

White Rose
MATHS

White Rose Maths Edition

Year 2 Textbook

2A

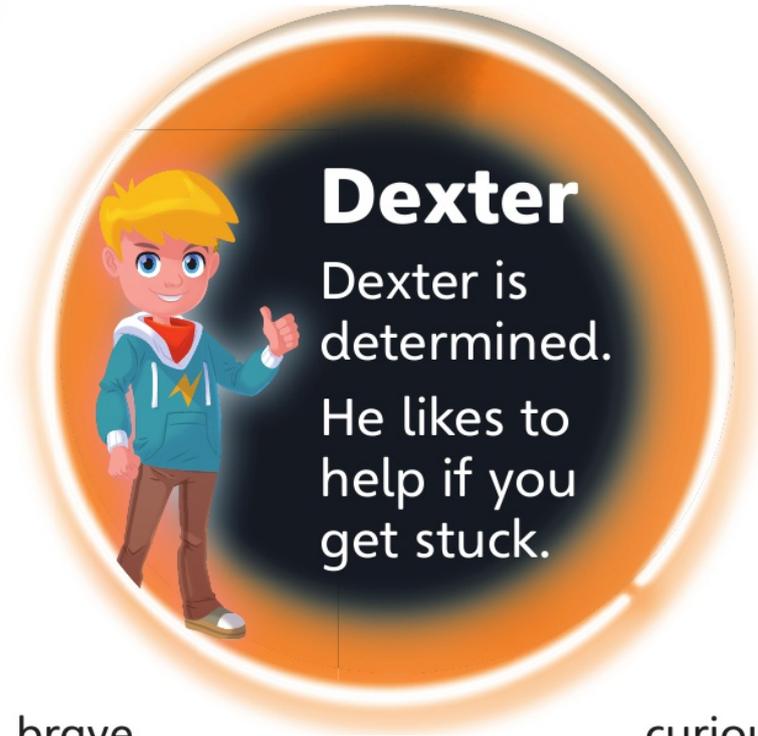


Pearson

Series Editor: Tony Staneff



Year 2 Textbook 2A



flexible



Flo

brave



Astrid

curious



Ash

helpful



Sparks

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Author team (first edition): Tony Staneff, Josh Lury, Kelsey Brown,
Liu Jan, Zhang Dan and Wang Mingming



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How to use this book



Let's see how Power Maths works!

These pages help us get ready for a new unit.

Discover

Lessons start with Discover.

Have fun exploring new maths problems.

1 a) How many toffee apples are on the table?
How many toffee apples are on the ground?

b) How many toffee apples are there in total?

Share

Next, we share what we found out.

Did we all solve the problems the same way?

Unit 2: Addition and subtraction (2), Lesson 2

Share

a) There are 16 toffee apples on the table. There are 30 toffee apples on the ground.

b) There are 6 ones in total. There are 4 tens in total.

I used base 10 equipment to make each number.

I know that 1 ten and 3 tens makes 4 tens.

$16 + 30 = 46$
There are 46 toffee apples in total.

Think together

Then we have a go at some more problems together.

We will try a challenge too!

This tells you which page to go to in your Practice Book.

Unit 2: Addition and subtraction (2), Lesson 2

Think together

1. Work out

a) $25 + 30 = \square$ b) $36 + 40 = \square$

2. a) Work out $51 - 20 = \square$.
b) Work out $76 - 50 = \square$.

3. a) Two children are working out $36 + 20$.

Ben: $36 + 40 = 56$

Asha: $3 \text{ tens} + 2 \text{ tens} = 5 \text{ tens}$. The answer is 56.

Explain each method. Do they both work?

I'm going to try to work these out in my head.

b) Use Ben's or Asha's method to work out

$35 + 20$ $17 + 60$
 $35 + 30$ $24 + 60$
 $35 + 40$ $31 + 60$

142 143



At the end of a unit we will show how much we can do!

Unit 2: Addition and subtraction (2), Lesson 2

End of unit check

Your teacher will ask you these questions.

1. How many altogether?

2. What is 10 more than 327?

3. Work out $65 - 20$.

4. Which calculation finds the missing number?

5. There are 45 children in a class. One teacher has 42 strawberries. Another teacher has 25 strawberries. How many more do they need so each child can have one strawberry?

Think!

Circle the odd one out. Prove it.

ones tens equals
add subtract

144 145

Unit 1

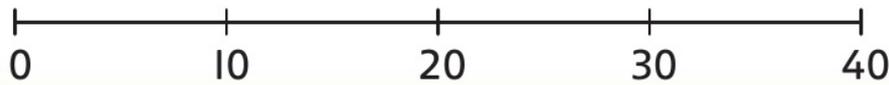
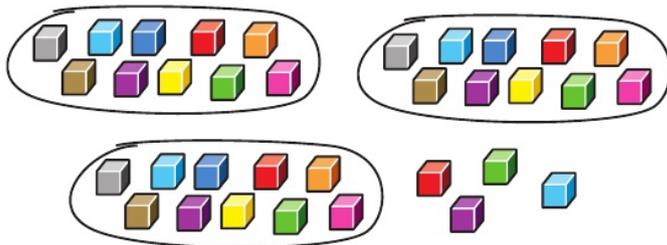
Numbers to 100



In this unit we will ...

