Homework/Extension
Step 2: Representing Numbers

National Curriculum Objectives:

Mathematics Year 2: (2N4) Identify, represent and estimate numbers using different representations, including the number line

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)
Developing Identify which diagram shows the smallest 2-digit number when using one manipulative.
Expected Identify which diagram shows the smallest 2-digit number when using a variety of counting equipment including Numicon and cubes.
Greater Depth Identify which diagram shows the largest 2-digit number when using a variety of counting equipment including Numicon and cubes. Mixed manipulatives are used within representations.

Questions 2, 5 and 8 (Varied Fluency)
Developing Decide whether an equality statement using visual and written representations of 2-digit numbers is correct. One manipulative is used in each question.
Expected Decide whether an equality statement using visual and written representations of 2-digit numbers is correct.
Greater Depth Decide whether an equality statement using visual and written representations of 2-digit numbers is correct. Mixed manipulatives are used within representations.

Questions 3, 6 and 9 (Reasoning and Problem Solving)
Developing Investigate which 2-digit number is being described and mark it on a number line. All intervals on the number line are labelled.
Expected Investigate which 2-digit number is being described and mark it on a number line. Some intervals are labelled.
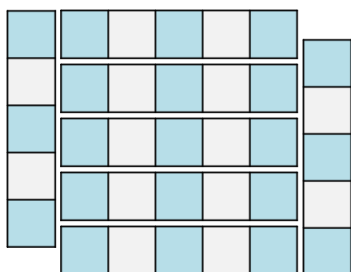**Greater Depth** Investigate which 2-digit number is being described and mark it on a number line with unlabelled intervals.
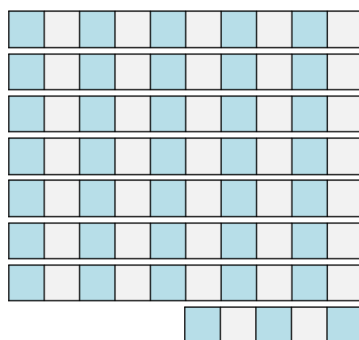
More Year 2 Place Value resources.

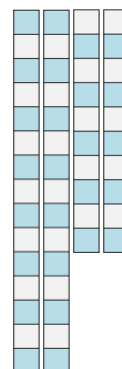## Did you like this resource? Don't forget to review it on our website.

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Representing Numbers

1. Teddy has built the three models below.
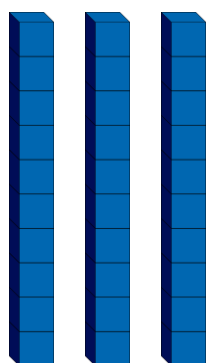
A   **B**   **C**

Which model represents the smallest number?

2. True or false?

= **thirty-one** =
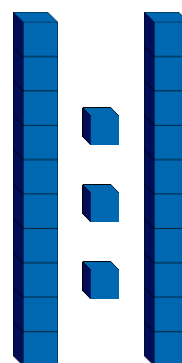
3. Sienna is thinking of a 2-digit number that falls on this number line.

