

# Year 2 Textbook 2B





# Year 2 Textbook 2B



flexible



**Flo**

brave



**Astrid**

curious



**Ash**

determined



**Dexter**

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Are you ready  
for the next  
part of our  
maths journey?



# How to use this book



Do you remember how to use Power Maths?

These pages help us get ready for a new unit.

**Unit 6**  
**Multiplication and division 1**

In this unit we will ...  
⚡ Decide if groups are equal  
⚡ Add equal groups  
⚡ Form multiplication sentences  
⚡ Use arrays  
⚡ Make equal groups by grouping and sharing

We use these a lot, don't we?  
You can use a number line for adding equal groups as well. Can you add 4 groups of 5 using the number line?

We will need some maths words and signs. Which of these have you seen before?

equal groups multiplication (x)  
times (x) divide (÷) division (÷) sharing  
grouping unequal array

We can use an array to help us when we multiply. Can you use 20 counters to make this array? Can you move the counters to make a different array?

## Discover

Lessons start with Discover.

Have fun exploring new maths problems.

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

**Make equal groups - grouping**

Discover

**DISCO**

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

Next, we share what we found out.

Did we all solve the problems the same way?

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

**Share**

a) There are 12 children.  
They are put in groups of 4.

  $12 - 4 = 8$   
  $8 - 4 = 4$   
  $4 - 4 = 0$

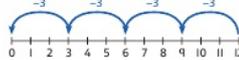
There are 3 groups.  
We can write this as  $12 \div 4 = 3$ .

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)   $12 \div 3 = 4$



There are 4 groups now.  
 $12 \div 3 = 4$

77

# 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 6: Multiplication and Division (1), Lesson 7

**Think together**

1 a) Put the 12 children into groups of 2.



b) How many groups did you make?  
c) Complete the division sentence.  
 $12 \div 2 = \square$

2 15 flowers are put into bunches of 5.



a) How many bunches can be made?  
b) Write a division sentence.  
 $\square \div \square = \square$

3 Max has 20 counters.



Max puts the counters into groups of 2, 4, 5 and 10. He puts his answers into a table.

Copy and complete the table.

| Number in each group | Number of groups | Division sentence |
|----------------------|------------------|-------------------|
| 2                    | 10               | $20 \div 2 = 10$  |
| 4                    |                  |                   |
| 5                    |                  |                   |
| 10                   |                  |                   |

I am going to take 20 counters and divide them by the number in each group.

I wonder what each number in the division sentence represents. The 20 always seems to stay the same.

78

79

Practice book 38 page



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

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

**End of unit check**

Your teacher will ask you these questions.

1 Which shows equal groups?  
A  B   
 a) None b) A c) B d) Both

2 Which addition shows 5 groups of 4 people?  
 a)  $5 + 5 + 5 + 5 + 5$  b)  $5 \times 4$   
 c)  $4 + 4 + 4 + 4$  d)  $4 \times 4 + 4 + 4 + 4$

3 Which calculation matches this array?  
  
 a)  $3 + 3 = 3$  b)  $5 \times 2$   
 c)  $3 \times 6$  d)  $6 + 6 + 6 + 6 + 6$

4 Work out  $8 \times 2 = \square$   
 a) 5 b) 8 c) 12 d) 16

5 Which is longer?  
 A  B   
 a) A b) B c) They are equal d) You cannot tell

**Think!**  
 Ajay says, '5 strawberries cannot be shared equally between 2 people.'  
 Is his statement true or false? Explain why.

These words might help you.  
 digit count equality divide multiply

84

85

Practice book 39 page

# Unit 5

## Money



In this unit we will ...

- ⚡ Count coins and notes
- ⚡ Compare different amounts of money
- ⚡ Find different ways to make the same amount
- ⚡ Work out the amount of change
- ⚡ Solve two-step problems involving money

Do you remember these coins?





We will need some maths words and signs. Which have you met before?

pounds (£)

coins

notes

pence (p)

change

We can use  $0 \quad | \quad 1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10$  to help us. How much money is there here?