- ⚡ Count numbers to 100
- ⚡ Use different ways to show numbers to 100
- ⚡ Use place value grids to make and compare numbers
- ⚡ Compare and order numbers to 100
- ⚡ Count in 2s, 5s and 10s
- ⚡ Count in 3s

Can you work out how many there are?





Here are some maths words you have seen before. Which ones can you remember?

tens

ones

place value grid

partition

more

fewer

fewest

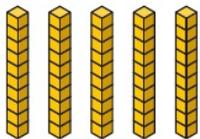
greatest

smallest

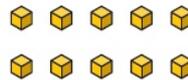
We can use

| | |
|---|---|
| T | O |
| | |

 to show a number. Use it to show 43.

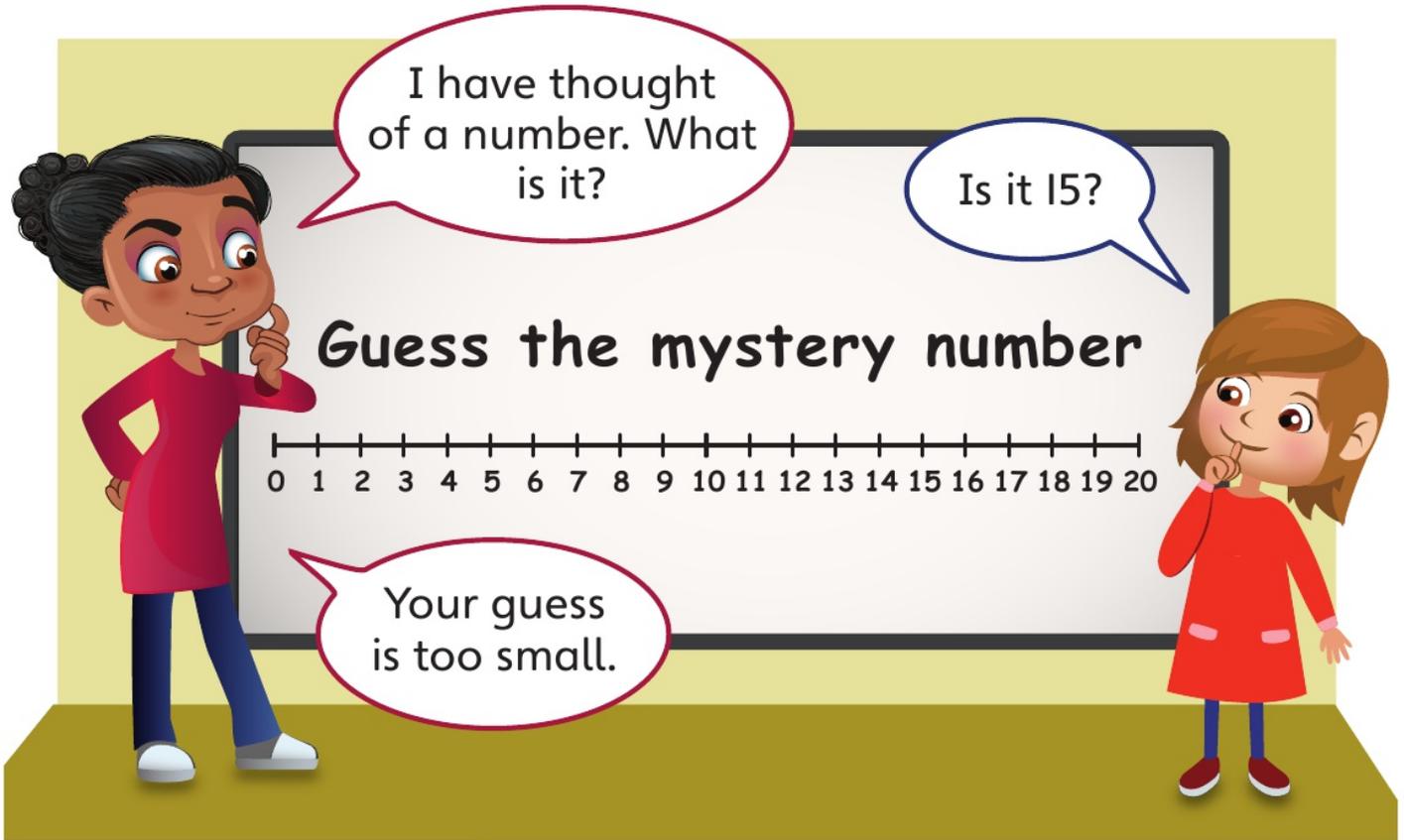


| T | O |
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| | |



Numbers to 20

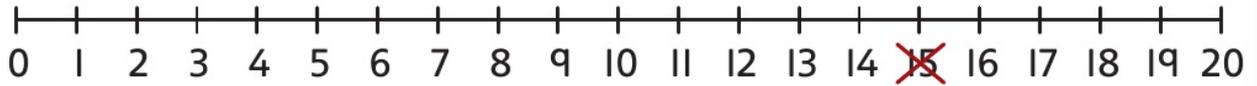
Discover



- 1** a) What could the mystery number be?
- b) Represent 15 on a ten frame.

