list-style-type: none"> Afzal is third in a line of 7 children. How many are in front of him? How many are behind him? 	

Use knowledge of the order of numbers and properties of number (e.g. odd/even, multiples of 2, multiples of 10) to describe or sort numbers

Previous learning	Core for Year 2	Extension
<p>Understand these words: <i>odd, even, pattern, continue, every other, ...</i></p>	<p>Understand and begin to read these words: <i>odd, even, pattern, continue, rule, every other, ...</i></p>	<p>Understand and read these words: <i>odd, even, sequence, predict, continue, pattern, rule, ...</i></p>

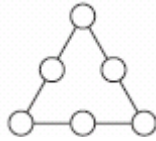
Previous learning	Core for Year 2	Extension																			
<p>Identify two-digit odd and even numbers</p> <p>Highlight odd and even numbers on a 1–100 square and discuss the patterns.</p>  <ul style="list-style-type: none"> Recognise that: <ul style="list-style-type: none"> even numbers have a last digit of 0, 2, 4, 6 or 8; odd numbers have a last digit of 1, 3, 5, 7 or 9. 	<p>Revise properties of two-digit odd and even numbers, e.g.</p> <p>Count from 0 or 1 in steps of two to 100 or more.</p> <ul style="list-style-type: none"> Take a handful of interlocking cubes. Which numbers will make two equal sticks? Ring these numbers on a number line. What do you notice about the ringed numbers? Is 38 odd or even? How do you know? What odd number comes after 43? Before 51? Ring the even numbers: <p style="text-align: center;">5 8 18 21 29 34</p> 	<p>Recognise two- and three-digit odd and even numbers.</p> <p>Count from 0 or 1 in steps of two to 100. Count back again.</p> <ul style="list-style-type: none"> Is 74 odd or even? How do you know? What odd number comes before 191? After 269? Ring the odd numbers: <p style="text-align: center;">65 170 77 188 91 294</p> 																			
<p>Describe or sort numbers, e.g.</p> <ul style="list-style-type: none"> Sort the dominoes. Which have a total of 5 spots? 7 spots? 10 spots? One of these numbers does not belong in this set. Cross out the number that does not belong. <table border="1" data-bbox="271 887 607 979"> <tr> <th colspan="5">odd numbers</th> </tr> <tr> <td>15</td> <td>21</td> <td>9</td> <td>12</td> <td>17</td> </tr> </table> Write each number in the right place on the diagram. <p style="text-align: center;">5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p>  	odd numbers					15	21	9	12	17	<p>Describe or sort numbers, e.g.</p> <ul style="list-style-type: none"> What numbers come next? Describe each pattern. <p style="text-align: center;">13, 15, 17, 19... 26, 24, 22, 20...</p> Describe odd or even numbers using statements such as: <ul style="list-style-type: none"> – an even number can be shared equally between 2; – there is 1 left over when an odd number is shared between 2; – every other number is an even number. Here is a sorting diagram for numbers. Write a number in each space. <table border="1" data-bbox="887 1126 1352 1329"> <tr> <th></th> <th>even</th> <th>odd</th> </tr> <tr> <th>less than 20</th> <td></td> <td></td> </tr> <tr> <th>more than 20</th> <td></td> <td></td> </tr> </table> 		even	odd	less than 20			more than 20			<p>Describe or sort numbers, e.g.</p> <ul style="list-style-type: none"> What numbers come next? Describe each sequence. <p style="text-align: center;">5, 37, 39, 41... 68, 66, 64...</p> <p style="text-align: center;">Describe each sequence.</p> One number is in the wrong place on the sorting diagram. Put a cross on it. 
odd numbers																					
15	21	9	12	17																	
	even	odd																			
less than 20																					
more than 20																					

Solve logic problems

Previous learning

Use reasoning skills to solve logic problems, e.g.

- Put 1, 2 or 3 in each circle so that each side adds up to 5. You can use each number as often as you like. Find different ways of doing it.



- Choose from these four cards.



Choose two or more cards to make a total of 9.
Now choose cards to make totals of 10, 11, 12, 13, 14, 15.

- Look at the numbers in this addition.

$$6 + 5 = 11$$

Use the same numbers to make these correct.

$$\square - \square = 6$$

$$\square - 6 = 5$$

Core for Year 2

Use reasoning skills to solve logic problems, e.g.

I am thinking of a number.

Clues

It is less than 40.
It is greater than 20.
It ends in 5.
It is not in the 10 times table.
What is my number?

- Write all the two-digit numbers you can make with these digit cards.

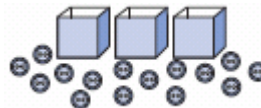


- This number square is torn.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	
16	17	18		
21	22			

What was the largest number on the square?

- Put 15 buttons in three boxes so that each box has 1 more button than the one before.



Extension

Use reasoning skills to solve logic problems, e.g.

- Annie, Ben and Sam have 10p, 15p and 50p. Which child has which amount of money?

Clues

Annie and Ben both have exactly two silver coins.
Annie has more money than Ben.

- Find a pair of numbers with:
a sum of 7 and a product of 10;
a sum of 5 and a product of 6.
- Each \square marks a missing digit. Find the missing digits.

$$1\square + \square 7 = 32$$

$$3\square - \square 4 = 4$$

- Each shape stands for a different number. The totals of each row and column are shown. What number does each shape stand for?

■	■	▲	13
▲	●	▲	8
●	●	▲	7
10	9	9	

- Put 15 buttons in three boxes so that each box has 3 more button than the one before.