

Answers

Page 1 Compare and order numbers

Circles around: 1. 32 2. 66 3. 84

4. 48 5. 44 6. 77 7. 88

8. 5 groups of 10 and 3 ones

9. 4 groups of 10 and 8 ones

10. 50

In year 2 children will be taught to compare and order numbers up to 100. They will also be taught to recognise and use place value with tens and units (ones)

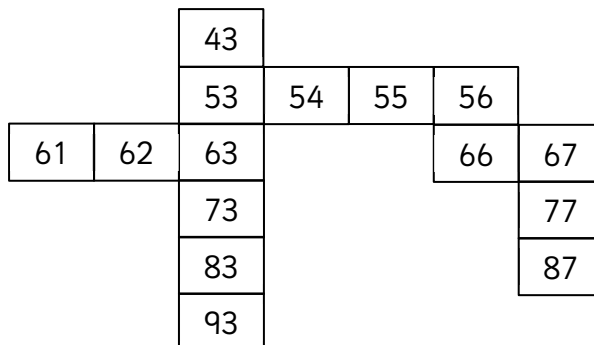
If your child has found any of the first 10 questions difficult then they will need more practice at both comparing numbers and place value.

Try our worksheets at:

[Year 2 Number and Place Value](#)

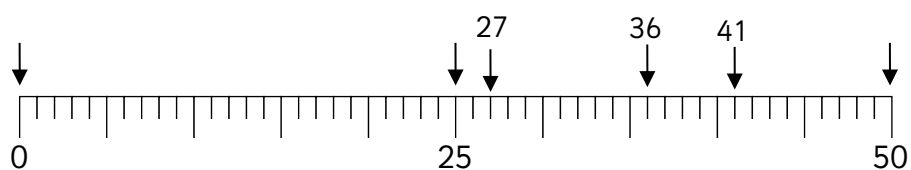
Page 2 Counting and number lines

11.



12. Any odd number between 40 and 60: 41 43 45 47 49 51 53 55 57 59

13.



Name:



14.



In year 2 children should be familiar with a variety of number lines and number squares and be able to complete them up to 100 and make approximations as to where a number would be on a 0 to 100 blank line. They should also be able to recognise odd and even numbers.

If your child has found any of these questions difficult they will need more practice.

Try our worksheets at:

[Year 2 Number and Place Value](#)

Page 3 More than, less than, addition and subtraction

15. a. $7 < 9$ b. 3 tens = 30 c. 2 tens > 12 ones d. 4 tens < 55 ones

16. false 17. true

18. a. subtract 10 b. add 5 3. subtract 16 d. add 21

19. a. 11 b. 8 c. 21 d. 70

This page is a selection of questions on the more than and less than signs, odd and even numbers and addition and subtraction using 2-digit numbers. The more than/less than signs could well prove problematic and children will need some way to identify the difference. I always think of a 'pacman' type creature with a wide open mouth facing the larger number, ready to gobble it up.

For more work on this go to:

[Year 2 Number and Place Value](#)

[Year 2 Addition](#)

[Year 2 Subtraction](#)



Page 4 Addition and subtraction

20. a. $9 + 15 = 24$ b. and c. $24 - 9 = 15$ $24 - 15 = 9$

21. a. 9 b. 8 c. 12 d. 30

22. 2×4 c. 5×5 d. 10×4 (accept reverse eg 4×2)

It is important that children recognise that addition and subtraction are inverse operations and that if one fact is known others can be quickly found. By the end of Year 2 children are expected to recall addition and subtraction facts up to 20 fluently. This means knowing them, 'off by heart' so these questions should not take long and there should not be a need to count on using fingers etc.

Don't forget to back up any written answers with plenty of oral questions.

For further work go to:

Year 2 Addition

Year 2 Subtraction

Page 5 Multiplication and division

23. $5 \times 4 = 20$ $10 \times 4 = 40$

$5 \times 5 = 25$ $10 \times 5 = 50$

$5 \times 6 = 30$ $10 \times 6 = 60$

$5 \times 7 = 35$ $10 \times 7 = 70$

$5 \times 8 = 40$ $10 \times 8 = 80$

24. Any sensible answer eg the answers to the 10x table are double the 5x table

25. 10 26. £20 27. 5

By the end of Year 2 children are expected to recall and use the 2, 5 and 10 multiplication tables. They should also be able to use known facts to solve simple word problems.

