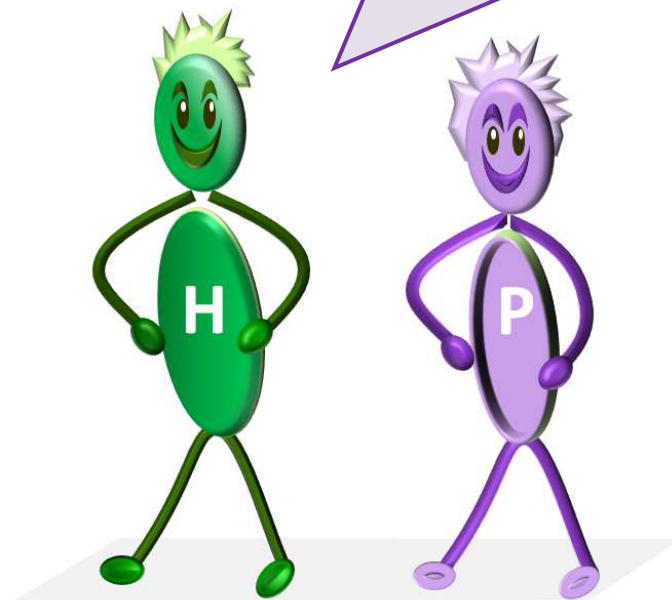


Henry and Poppy  
have fun with numbers

Year 2 maths

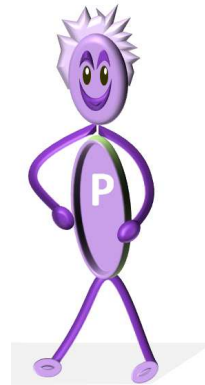
(for 6-7 year olds)

We had fun making these questions  
for you. Enjoy them.



1

Poppy found **three** eggs in one nest



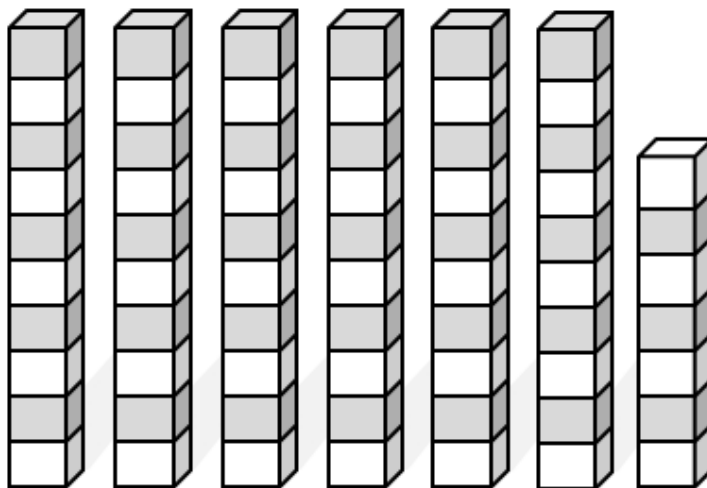
How many eggs are there in **five** of these nests?

1 mark

**2N1:** count in steps of 2, **3**, and **5** from 0, and in tens from any number, forward and backward

2

Count the blocks



1 mark

**2N1:** count in steps of 2, **3**, and **5** from 0, and in **tens** from any number, forward and backward

3

Henry started at number 16  
and stepped backwards by 5.  
What number is he on now?



21	22	23	24	25
20	19	18	17	16
11	12	13	14	15
10	9	8	7	6
1	2	3	4	5

1 mark

**2N1:** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

4

On the number square, start at 22  
and step backward by 15.  
What is your new number?

21	22	23	24	25
20	19	18	17	16
11	12	13	14	15
10	9	8	7	6
1	2	3	4	5

1 mark

**2N1:** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

5

On the number square, start at 4  
and step forward by 15.  
What is your new number?

21	22	23	24	25
20	19	18	17	16
11	12	13	14	15
10	9	8	7	6
1	2	3	4	5

1 mark

**2N1:** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

6

On the number square, start at 57  
and step backward by 40.  
What is your new number?

100	99	98	97	96	95	94	93	92	91
81	82	83	84	85	86	87	88	89	90
80	79	78	77	76	75	74	73	72	71
61	62	63	64	65	66	67	68	69	70
60	59	58	57	56	55	54	53	52	51
41	42	43	44	45	46	47	48	49	50
40	39	38	37	36	35	34	33	32	31
21	22	23	24	25	26	27	28	29	30
20	19	18	17	16	15	14	13	12	11
1	2	3	4	5	6	7	8	9	10

1 mark

**2N1:** count in steps of 2, 3, and 5 from 0, and in **tens** from any number, forward and backward

7

On the number square, start at 13  
and step forward by 70.  
What is your new number?

100	99	98	97	96	95	94	93	92	91
81	82	83	84	85	86	87	88	89	90
80	79	78	77	76	75	74	73	72	71
61	62	63	64	65	66	67	68	69	70
60	59	58	57	56	55	54	53	52	51
41	42	43	44	45	46	47	48	49	50
40	39	38	37	36	35	34	33	32	31
21	22	23	24	25	26	27	28	29	30
20	19	18	17	16	15	14	13	12	11
1	2	3	4	5	6	7	8	9	10

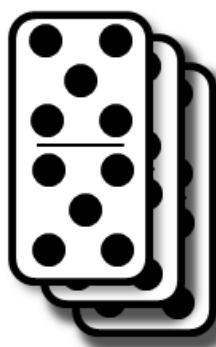
1 mark

**2N1:** count in steps of 2, 3, and 5 from 0, and in **tens** from any number, forward and backward

8

These dominos are all the same.

How many dots are there on **three** of these dominos

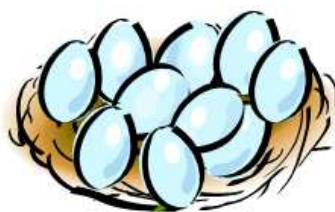



1 mark

**2N1:** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

9

There are **ten** eggs in one nest.



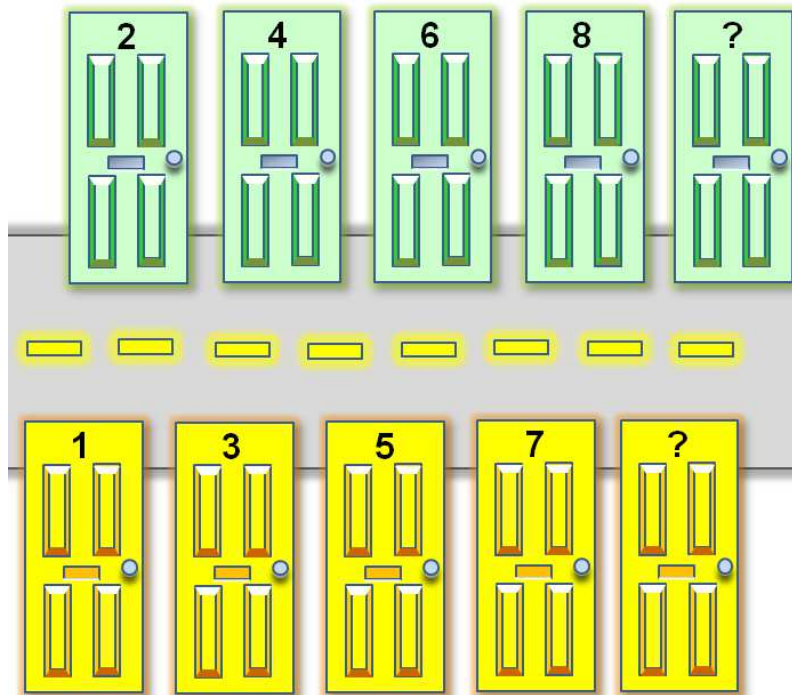
How many eggs are there in **four** nests?

1 mark


**2N1:** count in steps of 2, 3, and 5 from 0, and in **tens** from any number, forward and backward

9

These are house doors in a street.



What door numbers are missing?

1 mark

**2N1:** count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward



**1**

**Write in words the number 81.**

1 mark

**Write in words the number 37.**

1 mark

**Write in words the number 62.**

1 mark

**2N2a:** Read and write numbers to at least 100 in numerals and in words

2

For each number word, tick (✓) the correct number.  
The first one is done for you

☒

21

Twenty one

201

☐

1 mark

☐

407

forty seven

47

☐

1 mark

☐

508

Fifty eight

58

☐

1 mark

☐

34

thirty four

304

☐

1 mark



2N2a: Read and write numbers to at least 100 in numerals and in words

3

Write **89** as a **WORD**

Write **thirty six** as a **NUMBER**

1 mark

**2N2a:** Read and write numbers to at least 100 in numerals and in words



4

Write **67** as a **WORD**

Write **fifty four** as a **NUMBER**

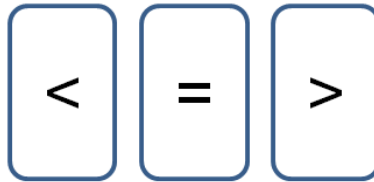
1 mark

**2N2a:** Read and write numbers to at least 100 in numerals and in words



1

Look at these signs



Write the correct sign in each box

53  35

28  28

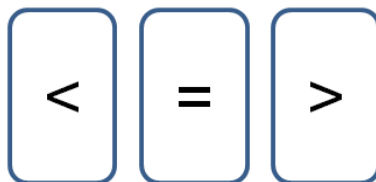
67  76

1 mark



**2N2b** - Compare and order numbers from 0 up to 100; use <, > and = signs.

2 Look at these signs



Write the correct sign in each box

89  98

0  1

40  39

1 mark



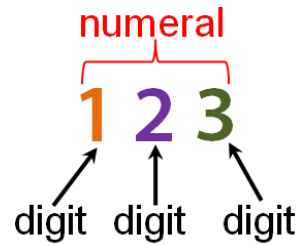
**2N2b** - Compare and order numbers from 0 up to 100; use <, > and = signs.

1

What is a digit?



The number 123 has 3 digits



How many digits do these numbers have:

1234

555

9

88888

4 marks

**2N3:** recognise the place value of each digit in a two-digit number (tens, ones)

Henry, bet you  
can't do  $12 + 13$



That's easy  
 $1+2+1+3$  is seven



Opps – you need some help  
understanding numbers



My teacher said  
**Each digit in a number means  
something different.**  
What did she mean?



Well, the 1 means tens  
the 2 means units



12 has 2 digits  
each means something different

Tens Units  
↓ ↓  
**T U**

**1 2**

so  $12 = 10 + 2$



OK  
 $12 + 13$  is  $10 + 2 + 10 + 3 = 25$   
**Yippee** I got it right

3

Hi everyone, bet you can't do these sums



Don't forget to break each number into tens and units  
Then you'll be a genius!  
I've done the first one, Yippee

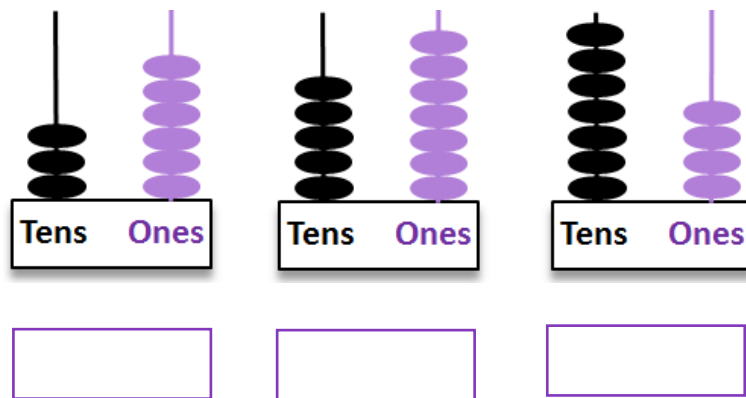
	1st number				2 <sup>nd</sup> number			
	T	+	U	+	T	+	U	=
21 + 12 =	20	+	1	+	10	+	1	33
32 + 15 =								
43 + 36 =								

2 marks

**2N3** - recognise the place value of each digit in a two-digit number (tens, ones)



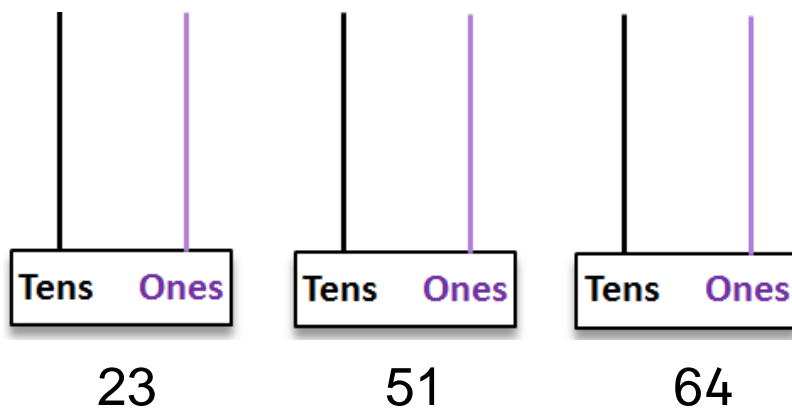
4 Write down the numbers on the tens/units abacus