Share

a) The mystery number cannot be 15.



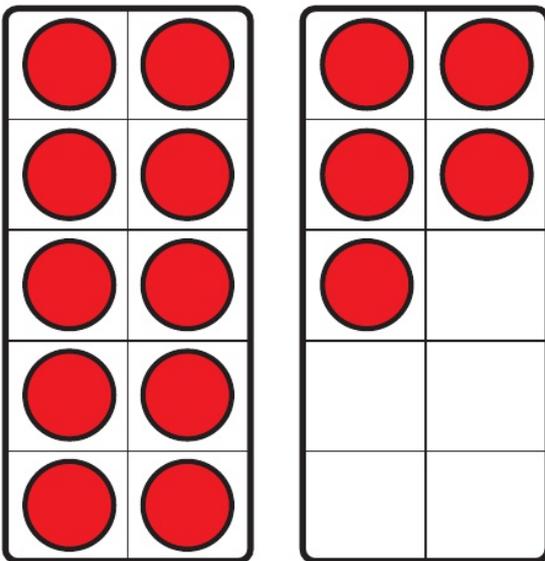
It cannot be any number less than 15.



It could be any number greater than 15.

It could be any of 16, 17, 18, 19 or 20.

b)



I made the number 15
on ten frames.

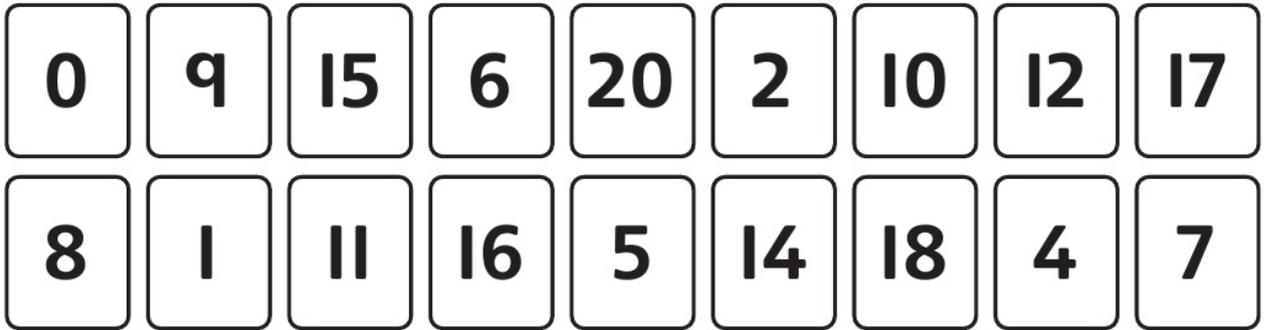
I think I could make
it differently.



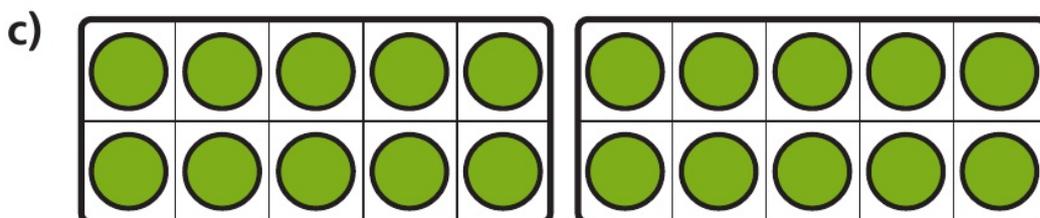
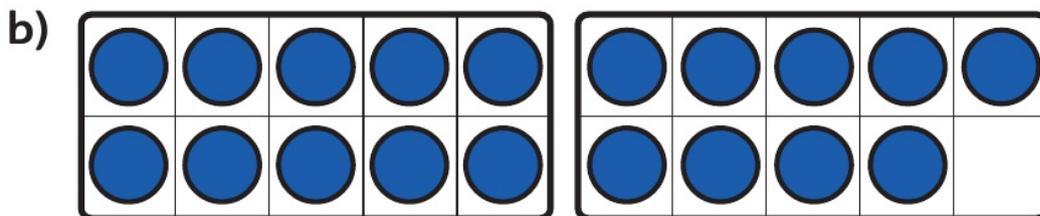
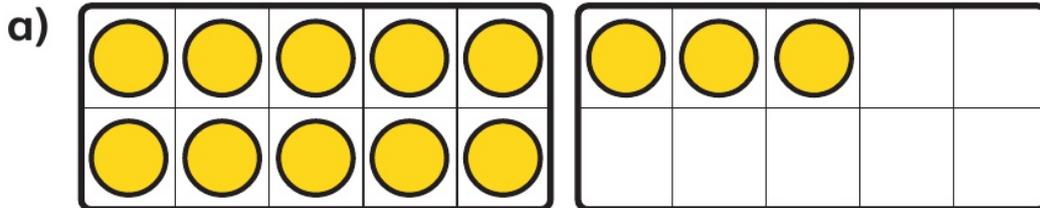
Think together

