

# 2

## PLACE VALUE

White  
Rose  
Maths

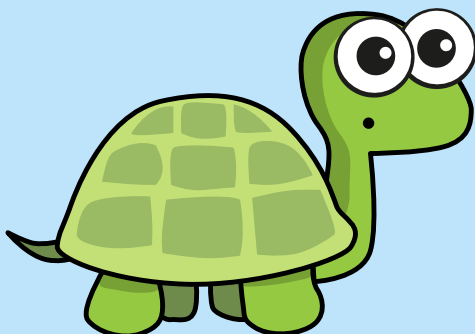
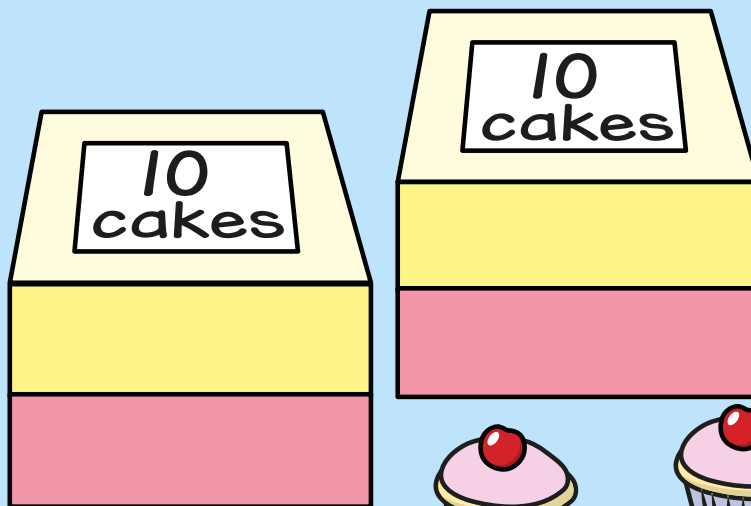


From White Rose Maths schemes for Year 2 Autumn Term  
**BLOCK 1 - PLACE VALUE**

1 How many muffins are there?



How many cakes are there altogether?



- 2 Match the numerals to the words.

15

50

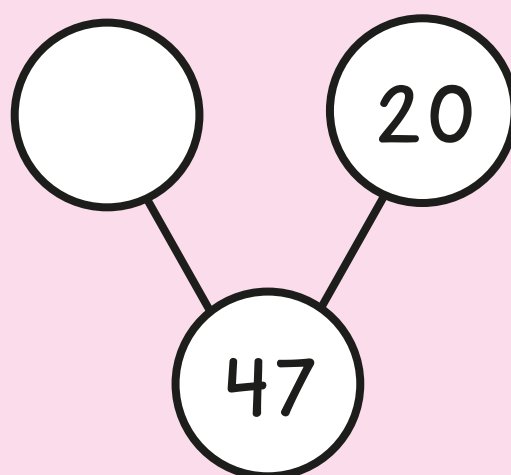
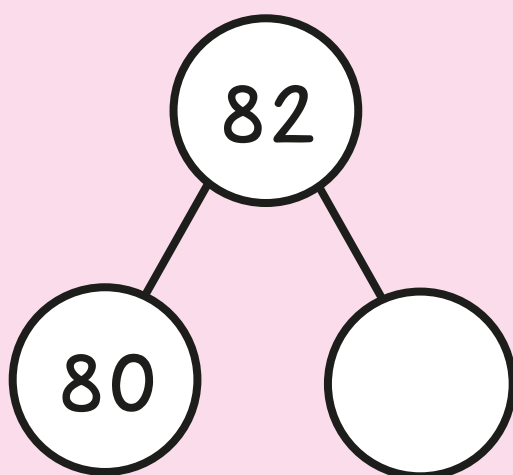
55

fifty

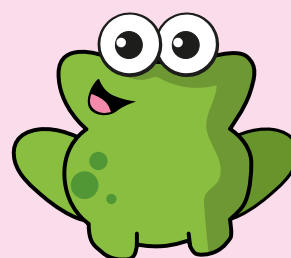
fifteen

fifty-five

- 3 Complete the part-whole models.



- 4 Circle the greatest number.



14

29

31

17

27

- 5 Complete the sentences.