3 marks

2N3: recognise the place value of each digit in a two-digit number (tens, ones)

5 Draw beads on the tens/units abacus to make the numbers.



3 marks

2N3: recognise the place value of each digit in a two-digit number (tens, ones)

6

Write down the digit that means **tens** in **73**

1 mark


**2N3:** recognise the place value of each digit in a two-digit number (tens, ones)

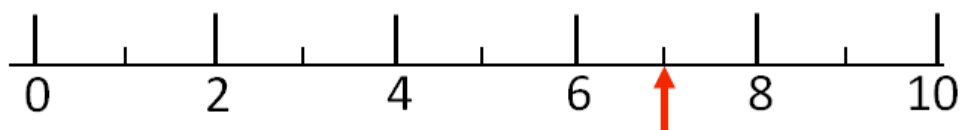
7

Write down the digit that means **ones** in **37**

1 mark


**2N3:** recognise the place value of each digit in a two-digit number (tens, ones)

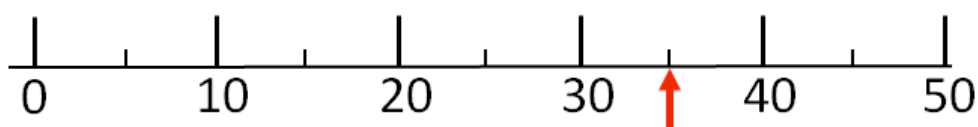
1 What number does the arrow point to



1 mark

**2N4:** identify, represent and estimate numbers using different representations, including the number line

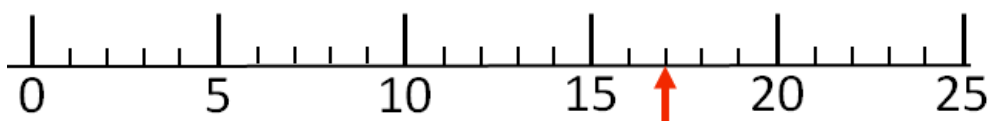
2 What number does the arrow point to



1 mark

**2N4:** identify, represent and estimate numbers using different representations, including the number line

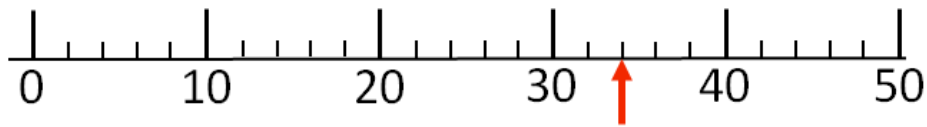
3 What number does the arrow point to



1 mark

**2N4:** identify, represent and estimate numbers using different representations, including the number line

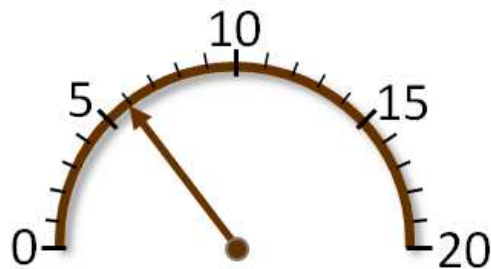
4 What number does the arrow point to



1 mark

**2N4:** identify, represent and estimate numbers using different representations, including the number line

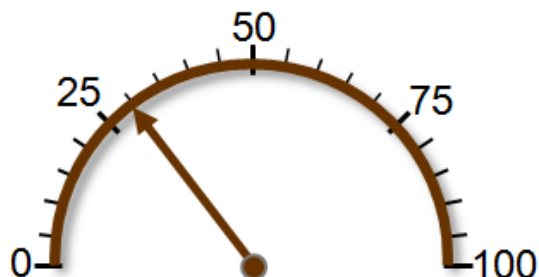
5 What number does the arrow point to



1 mark

**2N4:** identify, represent and estimate numbers using different representations, including the number line

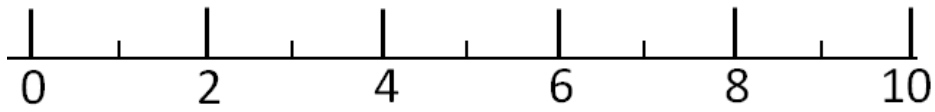
6 What number does the arrow point to



1 mark

**2N4:** identify, represent and estimate numbers using different representations, including the number line

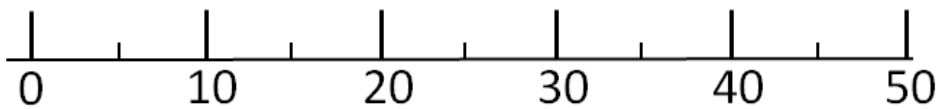
**7** Mark **5** with an **arrow** on the number line



1 mark

**2N4:** identify, represent and estimate numbers using different representations, including the number line

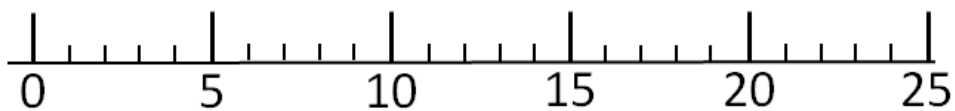
**8** Mark **35** with an **arrow** on the number line



1 mark

**2N4:** identify, represent and estimate numbers using different representations, including the number line

**9** Mark **13** with an **arrow** on the number line

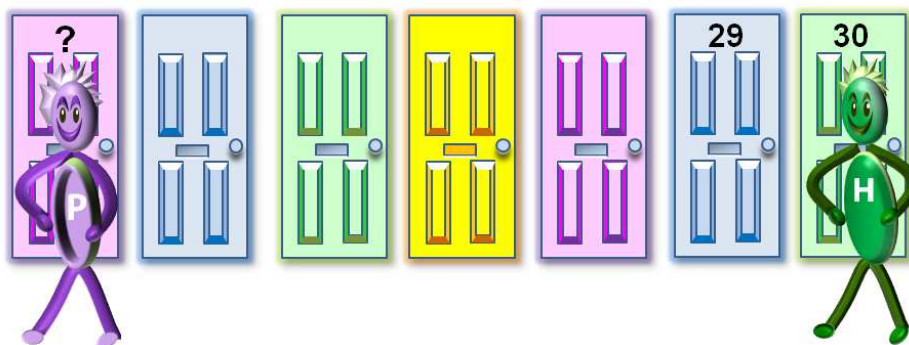


1 mark

**2N4:** identify, represent and estimate numbers using different representations, including the number line

9

In this street, Henry's house is No. 30



What number is Poppy's house?

1 mark

**2N4:** identify, represent and estimate numbers using different representations, including the number line

1

Look at the speed for a **white** and a **yellow** car.



82



87

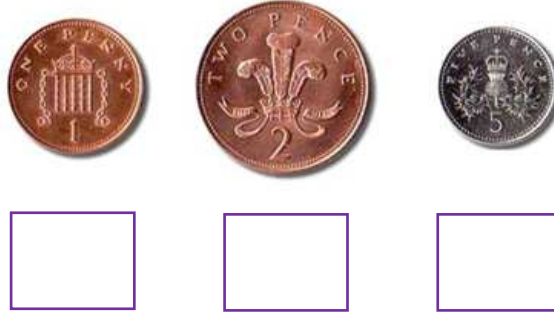
Which one is the **fastest**?

1 mark

**2N6:** use place value and number facts to solve problems

2

You have some of these coins.  
How many of each do you need to make 14 pence



1 mark

**2N6:** use place value and number facts to solve problems

3

You have some of these coins.  
How many of each do you need to make 57 pence



1 mark

**2N6:** use place value and number facts to solve problems



4

You have some of these coins.  
How many of each do you need to make 234 pence



1 mark

**2N6:** use place value and number facts to solve problems

5

You have some of these coins.  
How many of each do you need to make 586 pence

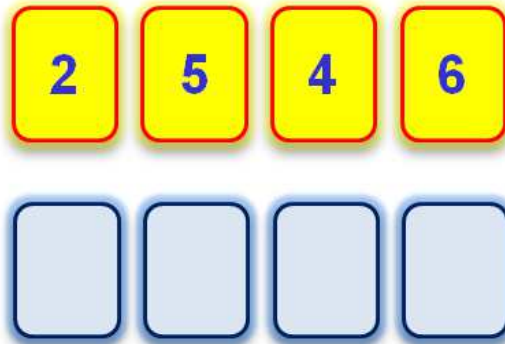


1 mark

**2N6:** use place value and number facts to solve problems

6

What is the biggest number you can make from these digits?

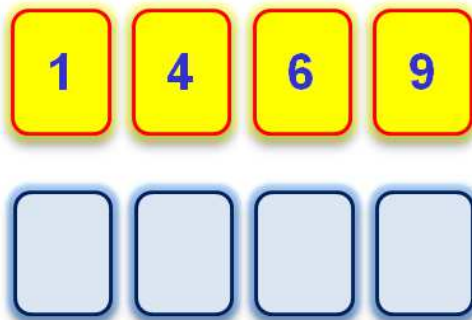


1 mark

**2N6:** use place value and number facts to solve problems

7

What is the biggest number you can make from these digits?

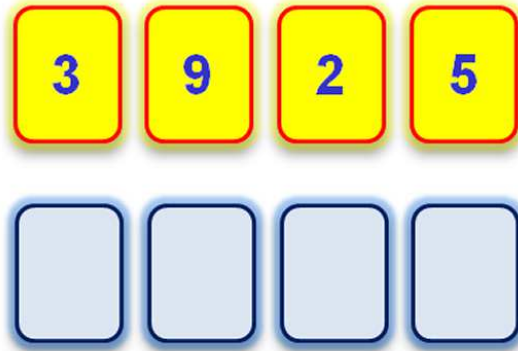


1 mark

**2N6:** use place value and number facts to solve problems

8

What is the smallest number you can make from these digits?



1 mark



**2N6:** use place value and number facts to solve problems

1

$$15 + 6 = \boxed{\phantom{000}}$$

1 mark

**2C1a:** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

**2C1b:** **Add** and subtract numbers mentally, including: a **two-digit number and ones**; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers

2

$$15 + 11 = \boxed{\phantom{000}}$$

1 mark


**2C1a:** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

**2C1b:** **Add** and subtract numbers mentally, including: a two-digit number and ones; a two-digit number and tens; **two two-digit numbers**; adding three one-digit numbers

3

$$50 + 21 = \boxed{\phantom{00}}$$

1 mark


**2C1a:** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

**2C1b:** **Add** and subtract numbers mentally, including: a two-digit number and ones; a two-digit number and tens; **two two-digit numbers**; adding three one-digit numbers

4

$$3 + 6 + 7 = \boxed{\phantom{00}}$$

1 mark


**2C1b:** **Add** and subtract numbers mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; **adding three one-digit numbers**

5

$$15 - \boxed{\phantom{00}} = 9$$

1 mark

**2C1a:** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

**2C1b:** Add and **subtract** numbers mentally, including: a **two-digit number and ones**; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers

6

$$21 - \boxed{\phantom{00}} = 11$$

1 mark


**2C1a:** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

**2C1b:** Add and **subtract** numbers mentally, including: a two-digit number and ones; a **two-digit number and tens**; two two-digit numbers; adding three one-digit numbers

7

$$15 - 6 = \boxed{\phantom{00}}$$

1 mark



**2C1a:** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

**2C1b:** Add and **subtract** numbers mentally, including: a **two-digit number and ones**; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers

8

$$21 - 10 = \boxed{\phantom{00}}$$

1 mark



**2C1a:** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

**2C1b:** Add and **subtract** numbers mentally, including: a two-digit number and ones; a **two-digit number and tens**; two two-digit numbers; adding three one-digit numbers

9

$$5 - 1 - 1 = \boxed{\phantom{00}}$$

1 mark

**2C1b:** Add and **subtract** numbers mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers

10

$$57 - 30 = \boxed{\phantom{00}}$$

1 mark


**2C1b:** Add and **subtract** numbers mentally, including: a two-digit number and ones; a **two-digit number and tens**; two two-digit numbers; adding three one-digit numbers



11

$$50 - 18 = \boxed{\phantom{00}}$$

1 mark



**2C1b:** Add and subtract numbers mentally, including: a two-digit number and ones; a two-digit number and tens; **two two-digit numbers**; adding three one-digit numbers

12

$$55 - 17 = \boxed{\phantom{00}}$$

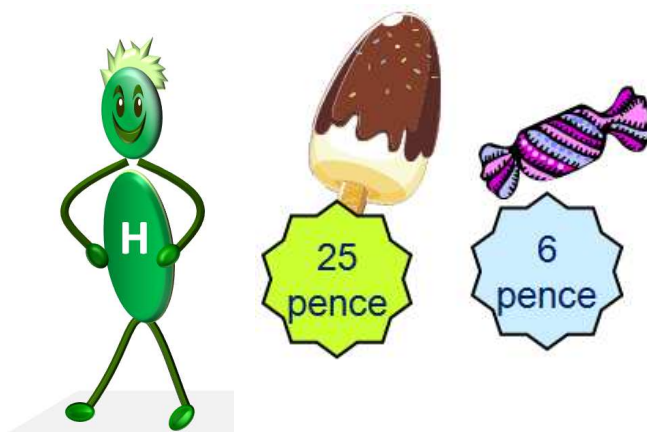
1 mark



**2C1b:** Add and subtract numbers mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers

1

How much did Henry pay for a lolly and a sweet.



