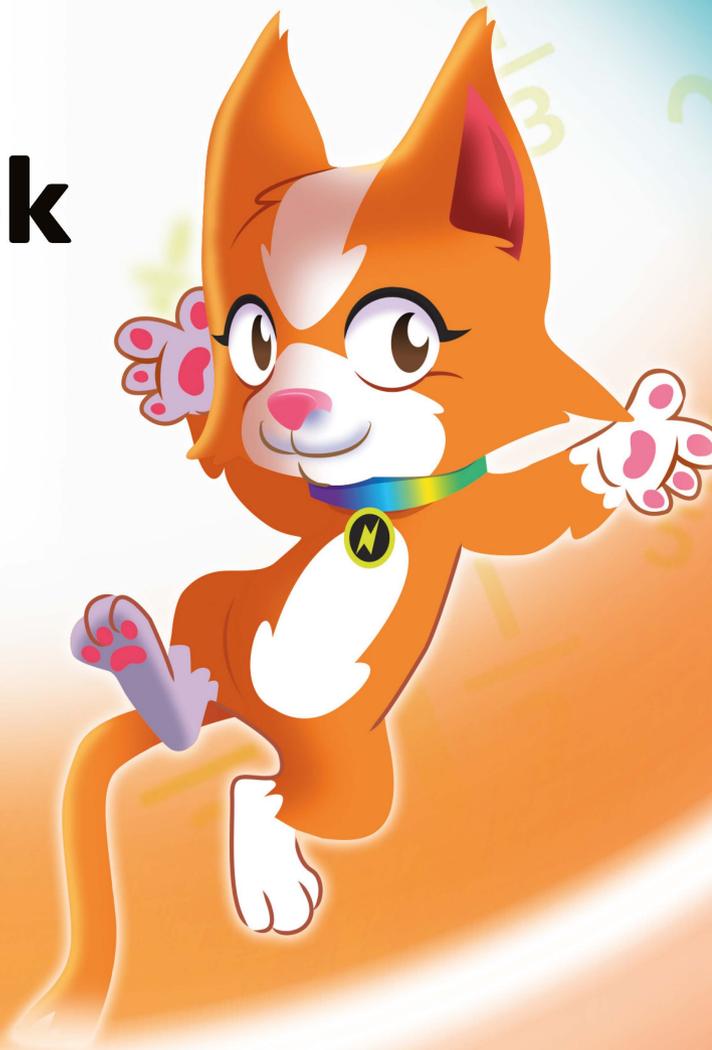


White Rose Maths Edition

# Year 2 Practice Book 2B



Pearson

Series Editor: Tony Staneff





# Year 2 Practice Book 2B



What did you learn last term in maths?

Draw or write one thing you remember.



This book belongs to \_\_\_\_\_.

My class is \_\_\_\_\_.

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We will practise different ways to solve problems!



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It is time to  
continue our  
maths journey!



# How to use this book

Do you remember how to use this Practice Book?



Use the Textbook first to learn how to solve this type of problem.

Unit 6: Multiplication and division (1), Lesson 7

### Make equal groups – grouping

**Discover**

1 a) 12 children want to dance in groups of 4.  
How many groups are there?

b) The 12 children now dance in groups of 3.  
How many groups are there now?

**Share**

a) There are 12 children.  
They are put in groups of 4.  
 $12 \div 4 = 8$   
 $8 - 4 = 4$   
 $4 - 4 = 0$   
There are 3 groups.  
We can write this as  $12 \div 4 = 3$ .

I used counters to represent the children.

I took 4 away from 12 three times.

$\div$  means divide. Here this means working out how many groups we can make.

b)  $12 \div 3 = 4$

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Unit 6: Multiplication and division (1), Lesson 7

### Make equal groups – grouping

1 a) Circle groups of 2 apples.  
b) How many groups do you make?

c) Complete the division.  
 $10 \div 2 = \square$

2 Jo has 20 cubes.  
a) Circle groups of 5 cubes.  
b) Complete the division.  
 $20 \div 5 = \square$   
c) How many towers of 5 cubes can Jo make?

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This shows you which Textbook page to use.

Have a go at questions by yourself using this Practice Book. Use what you have learned.



Challenge questions make you think hard!



Questions with this light bulb make you think differently.

## Reflect

Each lesson ends with a Reflect question so you can show how much you have learned.

### Reflect

Draw some equal groups.

Challenge a partner to write an addition sentence for your groups.



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Show what you have done in My power points at the back of this book.



## My journal

At the end of a unit your teacher will ask you to fill in My journal.

This will help you show how much you can do now that you have finished the unit.

Unit 6: Multiplication and division (1) Date: \_\_\_\_\_

### End of unit check

#### My journal

Ajay says, '5 strawberries cannot be shared equally between 2 people'.

Is his statement true or false? Explain why.

It is true / false because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

These words might help you.

digit count  
equally  
divide multiply



Unit 6: Multiplication and division (1)

### Power check

How do you feel about your work in this unit?



Unit 6: Multiplication and division (1)

### Power play

A game for two players.

You will need:

- 21 counters each

1. Players take it in turns to take groups of counters from each other:
  - Player A can take 1 group of 3 counters or 2 groups of 3 counters from Player B.
  - Player B can take 1 group of 2 counters, or 2 groups of 2 counters, or 3 groups of 2 counters from Player A.
2. Repeat until one player has just 1 counter left. The other player is the winner.

Do you think it is better to be Player A or Player B?