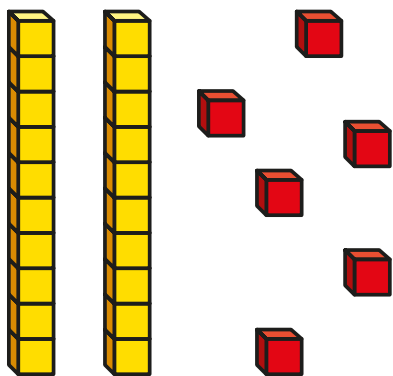
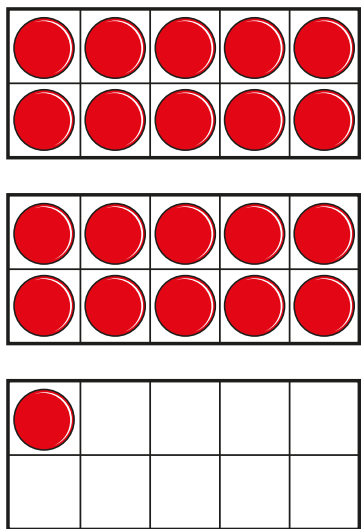
1 more than 48 is

10 less than

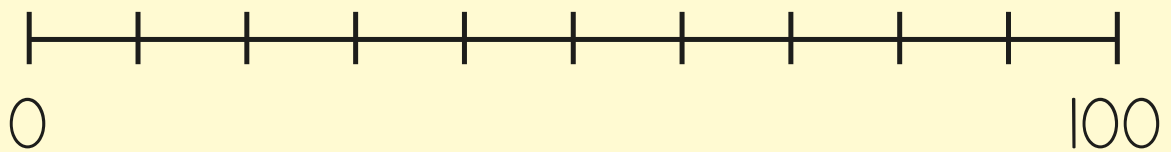
is 83



- 6 Draw more counters on the ten frame to make Jack's number equal to Eva's.

Eva's number	Jack's number
	

- 7 Draw an arrow to show 25 on the number line.



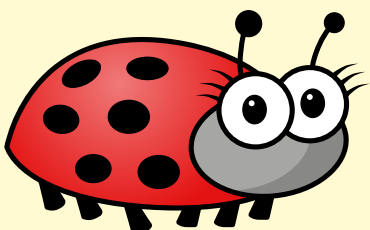
- 8 Choose a word to complete the sentence.

more

less

4 tens is \_\_\_\_\_ than 3 tens and 15 ones.

Complete the number sentence.

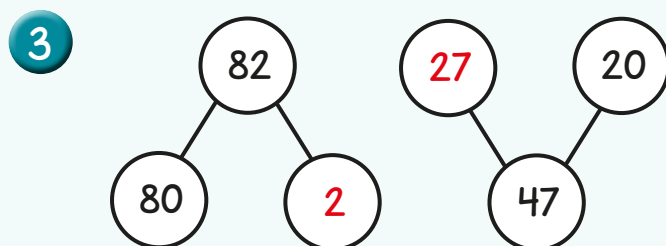
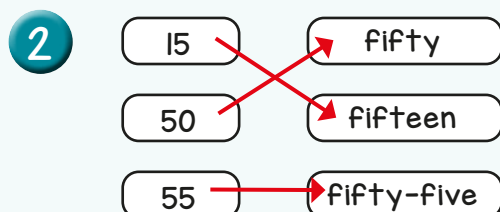


$$55 < \square < 60$$

# Answers

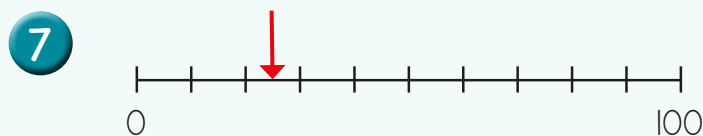
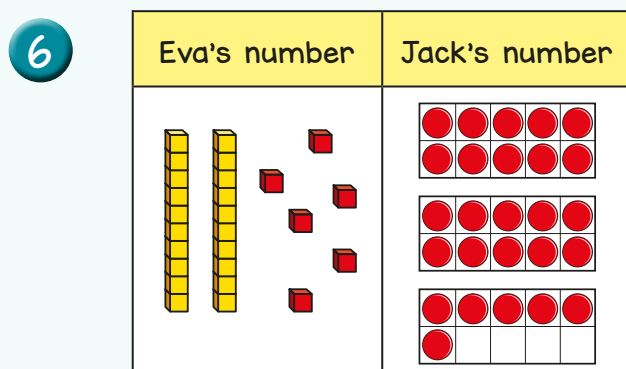