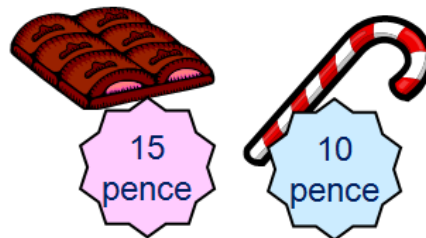
pence

1 mark

**2C2:** add and subtract numbers using concrete objects, pictorial representations: including: a **two-digit number and ones** ; a two-digit number and tens ; two two-digit **numbers** ; adding three one-digit numbers

2

How much is it for these sweets



pence

1 mark

**2C2:** add and subtract numbers using concrete objects, pictorial representations: including: a two-digit number and ones ; a **two-digit number and tens** ; two two-digit **numbers** ; adding three one-digit numbers

3

How much Poppy pay for an ice-cream and a lolly.



pence

1 mark


**2C2:** add and subtract numbers using concrete objects, pictorial representations: including: a two-digit number and ones ; a two-digit number and tens ; **two two-digit numbers** ; adding three one-digit numbers

4

A sweet and chocolate costs 25 pence **altogether**.



The chocolate costs 14 pence.

How much is the sweet?

1 mark

**2C2:** add and **subtract** numbers using concrete objects, pictorial representations: including: a two-digit number and ones ; a two-digit number and tens ; **two two-digit numbers** ; adding three one-digit numbers

5

Sweets cost 6 pence **each**.



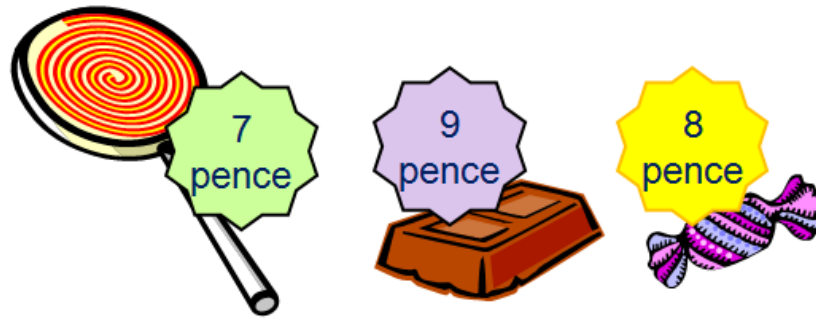
How much are **three** sweets?

1 mark


**2C2:** add and subtract numbers using concrete objects, pictorial representations:  
including: a two-digit number and ones ; a two-digit number and tens ; two two-digit  
numbers ; **adding three one-digit numbers**

6

A Lolly costs 7p, chocolate 9p and a sweet 8p.



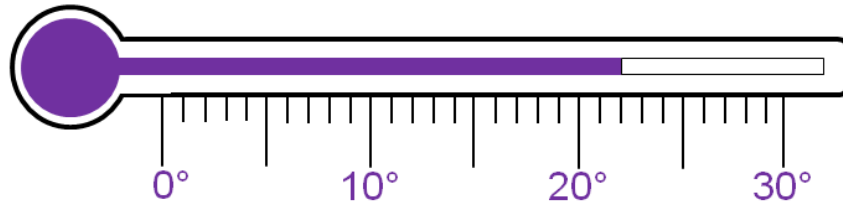
How much are they **altogether**?

1 mark


**2C2:** add and subtract numbers using concrete objects, pictorial representations: including: a two-digit number and ones ; a two-digit number and tens ; two two-digit numbers ; **adding three one-digit numbers**

7 This morning the temperature was  $10^{\circ}\text{C}$ .

The thermometer show the temperature in the afternoon.



By how much has the temperature risen

$^{\circ}\text{C}$

1 mark

**2C2:** add and **subtract numbers** using concrete objects, pictorial representations:  
including: a two-digit number and ones ; a two-digit number and tens ; two two-digit numbers ;  
adding three one-digit numbers

1

$$\boxed{\phantom{00}} - 9 = 15$$

1 mark

**2C3:** recognise and use **the inverse relationship** between addition and subtraction and use this to check calculations and missing number problems.

2

$$\boxed{\phantom{00}} + 9 = 17$$

1 mark


**2C3:** recognise and use **the inverse relationship** between addition and subtraction and use this to check calculations and missing number problems



3

$$15 - \boxed{\phantom{00}} = 6$$

1 mark



**2C3:** recognise and use **the inverse relationship** between addition and subtraction and use this to check calculations and missing number problems

4

$$50 - \boxed{\phantom{00}} = 20$$

1 mark



**2C3:** recognise and use **the inverse relationship** between addition and subtraction and use this to check calculations and missing number problems

5

$$56 - 25 = \boxed{\phantom{00}}$$

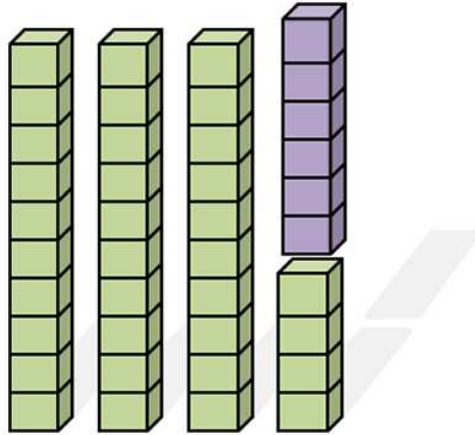
1 mark




**2C3:** recognise and use **the inverse relationship** between addition and subtraction and use this to check calculations and missing number problems

1

Use the blocks to answer this question



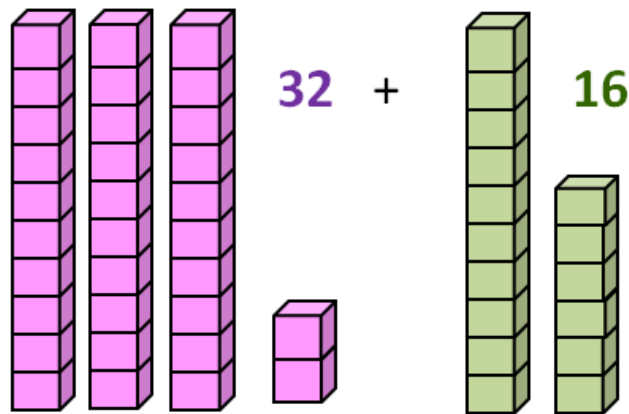
$40 - 6 =$

1 mark


**2C4:** solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures ; applying their increasing knowledge of mental and written methods

2

Use the blocks to answer this question



$$32 + 16 =$$

1 mark

**2C4:** solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures ; applying their increasing knowledge of mental and written methods

Oranges cost **20p** each. Bananas cost **25p** each.



How much **change** does she get from £1?

Show your working



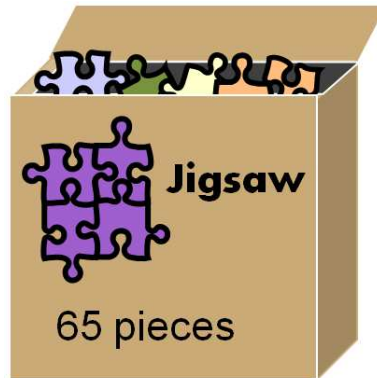
p

**2C4** - Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.

4

A jigsaw box should have 65 pieces.  
Henry counts the pieces, but there are only 47

How many jigsaw pieces are missing?



1 mark

**2C4:** solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures ; applying their increasing knowledge of mental and written methods

5

Poppy had 75 stickers.  
She gave 21 to Henry.



How many stickers does she have left?

1 mark

**2C4:** solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures ; applying their increasing knowledge of mental and written methods

1

$$16 \div 2 = \boxed{\phantom{000}}$$

1 mark


**2C6:** Recall and use multiplication and **division** facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

2

$$30 \div 5 = \boxed{\phantom{000}}$$

1 mark

--	--	--	--	--	--	--	--	--	--	--	--	--

**2C6:** Recall and use multiplication and **division** facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

3

$$60 \div 10 = \boxed{\phantom{000}}$$

1 mark

--	--	--	--	--	--	--	--	--	--	--	--	--

**2C6:** Recall and use multiplication and **division** facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

4

$9 \times 2 =$

1 mark



**2C6:** Recall and use multiplication and **division** facts for the **2**, 5 and 10 multiplication tables, including recognising odd and even numbers.

5

$5 \times 5 =$

1 mark



**2C6:** Recall and use **multiplication** and division facts for the 2, **5** and 10 multiplication tables, including recognising odd and even numbers.



6

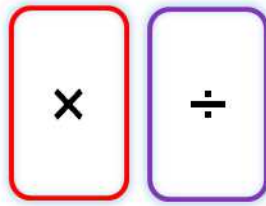
$$7 \times 10 = \boxed{\phantom{000}}$$

1 mark




**2C6:** Recall and use **multiplication** and division facts for the 2, 5 and **10** multiplication tables, including recognising odd and even numbers.

1 Look at these signs



Write the correct sign in each box.

$$12 \quad \square \quad 2 \quad = \quad 2 \quad \square \quad 3$$

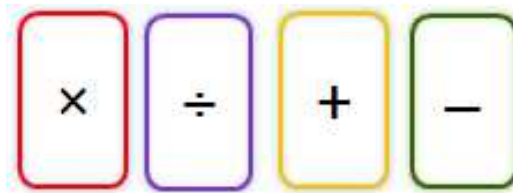
1 mark

$$6 \quad \square \quad 2 \quad = \quad 15 \quad \square \quad 5$$

1 mark

**2C7:** calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs

2 Look at these signs



Write the correct sign in each box.

$$10 \quad \square \quad 2 \quad = \quad 1 \quad \square \quad 5$$

1 mark

$$2 \quad \square \quad 5 \quad = \quad 10 \quad \square \quad 3$$

1 mark

**2C7:** calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs

3 What is the missing number

$$6 \times 4 = 3 \times \boxed{\phantom{00}}$$

1 mark

$$3 \times 8 = 6 \times \boxed{\phantom{00}}$$

1 mark

**2C7:** calculate mathematical statements for **multiplication** and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs

4 What is the missing number

$$12 \div 4 = 6 \div \boxed{\phantom{00}}$$

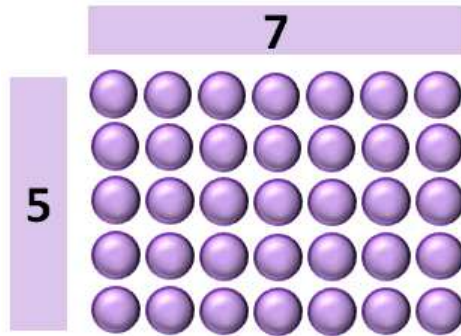
1 mark

$$25 \div 5 = 1 \times \boxed{\phantom{00}}$$

1 mark

**2C7:** calculate mathematical statements for multiplication and **division** within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs

1 Use the grid to help you

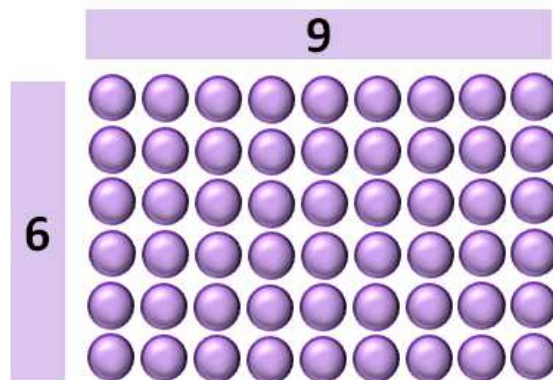


$$5 \times 7 = \boxed{\phantom{000}}$$

1 mark

**2C8:** solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

2 Use the grid to help you

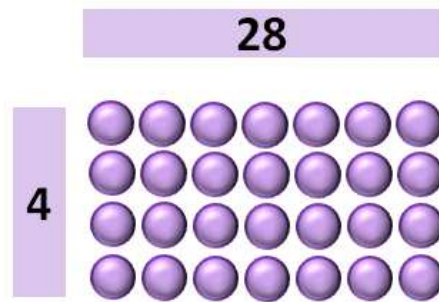


$$6 \times 9 = \boxed{\phantom{000}}$$

1 mark

**2C8:** solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

3 Use the grid to help you

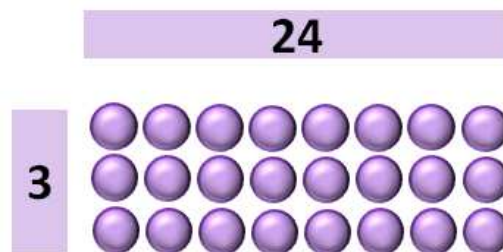


$$28 \div 4 = \boxed{\phantom{000}}$$

1 mark

**2C8:** solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

4 Use the grid to help you



$$24 \div 3 = \boxed{\phantom{000}}$$

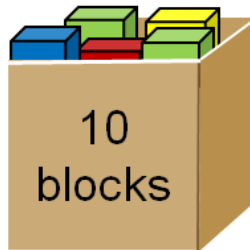
1 mark

**2C8:** solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

5

Henry needed 50 wooden blocks.  
There are 10 blocks in a box.