10

20

22

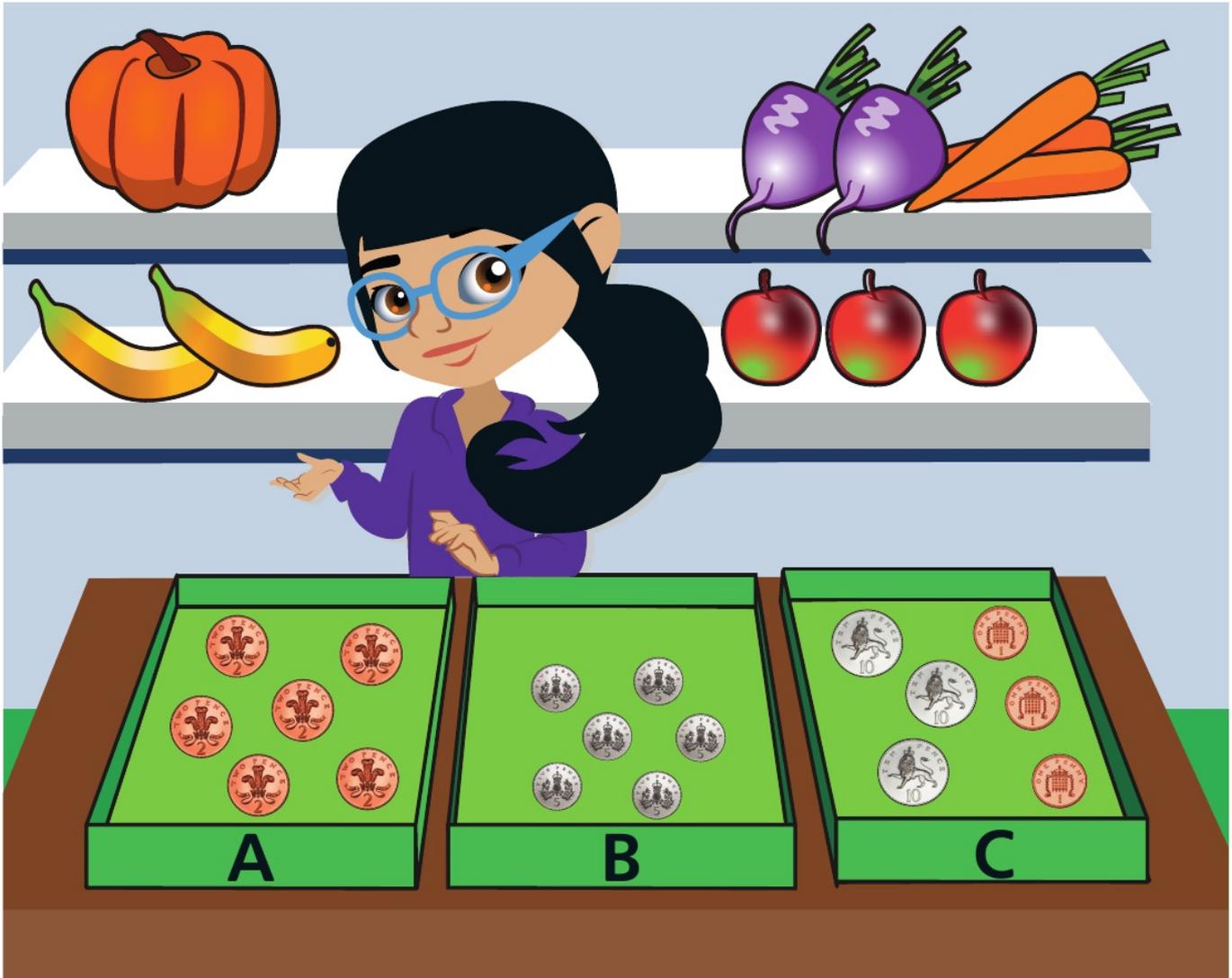
24

26



# Count money – pence

## Discover



- 1 a) What is the value of each coin?
- b) How much money is in each tray?

# Share

a) There are 4 different coins.



b) **Tray A**



Tray A has 12p.

**Tray B**



Tray B has 30p.

**Tray C**



Tray C has 33p.

I counted in 2s.



I counted in 5s.



I counted in 10s, then in 1s.