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# Count money – pence

1 How much money is there?

a)  =  p

b)  =  p

c)  =  p

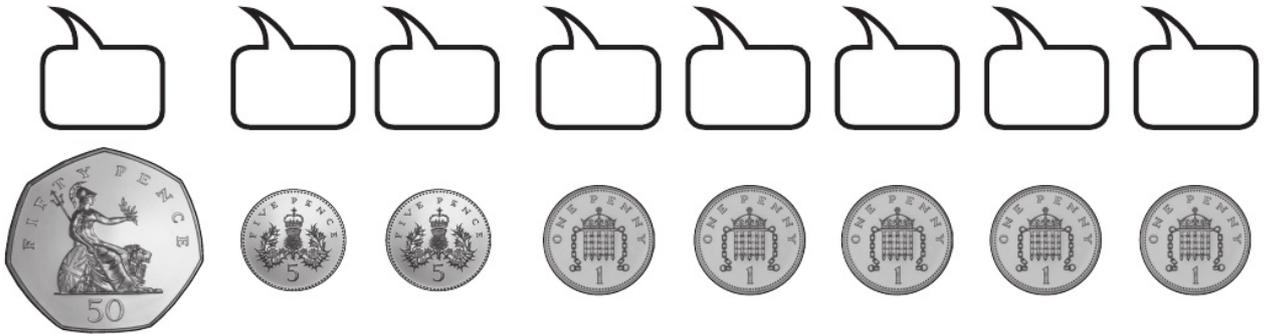
d)  =  p

2 Count the money. How much is there?

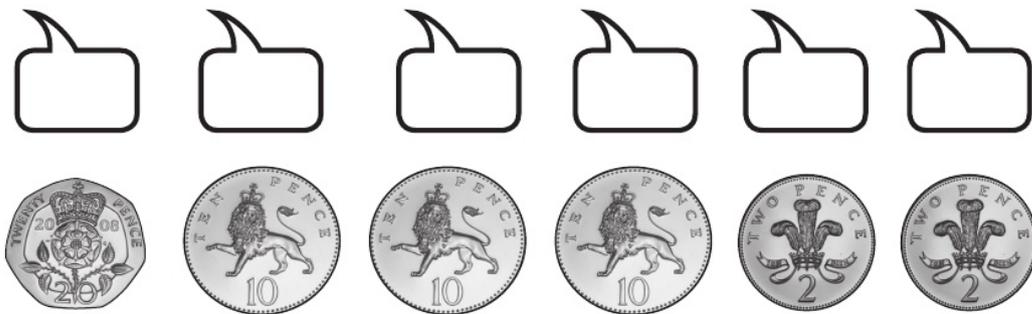


**3** Work out the total amount of money.

a)



b)



**4** How much money is there?



- 5 Alice is counting in 2p coins from zero. Will she say 19p?  
 Explain to a partner how you know. 



**CHALLENGE**

Chen chooses four different coins from this group. How much could he have? Show four different answers.



## Reflect

Count these coins.



Tell a partner how you did it.

Did you do it in the same way?

# Count money – pounds (notes and coins)

**I** Count the money.

a)  = £

b)  = £

c)  = £

d)  = £

## 2 Count the money.

a)

 = £

b)

 = £

c)

 = £

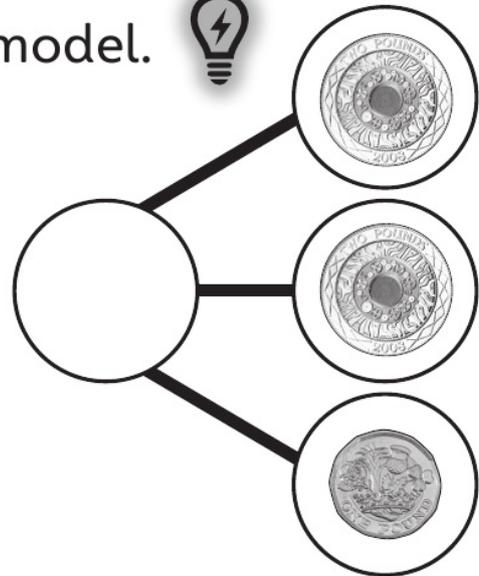
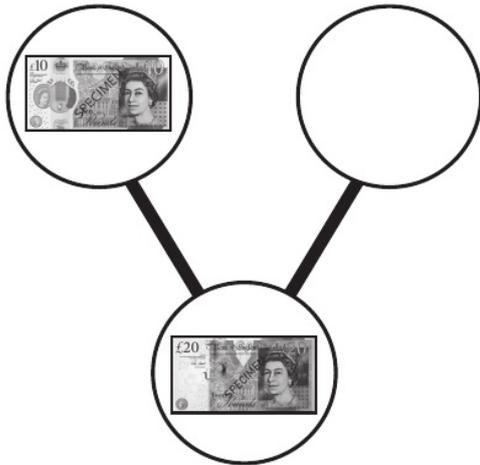
## 3 Count the money.

a)  = £

b)  = £

c)  = £

4 Complete each part-whole model.



5 Jenny has a note. It is in **both** the 2 and 10 times-tables. Which note can it **not** be?

Explain your thinking.

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**CHALLENGE**

## Reflect



In what order would you count the money?

Discuss with a partner. Do you both agree?



£5



£10



£20



£50

# Count money – pounds and pence

**1** Work out the total amount of money.

a)  = £

 =  p

The total is £  and  p.

b)  = £

 =  p

The total is £  and  p.

**2** How much money is there in pounds and pence?



Together there is £  and  p.