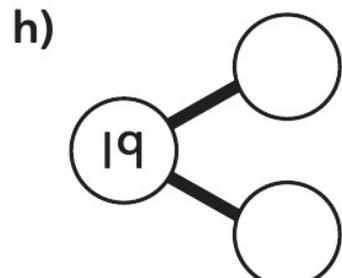
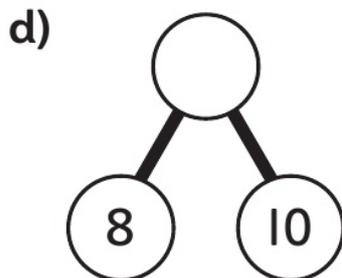
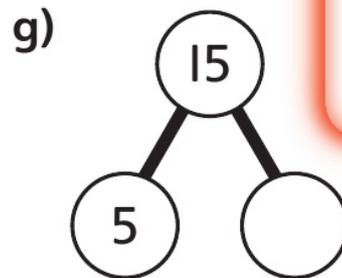
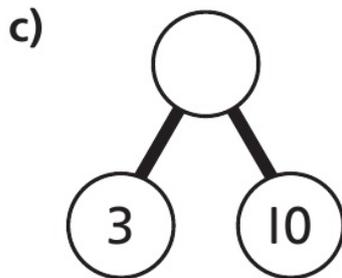
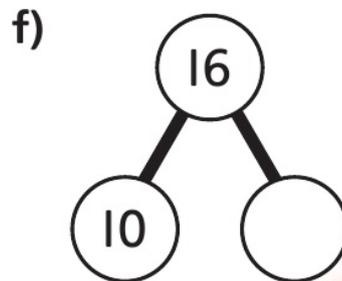
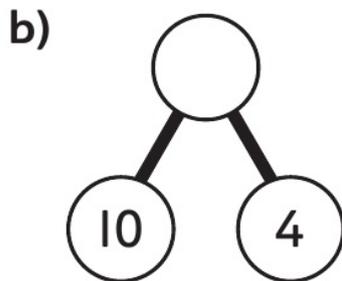
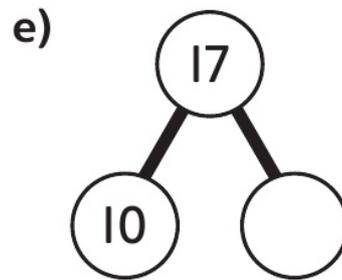
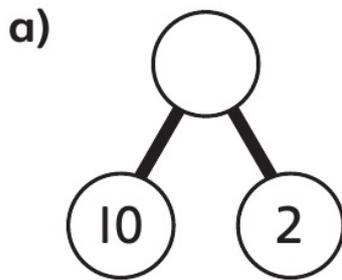
1 Max has some cards from 0 to 20.

Which numbers are missing?



2 How many counters are in each set?



CHALLENGE**3** Complete each part-whole model.

Remember that
the parts add to
make the whole.



Count in 10s

Discover



Kara

- I** a) How many fingers and thumbs are the children showing?
- b) Kara then shows both her hands too.

How many fingers and thumbs are the children showing now?

Share

a) Count 3 **tens**.

I counted
in **1s**.



10



20



30



You can count
quicker if you
count in **10s**.

b) Count 4 **tens**.



10



20



30



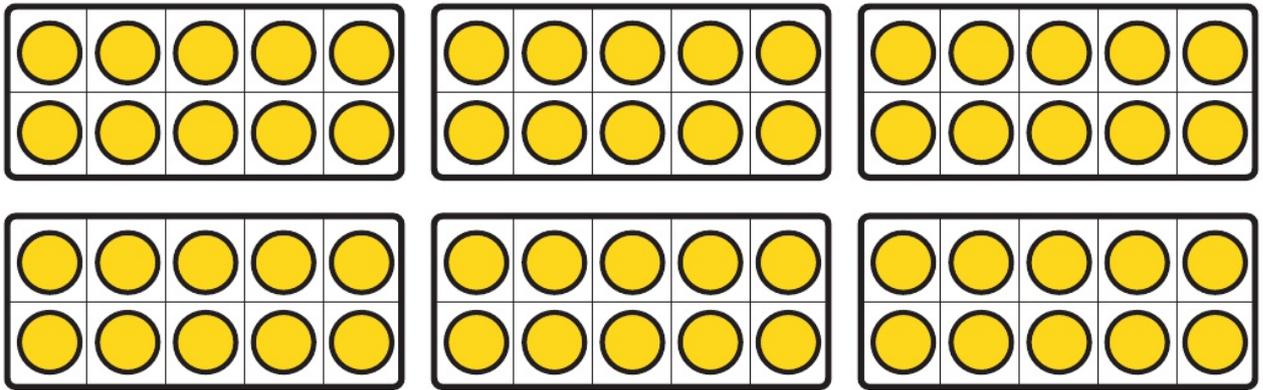
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Think together