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0   10   20   30   40   50   60   70   80   90   100
```
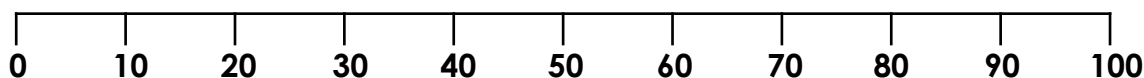
My number is odd. It has fewer tens than ones.

What could Sienna's number be? Mark it on the number line.

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Homework/Extension – Representing Numbers – Year 2 Developing

Representing Numbers

4. Jamie has built the three models below.
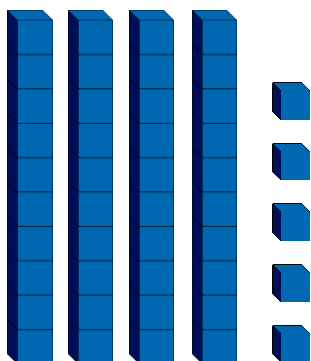

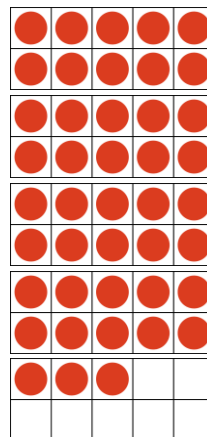| A	B	C
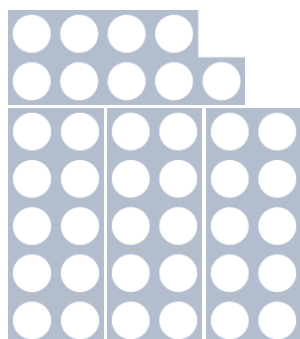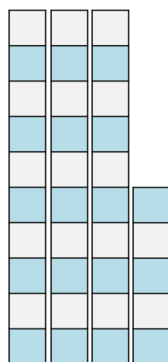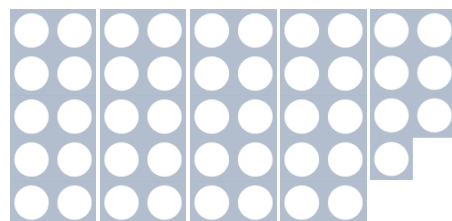
Which model represents the smallest number?

VF
HW/Ext

5. True or false?

$=$ **forty-five** $>$

VF
HW/Ext

6. Tilly is thinking of a 2-digit number that falls on this number line.

| 0 | 10 | 20 | | 40 | 50 | 60 | | 80 | | 100 |
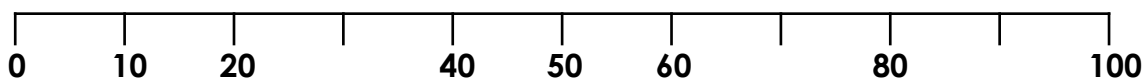
My number is even. It has fewer than 5 tens but more than 3 ones.

What could Tilly's number be? Mark it on the number line.

RPS
HW/Ext

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Homework/Extension – Representing Numbers – Year 2 Expected

Representing Numbers

7. Theo has built the three models below.

A

B

C
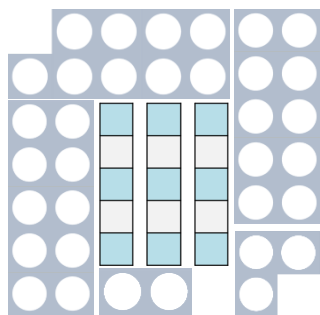
Which model represents the largest number?

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8. True or false?

> **>** forty-four **>**

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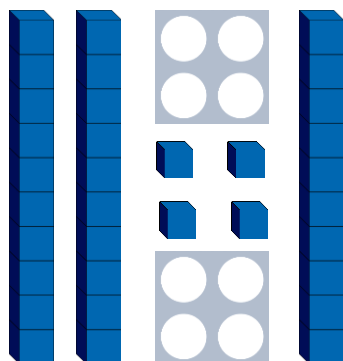
9. Eva is thinking of a 2-digit number that falls on this number line.

0   100

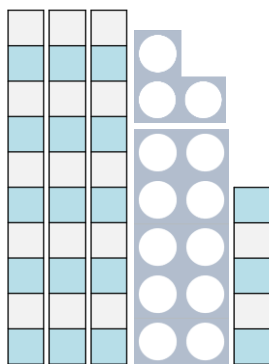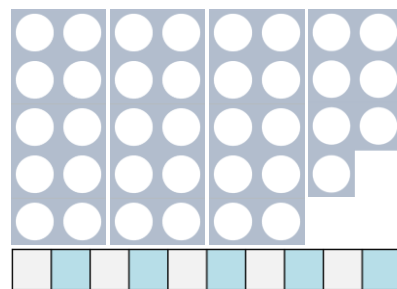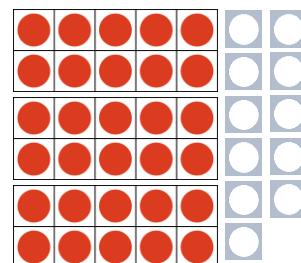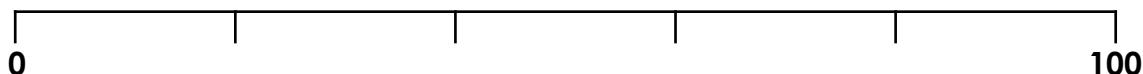My number has an even number of tens and an odd number of ones. The sum of its digits is 11.

What could Eva's number be? Mark it on the number line.

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Homework/Extension – Representing Numbers – Year 2 Greater Depth

Homework/Extension
Representing Numbers

Developing

1. A

2. False, 31 is not equal to 23.

3. Various answers, for example: 13, 25, 29, 37, 45, 57. Answers should be marked in the appropriate position on the number line.

Expected

4. B

5. True, 45 = 45 > 43.

6. Various answers, for example: 14, 18, 24, 26, 34, 48. Answers should be marked in the appropriate position on the number line.

Greater Depth

7. A

8. False, 44 is greater than 42.

9. Various answers, for example: 29, 47, 65, 83. Answers should be marked in the appropriate position on the number line.