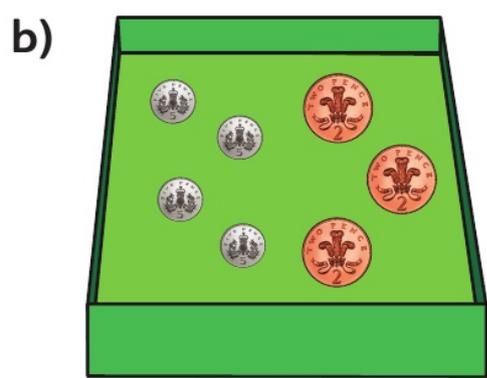
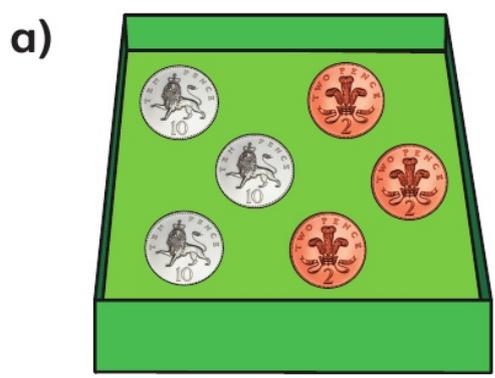


# Think together

1 How much money is in each line?



2 How much money is in each tray?



CHALLENGE

3 How can you count these amounts?



Two 10p coins  
are the same  
as one 20p.



I wonder if I  
should count the  
largest coin first.



£5



£10



£20



£50

# Count money – pounds (notes and coins)

## Discover



1 a) What is each note worth?



b) How much money has Lia raised in total?

# Share

- a) This is a £5 note. It is worth the same as five £1 coins.



£ means 'pounds'.  
You write £5 and  
£10, not 5£ or 10£.



This is a £10 note. It is worth the same as ten £1 coins.



- b)      10      20      30      40      45



Lia has raised £45 in total.



I counted in 10s and  
5s. I started with the  
greatest amount.



£5



£10



£20



£50

# Think together

I will count as I point to each coin and note.



1 How much money is there in each line?

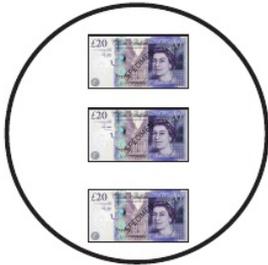


2 How much money has each child raised?

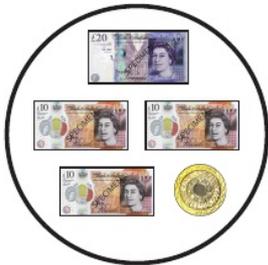


**CHALLENGE**

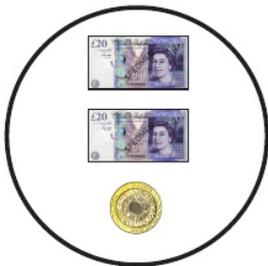
**3** Match the money to the correct total.



£42



£60

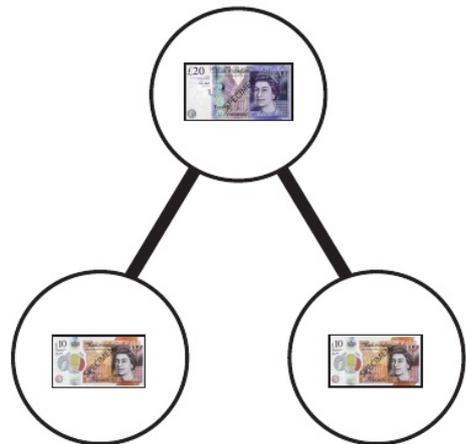


£52

I don't know how to count in 20s! I can try subtracting £20 from the totals.