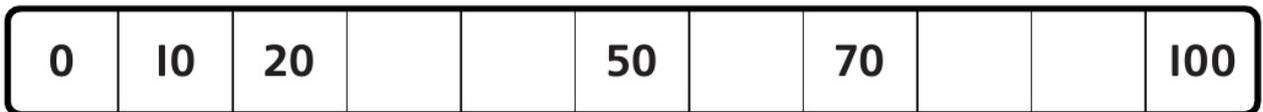
1 a) Count 5 tens.



b) Count in 10s.

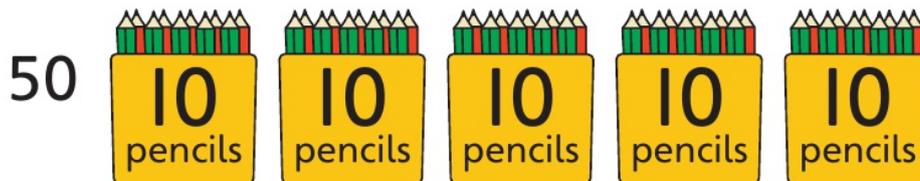
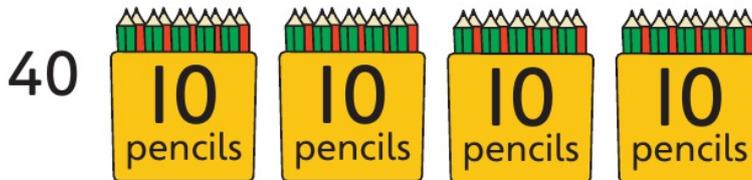
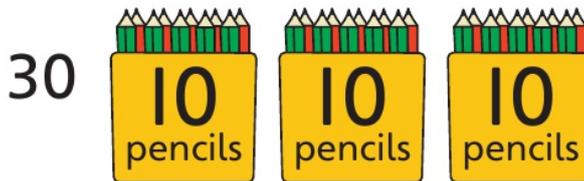
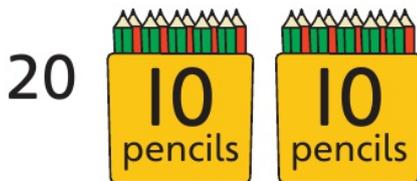
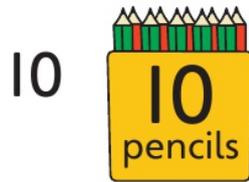


2 Complete the number track.



CHALLENGE

3 a) How many tens make each number?



I know that
10 is 1 ten and
20 is 2 tens.
I can spot a
pattern here!



b) Which number is 7 tens?

Which number is 9 tens?

How many 10s make 100?

Count in 10s and 1s

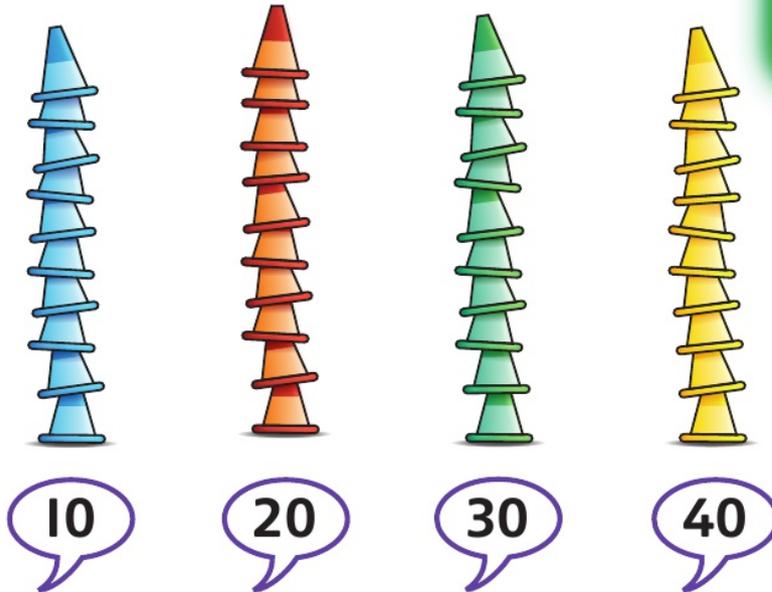
Discover



- 1** a) Count the stacked cones.
- b) How many cones are there in total?