How many boxes does Henry need altogether

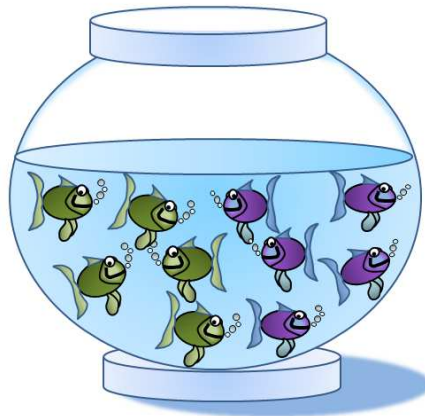


1 mark

**2C8:** solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

6

Poppy wants 40 fish for her pond  
There are 10 fish in a bowl.

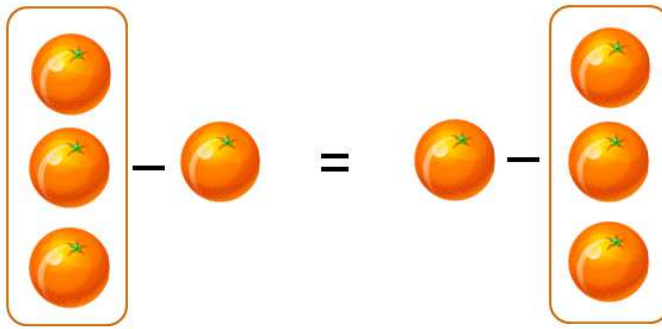


How many bowls does she need altogether

1 mark

**2C8:** solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

1

Which is **right** ✓ and which is **wrong** ✕

$$3 - 1 = 1 - 3$$

✕

4 - 2 is the same as 2 - 4

☐

3 - 3 is the same as 3 - 3

☐

3 - 0 is the same as 0 - 3

☐

1 mark

**2C9a:** show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

2 + 3	is the same as	3 + 2
4 - 1	is not the same as	1 - 4



**2**Which is **right** ✓ and which is **wrong** ✕ $9 + 5$  is the same as  $5 + 9$ ☐ $9 - 5$  is the same as  $5 - 9$ ☐ $13 + 15$  is the same as  $15 + 3$ ☐

1 mark



**2C9a:** show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

$2 + 3$	is the same as	$3 + 2$
$4 - 1$	is not the same as	$1 - 4$

1

Which is **right** ✓ and which is **wrong** ✗

$4 \times 2$  is the same as  $4 \times 2$

☐

$4 \div 2$  is the same as  $2 \div 4$

☐

$2 \times 2$  is the same as  $2 \div 2$

☐

1 mark

**2C9b:** show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

$2 \times 3$  is the same as  $3 \times 2$   
 $4 \div 1$  is not the same as  $1 \div 4$

2

Which is **right** ✓ and which is **wrong** ✗

$6 \times 3$  is the same as  $3 \times 6$

☐☐

$6 \div 3$  is the same as  $3 \div 6$

☐☐

$6 \times 3$  is the same as  $3 \div 6$

☐☐

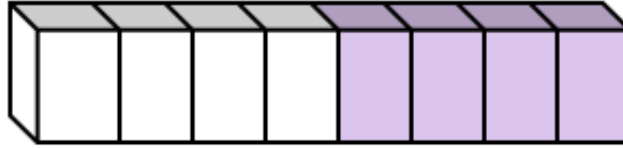
3 mark

**2C9b:** show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

$2 \times 3$	is the same as	$3 \times 2$
$4 \div 1$	is not the same as	$1 \div 4$

1

Look at the blocks



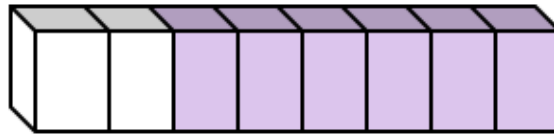
$$\frac{1}{2} \text{ of } 8 = \boxed{\phantom{00}}$$

1 mark

**2F1a** - Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a length, shape, set of objects or quantity.

2

Look at the blocks



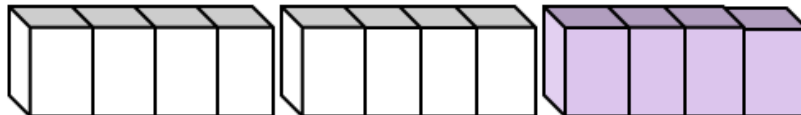
$$\frac{1}{4} \text{ of } 8 = \boxed{\phantom{00}}$$

1 mark

**2F1a** - Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a length, shape, set of objects or quantity.

3

Look at the blocks



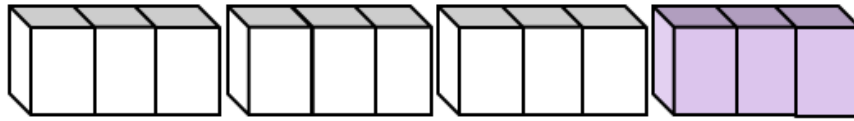
$$\frac{1}{3} \text{ of } 12 = \boxed{\phantom{00}}$$

1 mark

**2F1a** - Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a length, shape, set of objects or quantity.

4

Look at the blocks



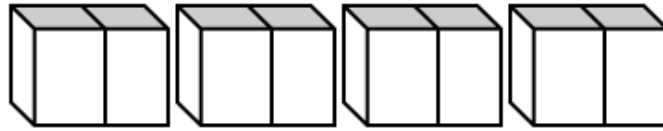
$$\frac{3}{4} \text{ of } 12 = \boxed{\phantom{000}}$$

1 mark

**2F1a** - Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a length, shape, set of objects or quantity.

5

Look at the blocks



$$\frac{2}{4} \text{ of } 12 = \boxed{\phantom{00}}$$

1 mark


**2F1a** - Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a length, shape, set of objects or quantity.

6

$$\frac{3}{4} \text{ of } 20 = \boxed{\phantom{00}}$$

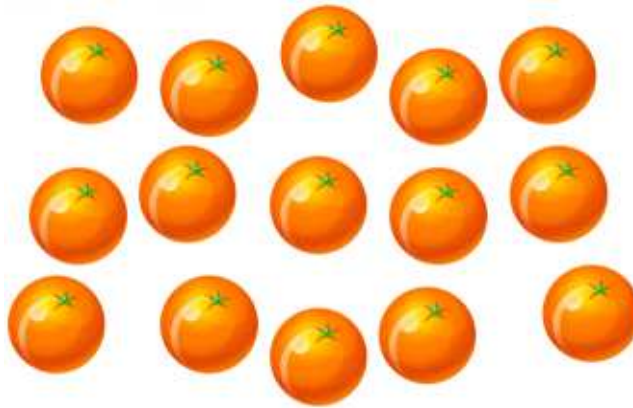
1 mark




**2F1a** - Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a length, shape, set of objects or quantity.

7

Circle  $\frac{2}{3}$  of the oranges below

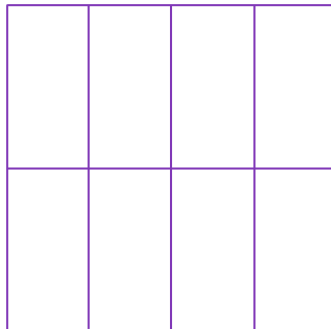


1 mark

**2F1a** - Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a length, shape, set of objects or quantity.

8

Shade  $\frac{1}{4}$  of the shape below



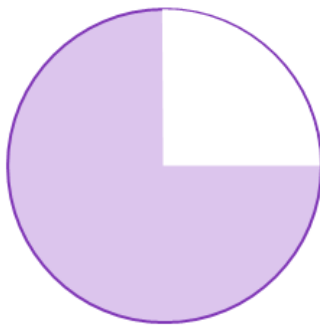
1 mark

**2F1a** - Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a length, shape, set of objects or quantity.



9

What fraction is shaded




1 mark

**2F1a** - Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a length, shape, set of objects or quantity.

10

Henry made a sandwich  
How much is 3 pieces (✓)



$\frac{1}{2}$	$\frac{1}{4}$	$\frac{3}{4}$
<input type="text"/>	<input type="text"/>	<input type="text"/>

1 mark

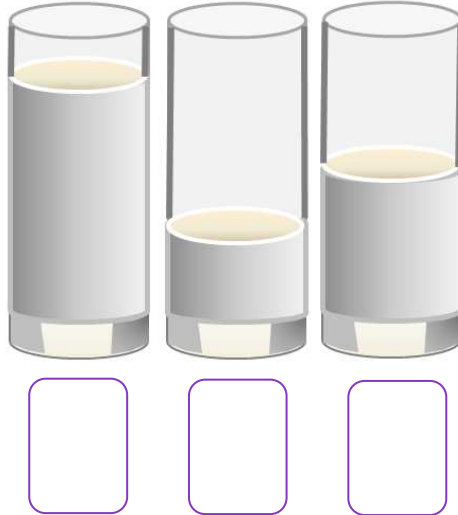
**2F1b:** recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

1

Look at these fractions

$$\frac{1}{2} \quad \frac{1}{4} \quad \frac{1}{3} \quad \frac{3}{4}$$

How full is the glass.



1 mark

**2F1b** - write simple fractions e.g.  $\frac{1}{2}$  of 6 = 3

## 2

Four fraction cards are shown in a row, each with a colored border: 1/2 (blue), 1/4 (purple), 1/3 (green), and 3/4 (red).

$$\boxed{\phantom{00}} \text{ of } 6 = 3$$

$$\boxed{\phantom{00}} \text{ of } 8 = 2$$

$$\boxed{\phantom{00}} \text{ of } 6 = 2$$



**2F1b** - write simple fractions e.g.  $\frac{1}{2}$  of 6 = 3

3

Look at these fractions

$$\frac{1}{2} \quad \frac{1}{4} \quad \frac{1}{3} \quad \frac{3}{4}$$

Write the correct fraction in each box

of 8 = 6

1 mark

of 18 = 9

1 mark

of 20 = 5

1 mark


2F1b - write simple fractions e.g.  $\frac{1}{2}$  of 6 = 3

**1**Which is **right** ✓ and which is **wrong** ✕ $\frac{2}{4}$  is the same as  $\frac{4}{2}$ ☐

1 mark

 $\frac{3}{4}$  is the same as  $\frac{2}{3}$ ☐

1 mark

 $\frac{1}{2}$  is the same as  $\frac{2}{4}$ ☐

1 mark

**2F2** Recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

2

Which is **right** ✓ and which is **wrong** ✕ $\frac{1}{3}$  is the same as  $\frac{3}{6}$ ☐

1 mark

 $\frac{1}{3}$  is the same as  $\frac{2}{6}$ ☐

1 mark

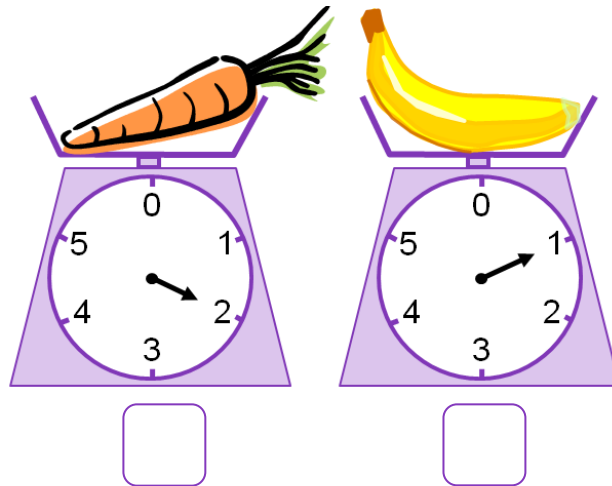
 $\frac{3}{4}$  is the same as  $\frac{6}{8}$ ☐

1 mark


2F2 Recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

1

Look at the scale and tick (✓) the heaviest.