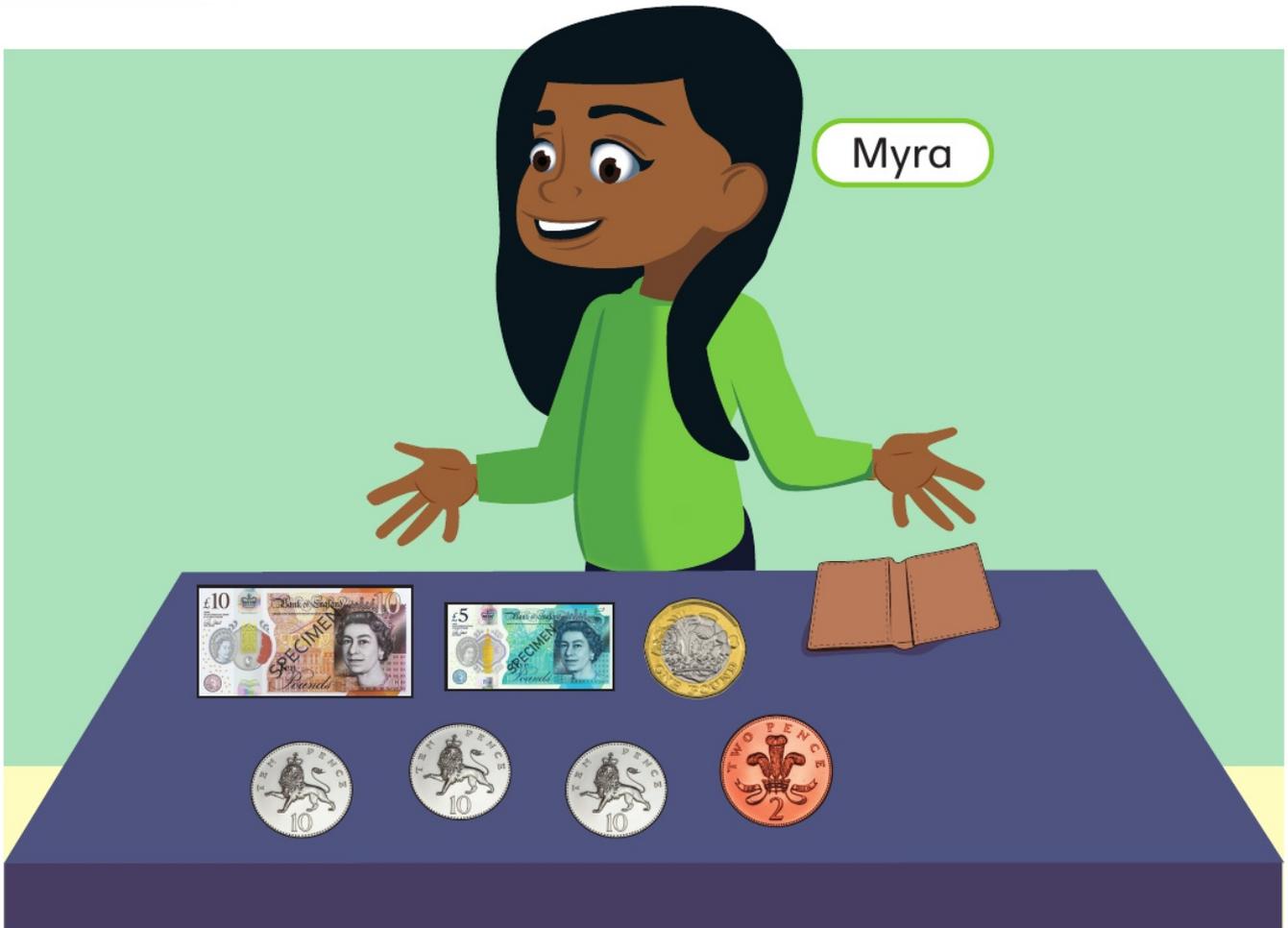


£20 is the same amount as two £10 notes.



# Count money – pounds and pence

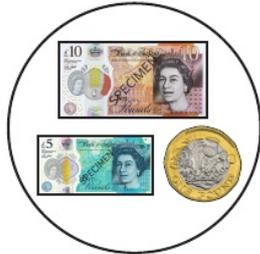
## Discover



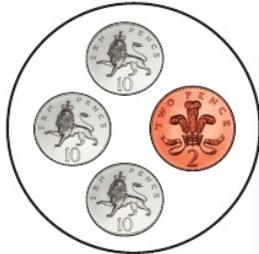
- 1 a) Sort the money into pounds and pence.
- b) How much money has Myra saved in total?

# Share

a)



pounds



pence

I know that all the notes are whole pounds. Some coins are pounds too.



b)

£10



£15



£16



There are £16 ...

10p



20p



30p



32p



... and 32p.

I counted all the pounds then all the pence.



Say the pounds and then the pence.  
This is £16 and 32p.



£5



£10



£20



£50