Share

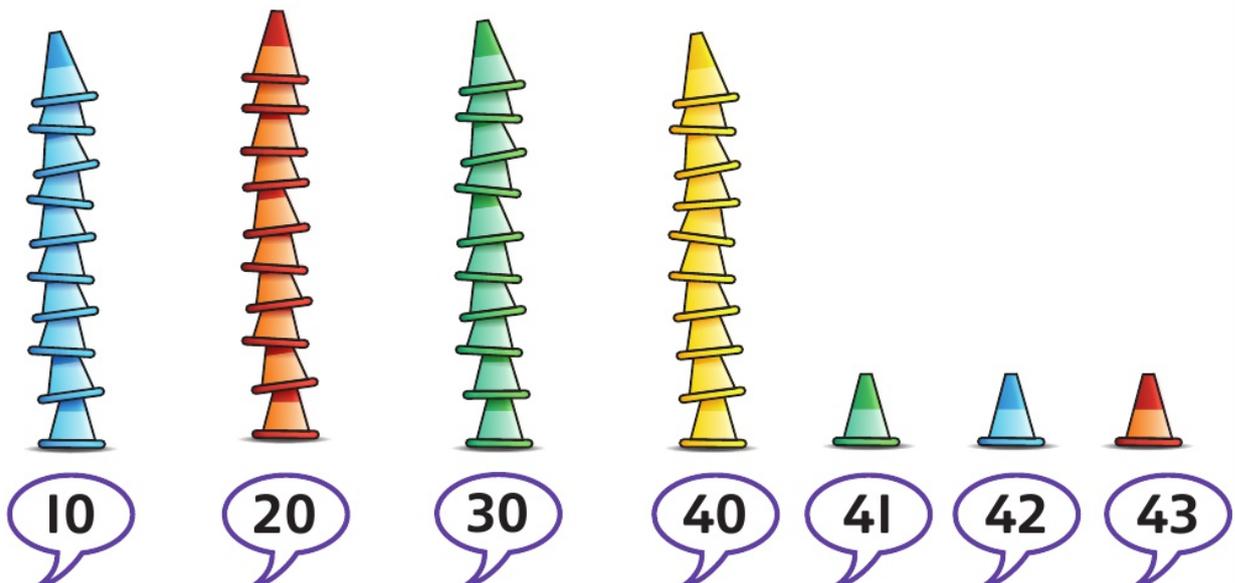
- a) Each stack has 10 cones.
Count in 10s.



I used counters on a ten frame to help me.

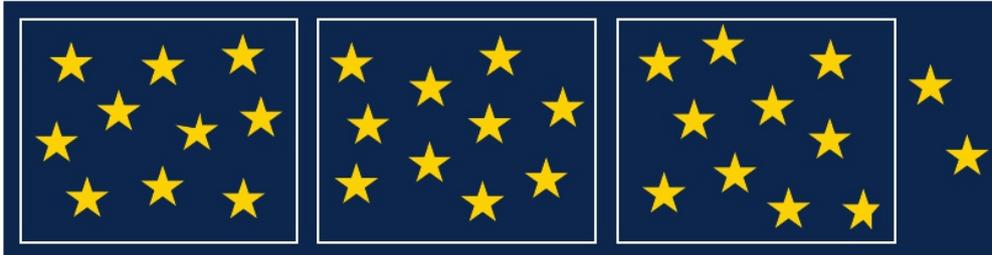


- b) There are 3 **more** cones.
Count in 10s, then count in 1s.



Think together

1 How many stars are there?

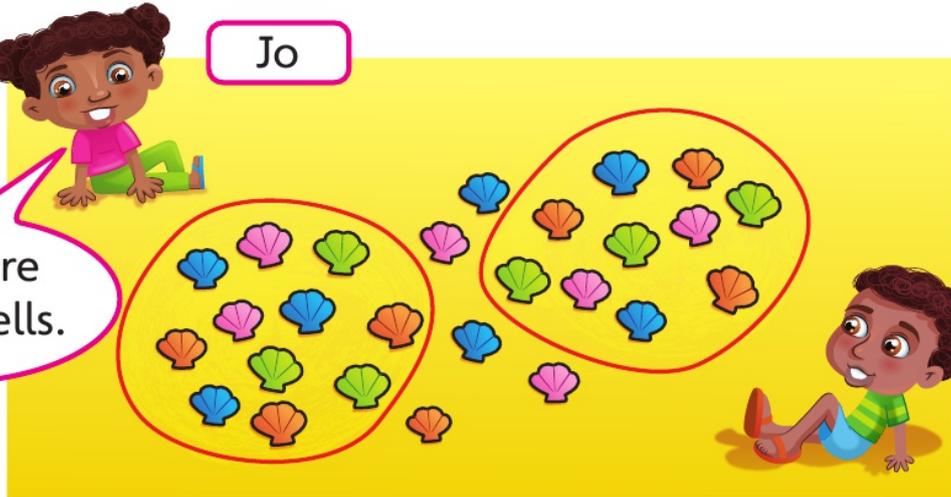


2 Are Jo and Jim correct?

a)