1 mark

**2M1:** compare and order lengths, **mass**, volume/capacity and record the results using >, < and =

2

Tick (✓) the heaviest.

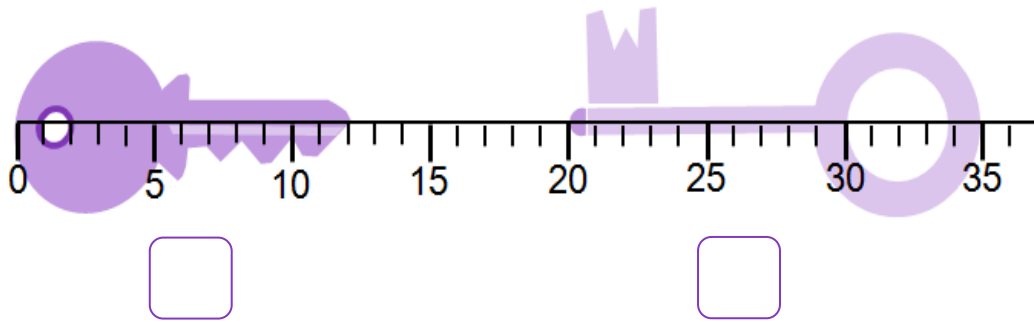


1 mark

**2M1:** compare and order lengths, **mass**, volume/capacity and record the results using >, < and =

3

Tick the longest key.

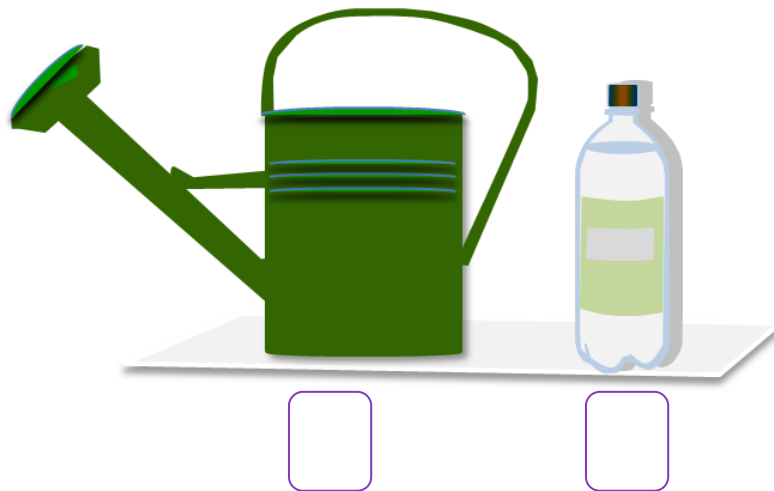


1 mark

**2M1:** compare and order **lengths**, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$

4

Tick(✓) which holds the most



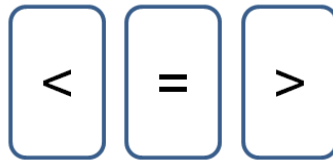
1 mark

**2M1:** compare and order lengths, mass, **volume/capacity** and record the results using  $>$ ,  $<$  and  $=$



5

Look at these signs



Write the correct sign in each box



half Full



half full



half full

1 mark

**2M1:** compare and order lengths, mass, volume/capacity and record the results using >, < and =

1

What do we measure the **length** of a **pencil** in



centimetres

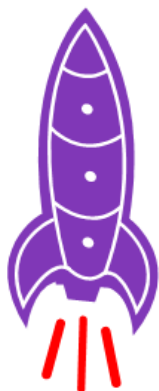
metres

1 mark

**2M2:** choose and use appropriate standard units to estimate and **measure length/height** in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

2

What do we measure the **height** of a **rocket** in



centimetres

metres

1 mark

**2M2:** choose and use appropriate standard units to estimate and **measure length/height** in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

3

What do we measure the **length** of an **lpad** in



centimetres

metres

1 mark

**2M2:** choose and use appropriate standard units to estimate and **measure length/height** in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

4

What do we measure the **height** of a **bus** in



centimetres

metres

1 mark

**2M2:** choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

5

What do we measure the **weight** of a **snail** in



kilograms

grams

1 mark

**2M2:** choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); **mass (kg/g)**; temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

6

What do we measure the **weight** of a **TV** in



kilograms

grams

1 mark

**2M2:** choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); **mass (kg/g)**; temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

7

Tick how much the bottle holds



20 litres

☐

10 litres

☐

2 litres

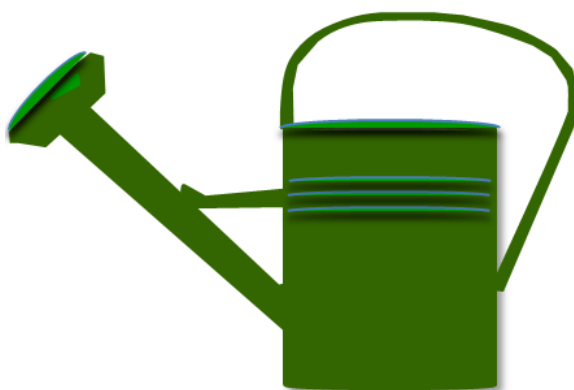
☐

1 mark

**2M2:** choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); **capacity (litres/ml)** to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

8

Tick how much the watering can holds



50 litres

☐

10 litres

☐

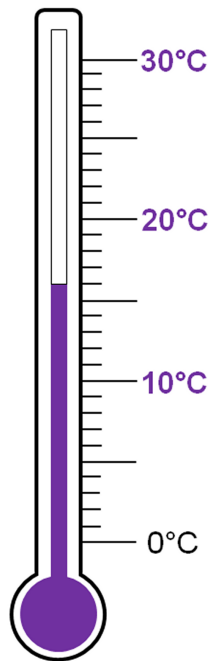
1 litres

☐

1 mark

**2M2:** choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); **capacity (litres/ml)** to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

9 Look at the thermometer.

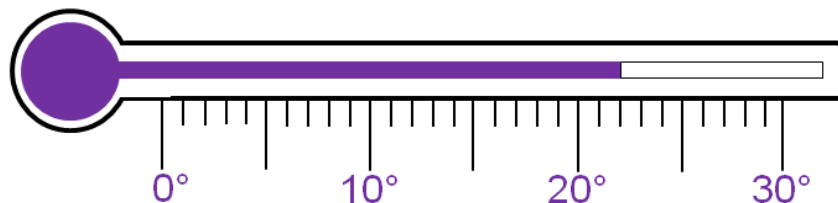


What temperature is shown?

1 mark

**2M2** - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ ml) to the nearest appropriate unit using rulers, scales, **thermometers** and measuring vessels.

10 Look at the thermometer.



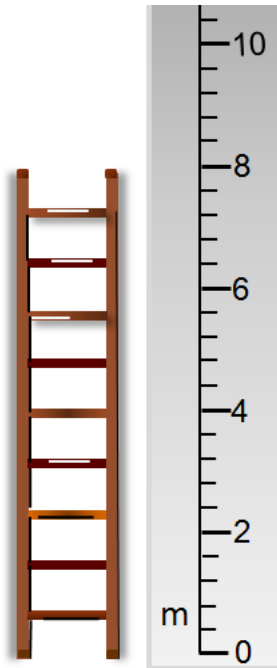
What temperature is shown?

1 mark

**2M2** - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ ml) to the nearest appropriate unit using rulers, scales, **thermometers** and measuring vessels.

11

How **high** is the ladder? What is the units?

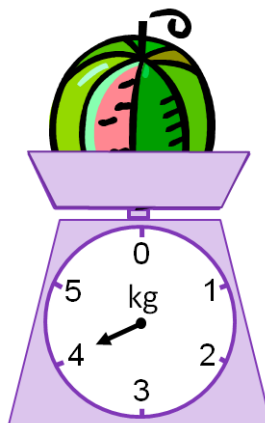



1 mark

**2M2** - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ ml) to the nearest appropriate unit using **rulers**, scales, thermometers and measuring vessels

12

How **heavy** is the Melon. what is the unit?

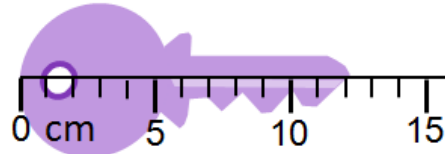



1 mark

**2M2** - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ ml) to the nearest appropriate unit using **scales**, thermometers and measuring vessels

13

How long is the key.



cm

1 mark

**2M2** - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ ml) to the nearest appropriate unit using rulers, **scales**, thermometers and measuring vessels

1

Tick(✓) the coin worth the **most**


☐

☐

☐

1 mark

**2M3a**: recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value



2

Tick(✓) all the coins that make **8 pence(p)**.

☐☐☐☐

1 mark



**2M3a:** recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

3

Tick(✓) all the coins that make **17 pence(p)**.


☐
☐
☐
☐

1 mark

**2M3a:** recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

4

Tick(✓) the coins that make **80 pence(p)**


☐
☐
☐
☐

1 mark

**2M3a:** recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

5

Tick(✓) the coins that make **£1. 30 pence**.


☐

☐

☐

☐

1 mark

**2M3a:** recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

1

How many of each coin makes 10 pence (p).










1 mark

**2M3b:** find different combinations of coins that equal the same amounts of money

2

How many of each coin makes 30 pence (p).



1 mark

**2M3b:** find different combinations of coins that equal the same amounts of money

3

How many of each coin makes £1.00.



1 mark

**2M3b:** find different combinations of coins that equal the same amounts of money

1

Draw lines to match the correct times to the clocks.

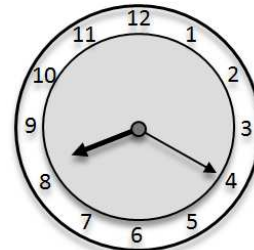
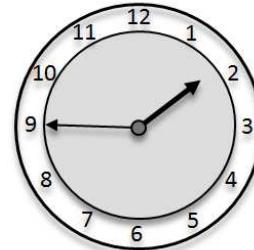
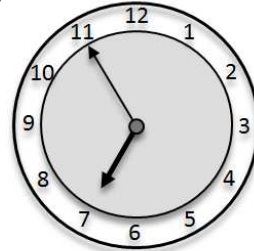
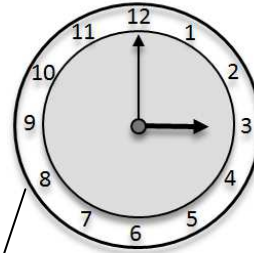
One has been done for you.

Quarter to two

Five to seven

Twenty past eight

Three o'clock

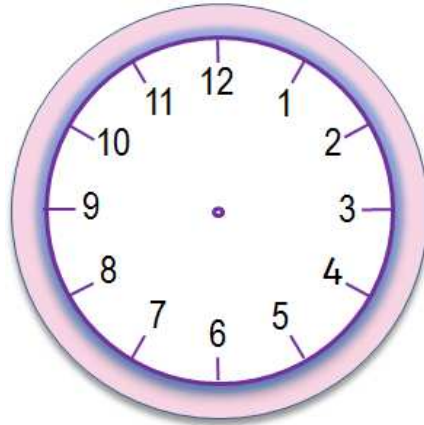


1 mark

**2M4a** - Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

2

Draw the hands on the clock for **7:00**

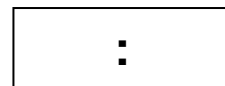
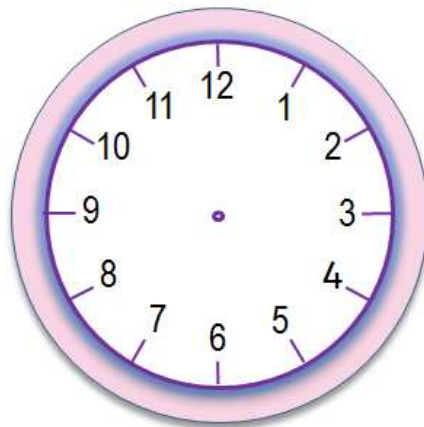


1 mark

**2M4a:** tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

3

Draw the hands on the clock for **3:30**

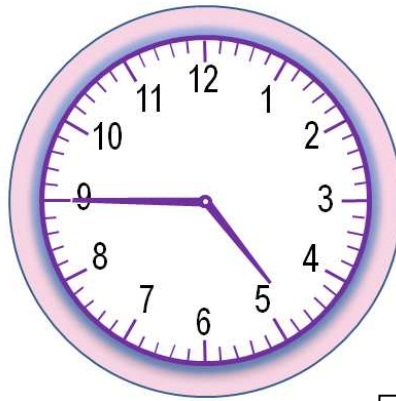


1 mark

**2M4a:** tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

4

What time is it?