If multiplication tables are not known go to:

Year 2 Multiplication



Page 6 Multiplication and division

28. 3 3
 4 4
 5 5
 6 6
29. 6 30. 2 31. 9 32. 4

As well as learning multiplication tables children are also expected to know division facts, when dividing by 2, 5 and 10. Finding fractions of shapes and amounts is also introduced, including finding quarters, three quarters and thirds. For more on division and fractions go to:

Year 2 Division

Year 2 Fractions

Page 7 Fractions and money

33. $\frac{2}{4}$ ($\frac{1}{2}$) $\frac{3}{4}$ 34. $2\frac{2}{4}$ ($2\frac{1}{2}$) $2\frac{3}{4}$ 35. 75p

36. Any set of coins which totals 25p

Children should recognise simple fractions and be able to count on in halves and quarters. They should be able to find a total of a set of different coins. Look out for strategies such as adding the largest coins first.

Much more can be found at:

Year 2 Fractions

Year 2 Money

Page 8 Money and measurement

37. £8 38. £11
39. a. 44 cm b. 51 cm c. 57 cm d. 63 cm

As well as coins children should also be familiar with notes, including £5, £10 and £20. Children's ability with these can often be seen in a practical context: e.g. class shop.

Children need to begin to use standard units of measurement to estimate and measure, including length, capacity and mass.

More can be found at:

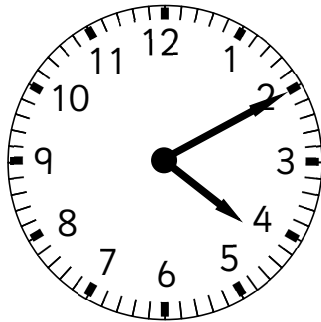
[Year 2 Money](#)

[Year 2 Measurement](#)

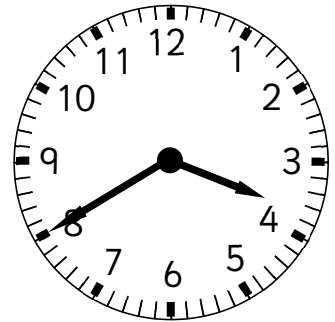
Page 9 Time

40.

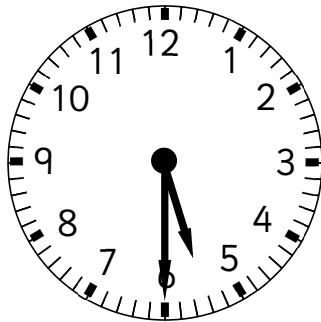
4:10



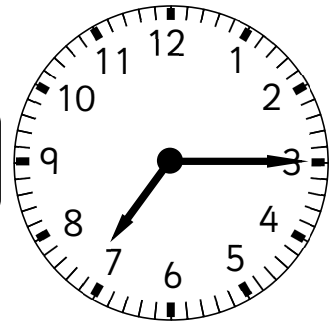
3:40



5:30



7:15



41. 5:30 or half past 5

42. 15 minutes

43. Friday

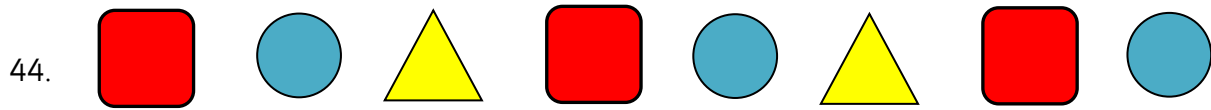
As well as knowing the order of days of the week and months of the year children are also expected to be able to read the time to 5 minutes. Many children struggle with this, especially as there are far more digital clocks/watches in today's world.

For more on time go to

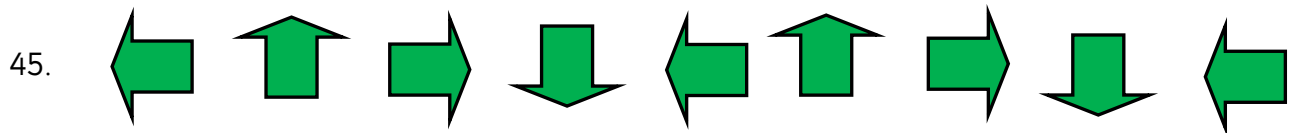
[Year 2 Time](#)

Name:

Page 10 Shape



Ignore colour, just look at shapes if no colour printer available.



46. a. A b. C c. A

Children will be expected to recognise and name simple 2-D and 3-D shapes. They should also be able to continue simple patterns of shapes.

For more on Shape go to

[Year 2 Geometry](#)

Page 11 Statistics

47. a. 5 days b. June c. May and August
d. 16 days e. 5 days f. 32 days

Children should be able to interpret and construct simple pictograms, tally charts, block diagrams and tables. For more on this go to:

[Year 2 Statistics](#)