Jo

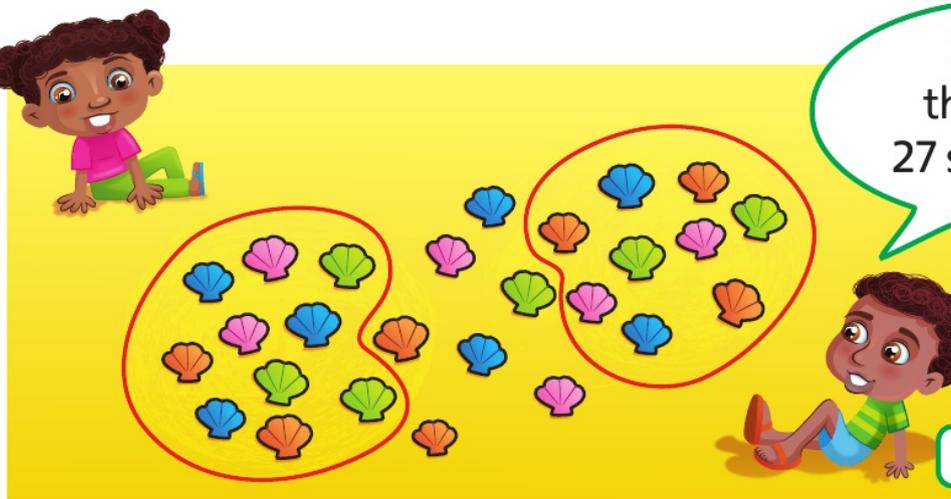
There are 25 seashells.



b)

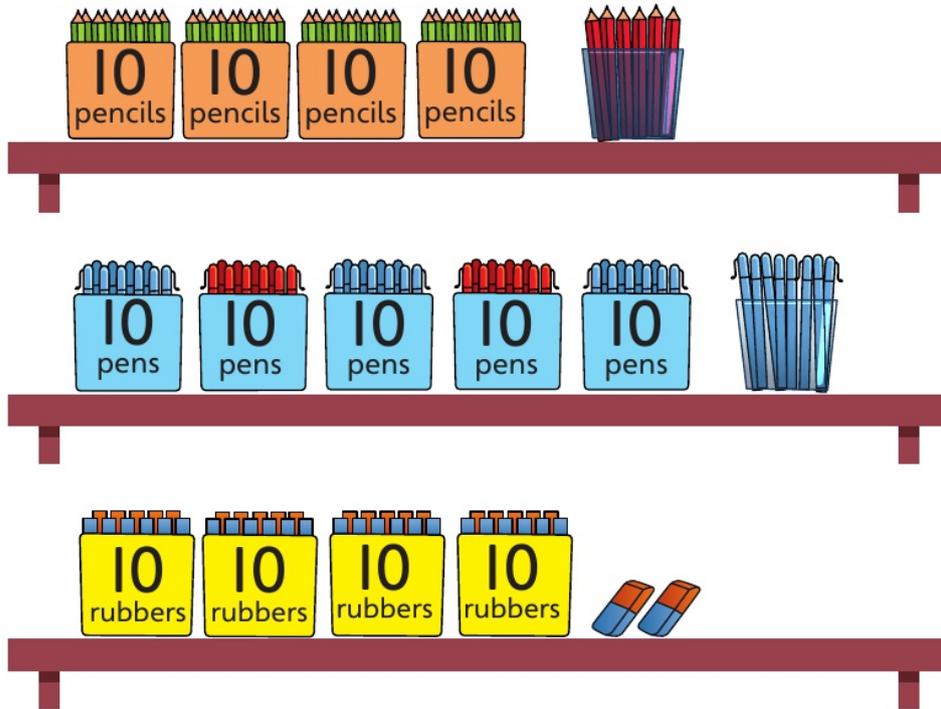
I think there are 27 seashells.