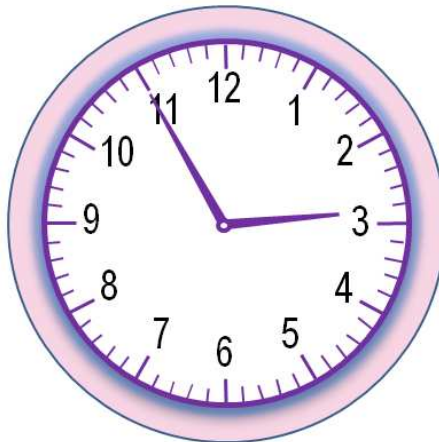


1 mark

**2M4a:** tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

5

What time is it?

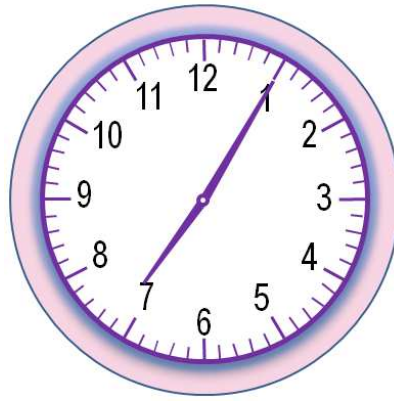


1 mark

**2M4a:** tell and write the **time to five minutes**, including quarter past/to the hour and draw the hands on a clock face to show these times.

6

What time is it?

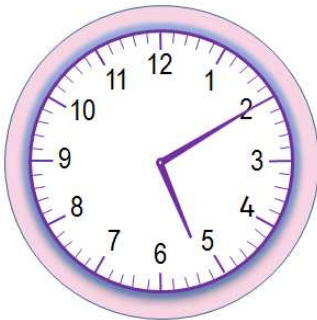
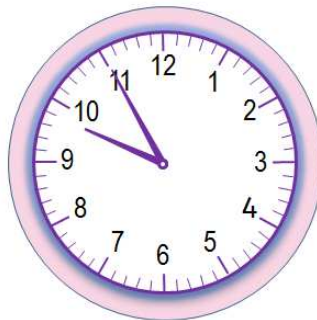
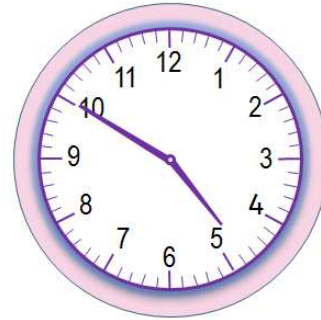



1 mark

**2M4a:** tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

7

Tick the clock that shows five to ten


☐

☐

☐

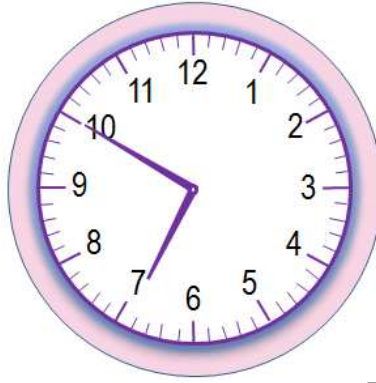
1 mark

**2M4a:** tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.



8

What time is it?




1 mark

**2M4a:** tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

1

Today is Saturday.  
What day was **yesterday**?

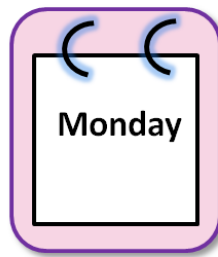



1 mark

**2M4b:** compare and sequence intervals of time

2

Today is Monday.  
What day is the day after tomorrow?



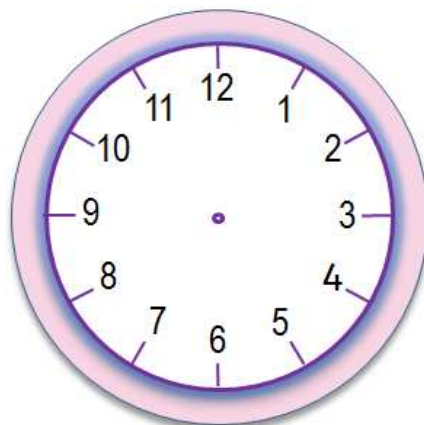
1 mark



2M4b: compare and sequence intervals of time

1

Tick (✓) how many minutes are in one hour



10

☐

30

☐

60

☐

100

☐

1 mark

**2M4c:** Know number of minutes in an hour and the number of hours in a day

2

Tick (✓) how many hour are in one day



10

☐

24

☐

60

☐

100

☐

1 mark

**2M4c:** Know number of minutes in an hour and the number of hours in a day

1

How much did Poppy have in her piggy bank?



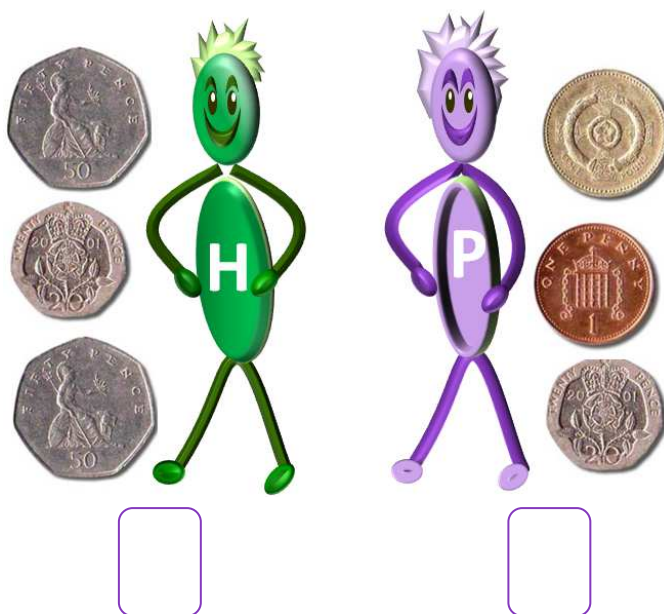
£..... p.....

1 mark

**2M9:** solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

2

Tick(✓) who had the **most** money



1 mark

**2M9:** solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

3

Poppy has £1.  
She buys an ice-cream for 20p.  
How much change will she get ?



1 mark

**2M9:** solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

4

Poppy has £1.  
Ice-creams cost 20p  
How many ice-creams can she buy

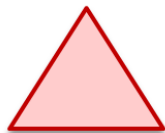


1 mark

**2M9:** solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

1

Draw lines to match the 2D shapes with their names



parallelogram

triangle

right angled  
triangle

trapezium

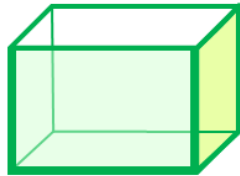
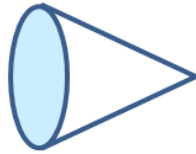
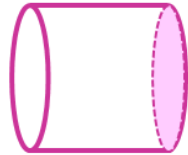
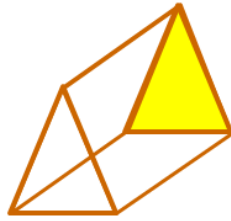
Hexagon

1 mark

2G1a - compare and sort common 2-D and everyday objects

1

Draw lines to match the 3D shapes with their names



cone

cylinder

triangular  
prism

cuboid

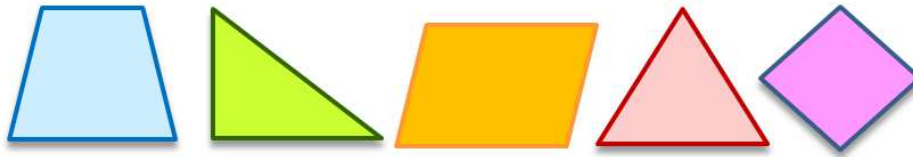
1 mark

**2G1b** - compare and sort common 3-D shapes and everyday objects.



1

Sort the shapes by drawing in the two boxes



Has 3 sides

Has **more than 3** sides

1 mark

**2G2a** - identify and describe the properties of 2-D shapes, including the **number of sides** and symmetry in a vertical line

2

Sort the shapes by drawing in the two boxes



Is symmetrical

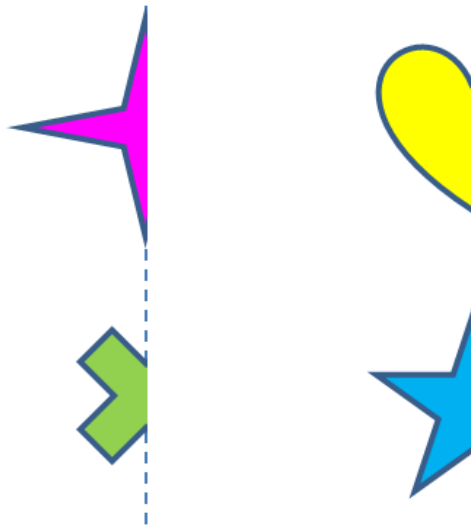
Is **not** symmetrical

1 mark

**2G2a** - identify and describe the properties of 2-D shapes, including the number of sides and **symmetry** in a vertical line

3

Complete these shapes to make them symmetrical

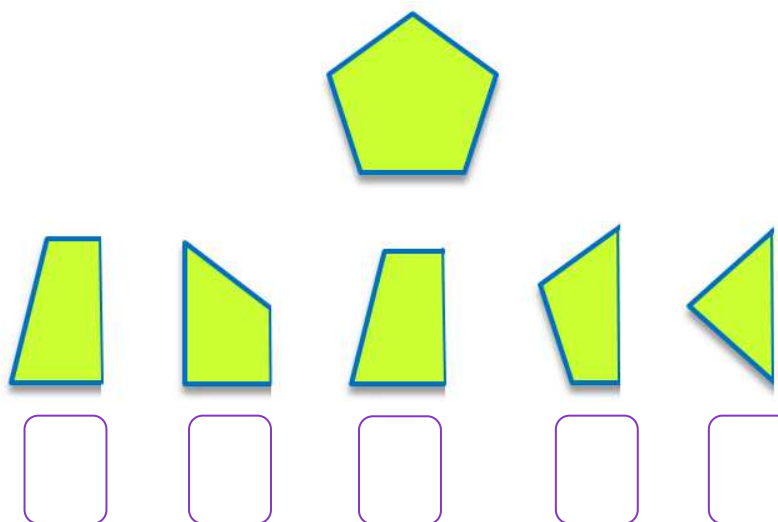


1 mark

**2G2a** - identify and describe the properties of 2-D shapes, including the number of sides and **symmetry in a vertical line**

4

Which piece (✓) make this shape symmetrical

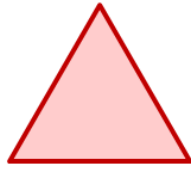


1 mark

**2G2a** - identify and describe the properties of 2-D shapes, including the number of sides and **symmetry in a vertical line**

5

Draw lines to match these triangles with their names



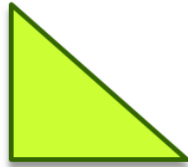
equilateral



right angled



scalene



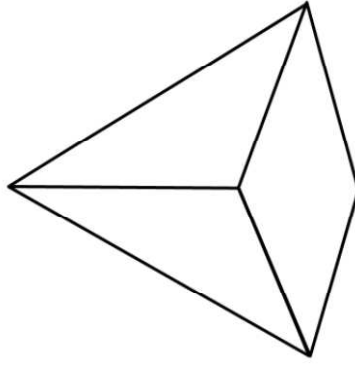
isosceles

1 mark

**2G2a** - identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line

1

How many vertices does a square-based pyramid have?



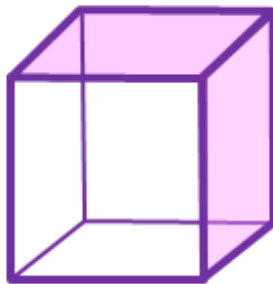
vertices

1 mark

**2G2b** - Identify and describe the properties of 3-D shapes including the number of edges, **vertices** and faces.

2

How many faces does this cube have?



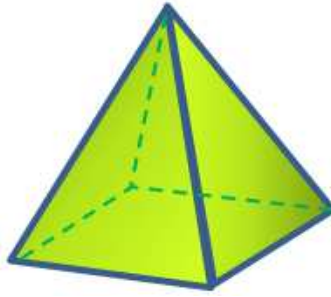
faces

1 mark

**2G2b** - Identify and describe the properties of 3-D shapes including the number of edges, vertices and **faces**.

3

How many edges does this square based pyramid have?



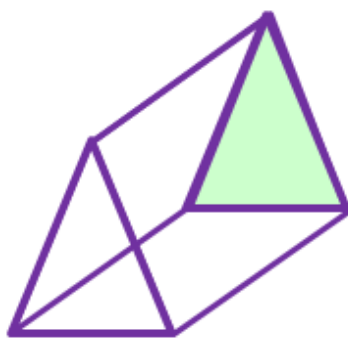
edges

1 mark

**2G2b** - Identify and describe the properties of 3-D shapes including the number of **edges**, vertices and faces.

1

How many rectangles does this shape have?