- 1 13 muffins  
24 cakes



- 4 14 29 31 17 27

- 5 1 more than 48 is 49  
10 less than 93 is 83



- 8 4 tens is less than 3 tens and 15 ones  
 $55 < 56 < 60$        $55 < 57 < 60$   
 $55 < 58 < 60$        $55 < 59 < 60$

# Strategies for Learning Spellings

Parents: In year 2, the types of spellings and spelling patterns that children are expected to know continues to increase. As well as further 'common exception words' (words that don't follow the usual rules but are used regularly), there is a whole series of spelling patterns and rules for children to learn. Teachers often find that getting children to learn spellings is one thing, but then getting them to use them in their everyday writing is another. All the more reason why children should practise their spellings in different ways and then be given the chance to use them in their writing. In addition, when a new spelling rule has been taught, children need to learn how to apply that rule to all words, not just a list they have been given to learn at home. If you wish to boost your child's spelling ability even further, encourage them to read, as exposure to lots of words will lead to a better understanding of spelling.

Here are some ideas for different ways to learn your spellings at home. Try one or two different ones each week and see which ones work best for you.

## Keep Copying

Write your words out three times each. Use different colours if you want to.

spelling

spelling

spelling

## Make the Headlines

Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list.



## Build a Pyramid

Make a pyramid using the letters in your words.

w

wo

wor

word

words

# Strategies for Learning Spellings

## Create with Colour

Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red.

spelling  
spelling

## Capital Idea

Write your words three times, each in capital letters.

SPELLING  
SPELLING  
SPELLING

## Learn Your ABC

Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on.

my  
words  
spelling  
spelling  
words  
my

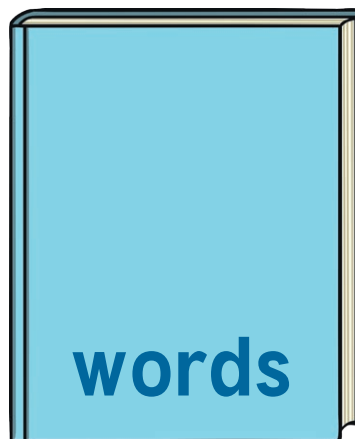
## Take a Test

Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word.

1. my
2. spelling
3. words

## Picture This

Include each of your words in a funny picture that makes you think of the word.



## Build a Sentence

Write each of your words in a sentence. See if you can build your sentences into a story.

One day a huge  
spelling monster  
came to my town  
and ate all the  
words!





# Year 1 and 2

## Common Exception Words Mat



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

**Aa**

a  
after  
again  
any  
are  
ask

**Bb**

bath  
be  
beautiful  
because  
behind  
both  
break  
busy  
by

**Cc**

child  
children  
Christmas  
class  
climb  
clothes  
cold  
come  
could

**Dd**

do  
door

**Ee**

even  
every  
everybody  
eye

**Ff**

fast  
father  
find  
floor  
friend  
full

**Gg**

go  
gold  
grass  
great

**Hh**

half  
has  
he  
here  
his  
hold  
hour  
house

**Ii**

I  
improve  
is

**Kk**

kind

**Mm**

many  
me  
mind  
money  
most  
move  
Mr  
Mrs  
my

**Nn**

no

**Oo**

of  
old  
once  
one  
only  
our

**Pp**

parents  
pass  
past  
path  
people  
plant  
poor  
pretty  
prove  
pull  
push  
put

**Ss**

said  
says  
school  
she  
should  
so  
some  
steak  
sugar  
sure

**Tt**

the  
there  
they  
to  
today  
told

**Ww**

was  
water  
we  
were  
where  
who  
whole  
wild  
would

**Yy**

you  
your

ar or ur ow oi ear air ure er

ai ee igh oa oo

ch sh th ng qu

ss ff ll zz



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