Jim



CHALLENGE

3 Count the pencils, pens and rubbers.



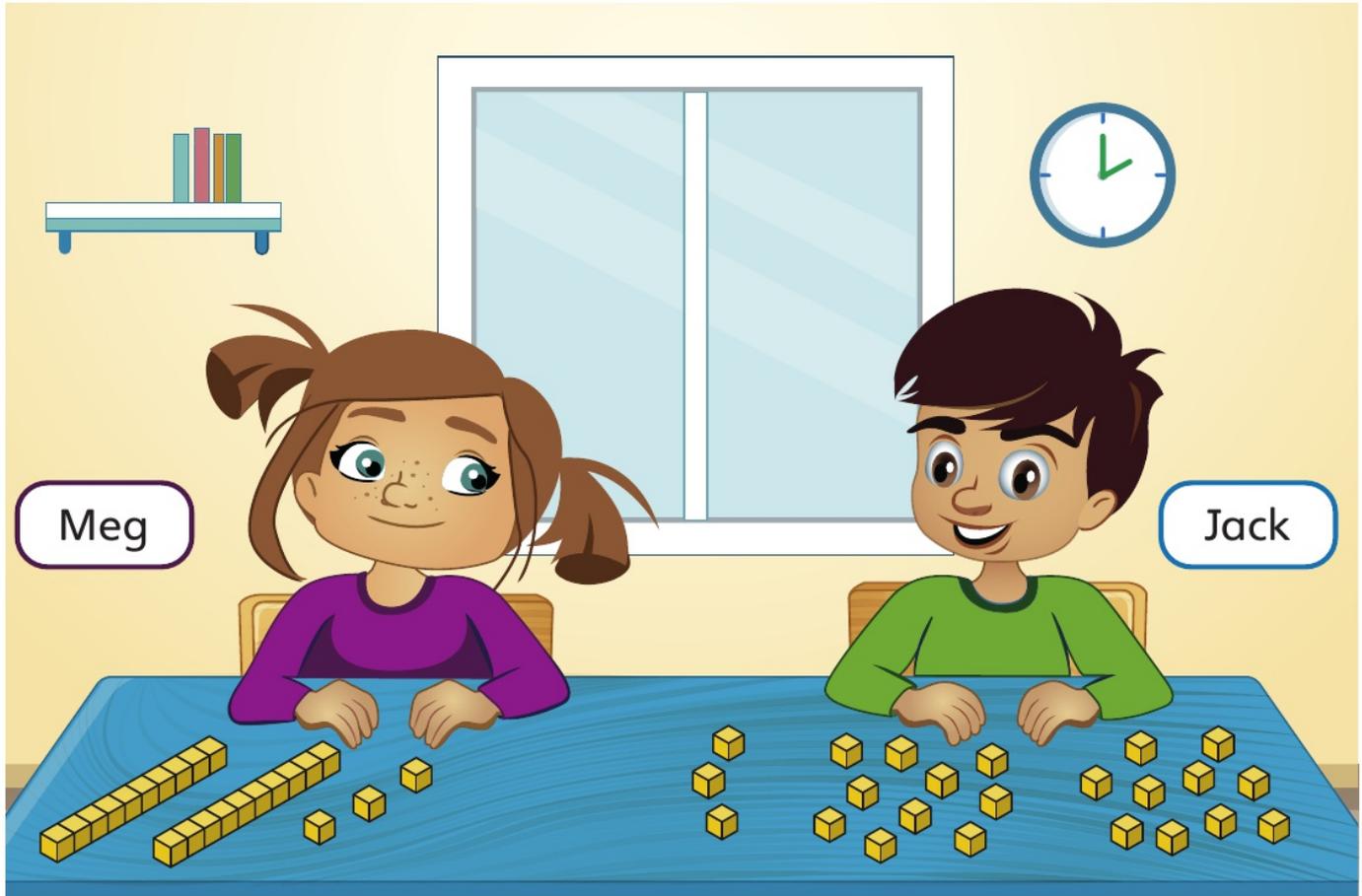
I cannot see each pencil or pen.

Let's try counting the 10s.



Recognise 10s and 1s

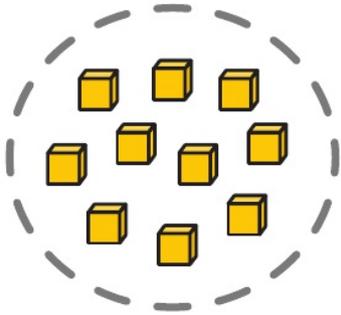
Discover



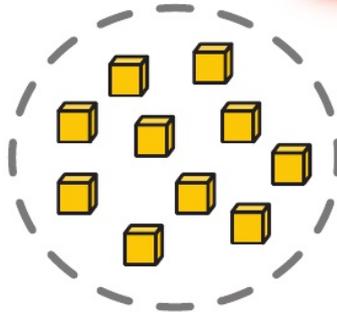
- I** a) How many small cubes does Jack have?
- b) What number has Meg represented?

Share

a) Jack has 23 small cubes.



10



20



21

22

23

We call this base 10 equipment.



b) The tens are shown as 10s rods.
Each 10s rod is one 10.



10

20

21

22

23

I know that each 10s rod is worth 10 and each cube is worth 1.

Meg has made 23.



They have made the same number.

Think together

1 Make this number from base 10 equipment.

Count in 10s and 1s.

Three rods of 10 units each and four units of 1 unit each are shown. Below them are seven speech bubbles for labeling. The first three bubbles contain the numbers 10, 20, and 30. The fourth bubble contains the number 31. The remaining three bubbles are empty.

2 What are these numbers?

a)

Six rods of 10 units each and four units of 1 unit each are shown.

b)

One rod of 10 units, one unit of 1 unit, one rod of 10 units, one rod of 10 units, one rod of 10 units, and one unit of 1 unit are shown.