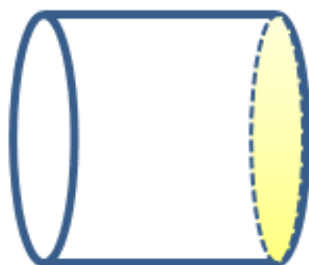
rectangles

1 mark

**2G3** - identify 2-D shapes on the surface of 3-D shapes, e.g. circle on a cylinder and a triangle on a pyramid

2

How many circles does this shape have?



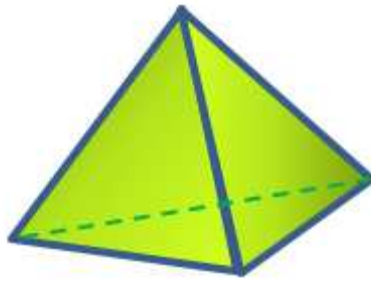
circles

1 mark

**2G3** - identify 2-D shapes on the surface of 3-D shapes, e.g. **circle on a cylinder** and a triangle on a pyramid

3

How many triangles does this shape have?



triangles

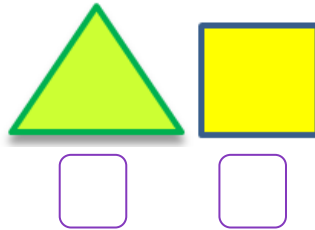
1 mark

**2G3** - identify 2-D shapes on the surface of 3-D shapes, e.g. circle on a cylinder and a **triangle on a pyramid**



1

What comes next (✓)?

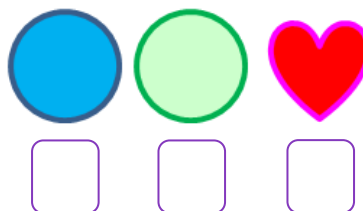


1 mark

2P1: order and arrange combinations of mathematical objects in patterns

2

What comes next (✓)?

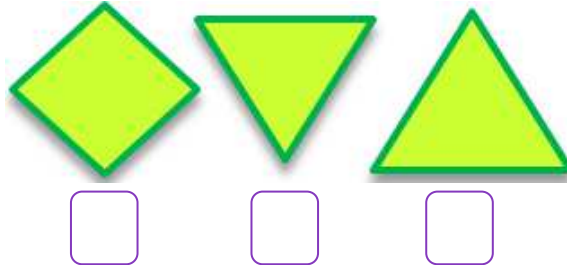


1 mark

2P1: order and arrange combinations of mathematical objects in patterns

3

What comes next (✓)?

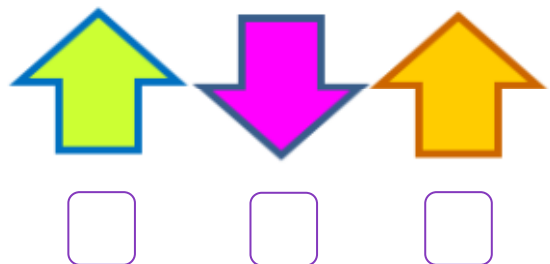


1 mark

2P1: order and arrange combinations of mathematical objects in patterns

4

What comes next (✓)?

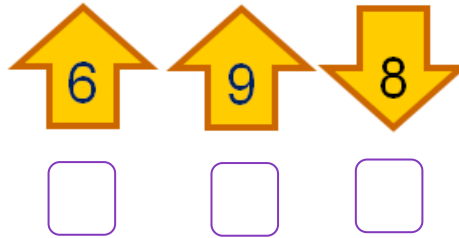
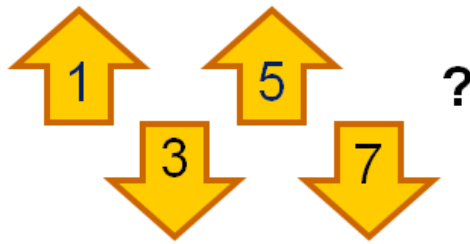


1 mark

2P1: order and arrange combinations of mathematical objects in patterns

5

What comes next (✓)?

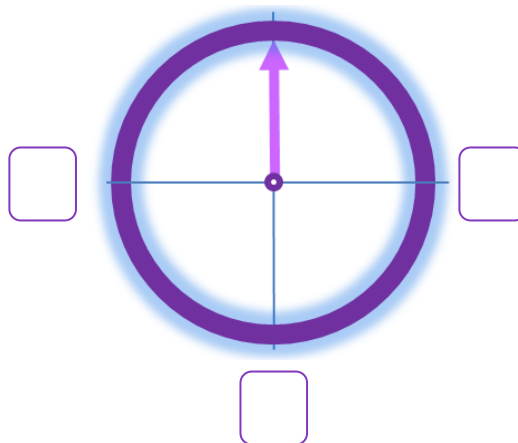


1 mark

**2P1:** order and arrange combinations of mathematical objects in patterns

1

Where is the pointer after clockwise three-quarter turn (✓)

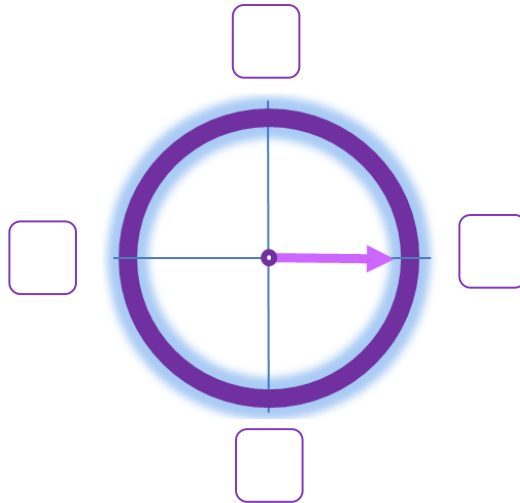


1 mark

**2P2** - Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clock-wise and anti-clockwise).

2

Turn pointer anti-clockwise three-quarter turn (✓)

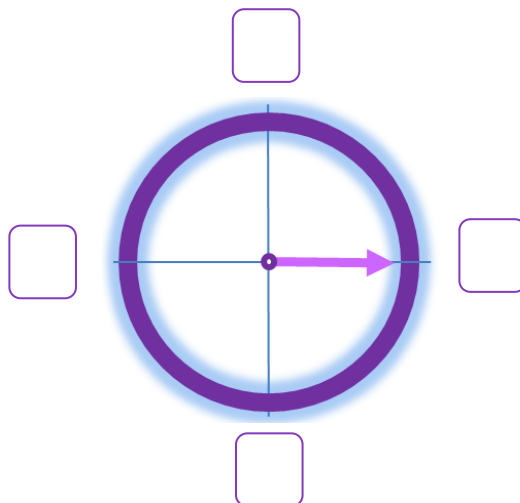


1 mark

**2P2** - Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clock-wise and anti-clockwise).

3

Turn pointer clockwise by one right angle (✓)

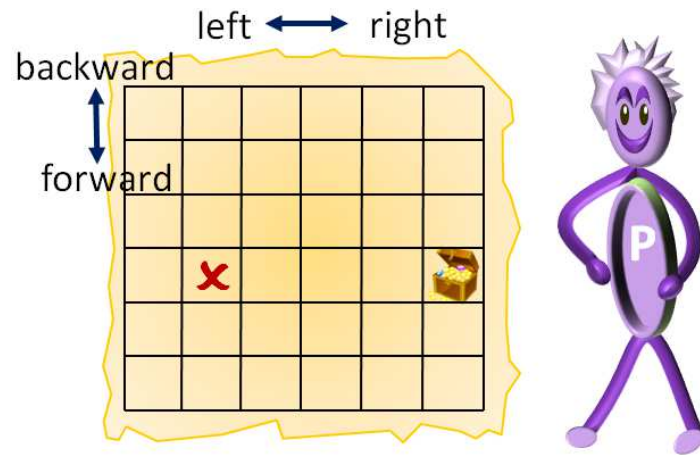


1 mark

**2P2** - Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clock-wise and anti-clockwise).

4

Poppy stands at **x**. Which way is the treasure(✓)



Forward

☐

Left

☐

Right

☐

Backward

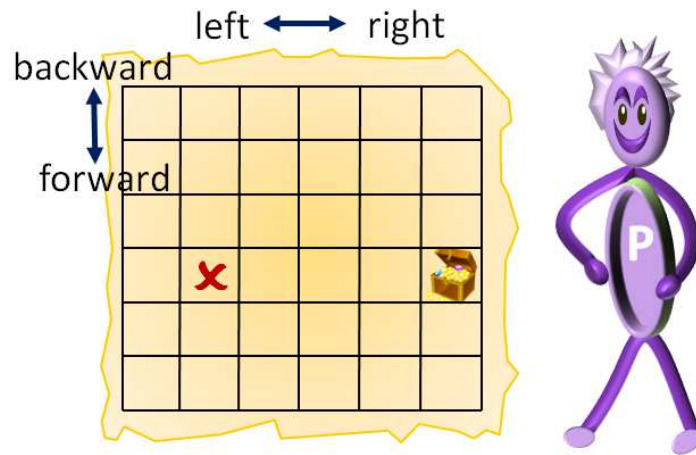
☐

1 mark

**2P2** - Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clock-wise and anti-clockwise).

5

Poppy stands at **x**. Which way is the treasure(✓)



Forward

☐

Left

☐

Right

☐

Backward

☐

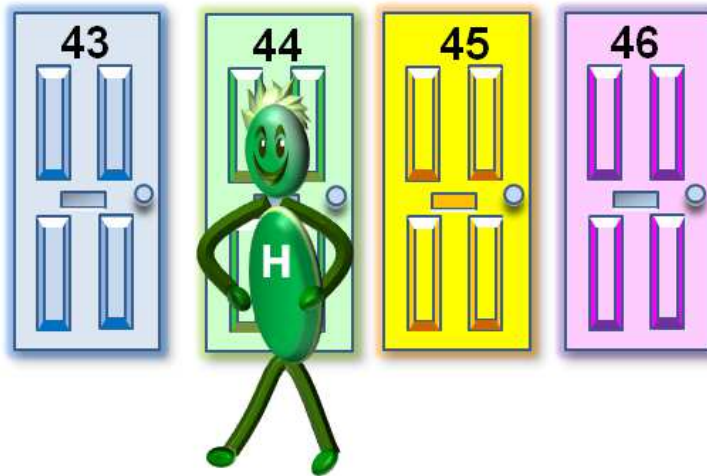
1 mark

**2P2** - Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clock-wise and anti-clockwise).

6

Henry lives at No. 44. Which way is No. 46 (✓)?

left ← right



Forward

Left

Right

Backward

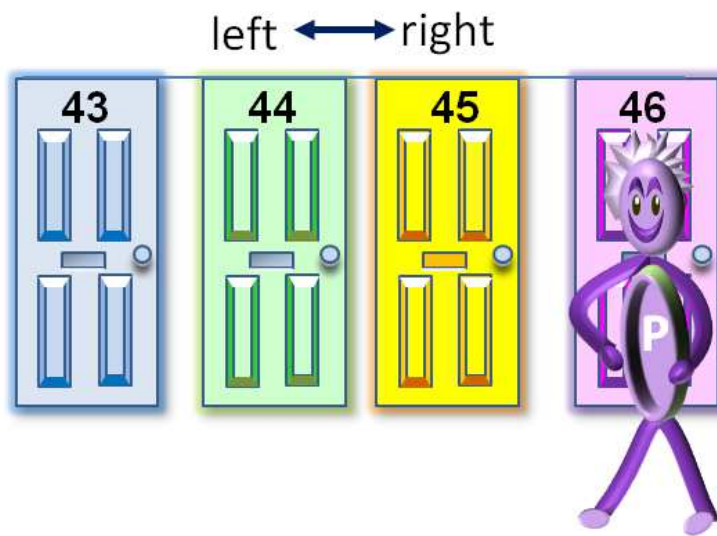
☐☐☐☐

1 mark

**2P2** - Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clock-wise and anti-clockwise).

7

Poppy lives at No. 46.



How many houses to the left is No. 43?

houses

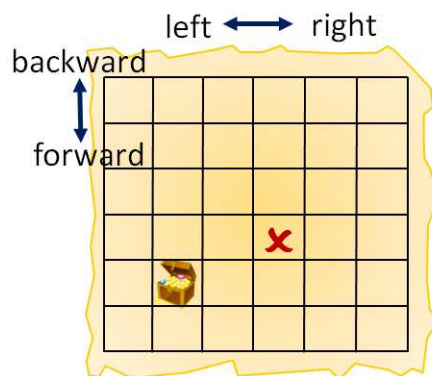
1 mark

**2P2** - Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clock-wise and anti-clockwise).



8

Poppy stands at **x**. Which way is the treasure(✓)



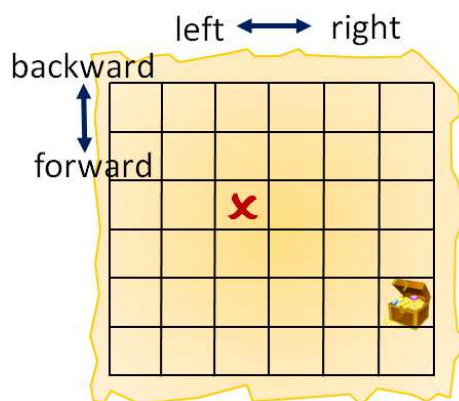
- ☐ Right then forward
- ☐ Forward then left
- ☐ Left then backward
- ☐ Backward then right

1 mark

**2P2** - Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clock-wise and anti-clockwise).

9

Poppy stands at **x**. Which way is the treasure(✓)



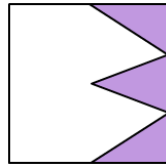
- ☐ Left then backward
- ☐ Forward then left
- ☐ Right then forward
- ☐ Backward then right

1 mark

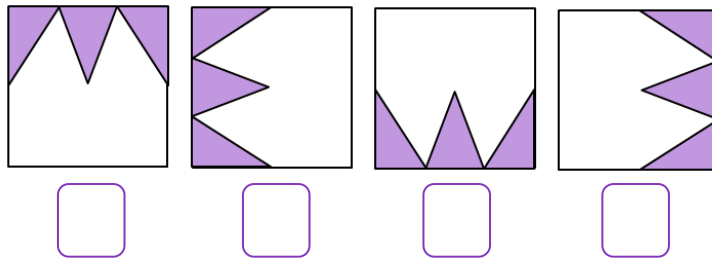
**2P2** - Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clock-wise and anti-clockwise).

7

This shape is rotated **clockwise**  
through a three-quarter turn



What will the tile look like **after** it has been turned (✓)

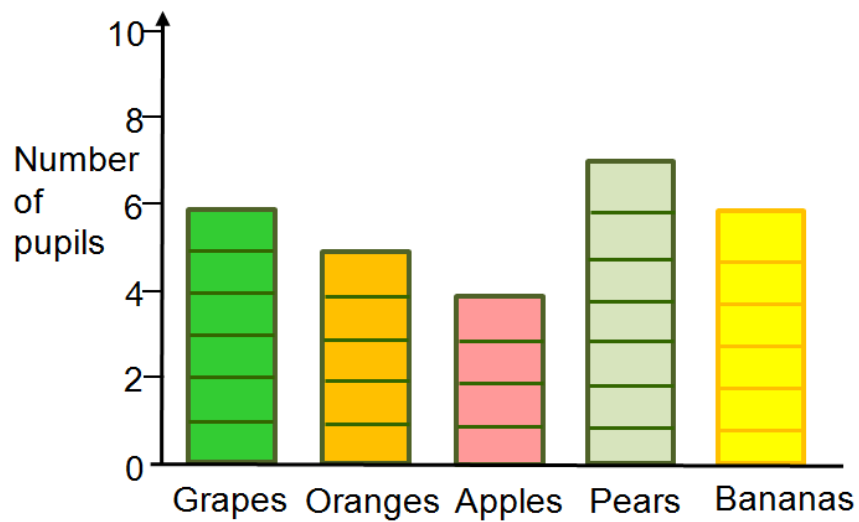


1 mark

**2P2** - Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clock-wise and anti-clockwise).

1

This graph shows which fruit children like best



How many children like bananas best?

  
children

1 mark

How many **more** children choose grapes than pears?

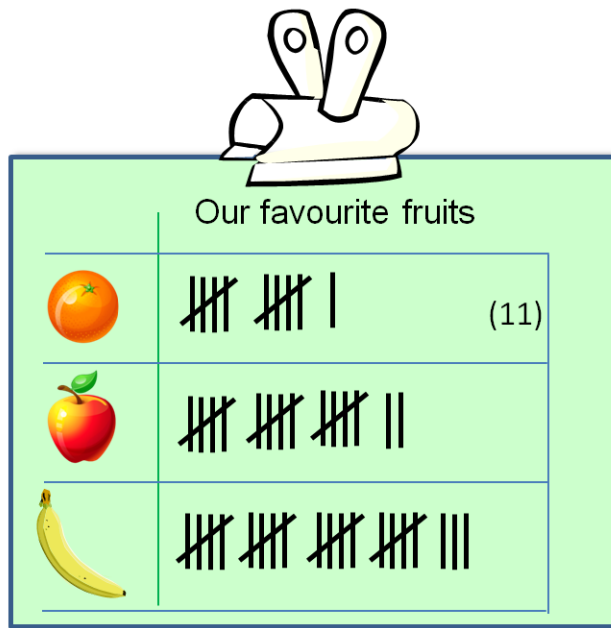
  
children

1 mark

**2S1** - interpret and construct simple pictograms, tally charts, block diagrams and simple tables

2

This tally chart shows a class's favourite fruits.  
Which is their favourite (✓)



1 mark

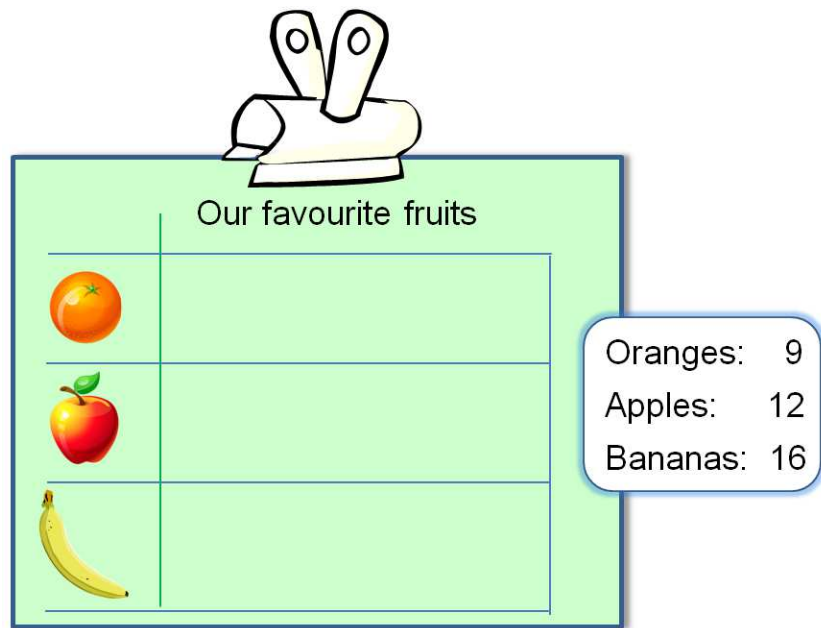
How many liked apples?

1 mark

**2S1** - interpret and construct simple pictograms, tally charts, block diagrams and simple tables

3

Complete this tally chart.

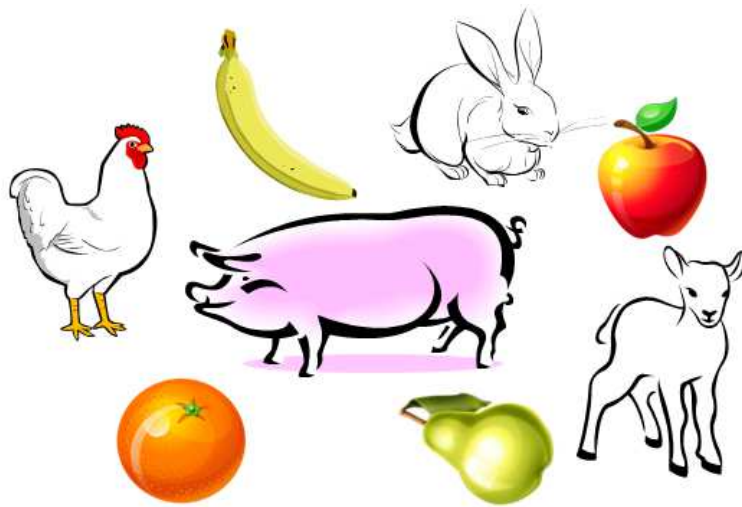


1 mark

**2S1** - interpret and construct simple pictograms, tally charts, block diagrams and simple tables

1

Sort these by drawing in the Carroll diagram.



Animal

Not an animal

1 mark

**2S2a** - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

2

Sort these by drawing in the Carroll diagram.



Happy

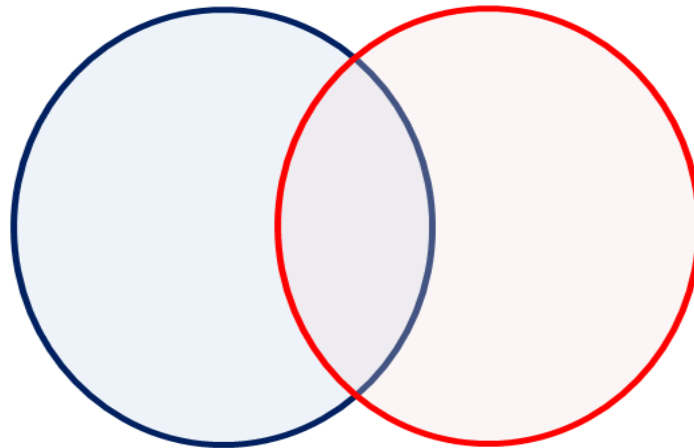
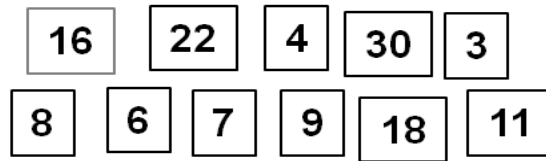
Sad

1 mark

**2S2a** - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

3

Sort these numbers into the Venn diagram



Numbers  
Less than 10

Even numbers

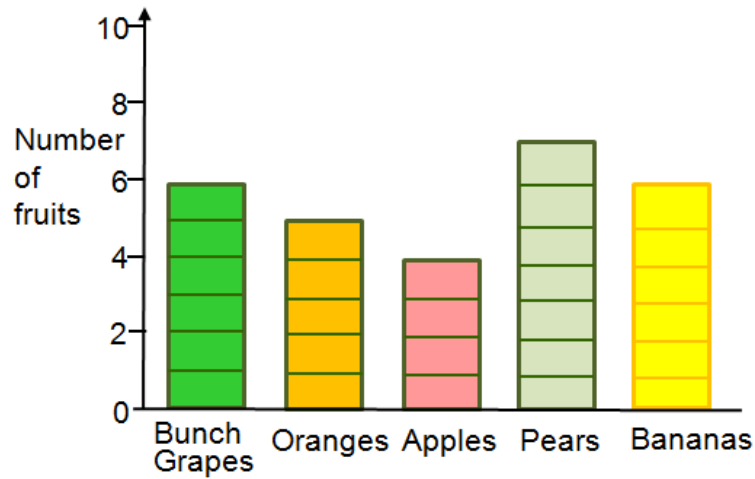
1 mark

**2S2a** - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity



1

This diagram shows the number of fruits in a bowl



a) How many apples and grapes are there altogether?

  
fruits

1 mark

b) There are more bananas than oranges.  
How many more?

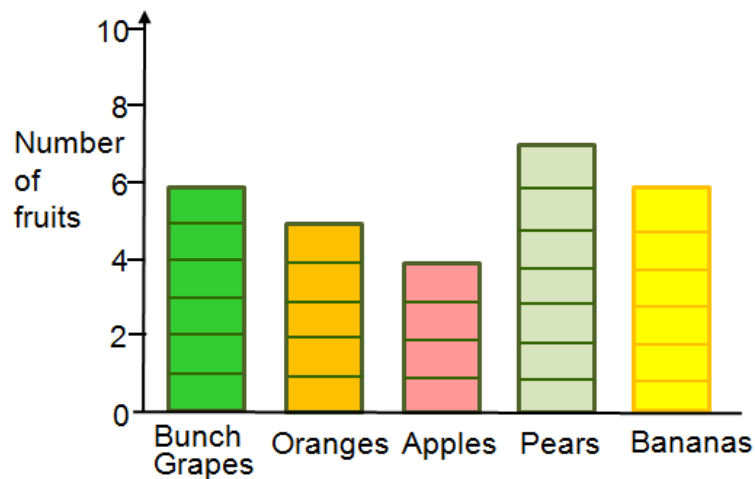
  
fruits

1 mark

**2S2b** Ask and answer questions about totalling and comparing categorical data

2

This diagram shows the number of fruits in a bowl.



a) How many fruits are there altogether in the bowl

  
fruits

1 mark

b) Henry ate two pears and Poppy ate one  
How many pears are left in the bowl?

  
pears

1 mark

**2S2b** Ask and answer questions about totalling and comparing categorical data