

# Reasoning about Numbers

*Year 2 Autumn Term Week 8*

*Lesson 4*

# Today we will be learning to:

- solve word problems
- recognise odd and even numbers
- find and talk about general statements
- develop mental strategies.

What is a  
'general  
statement'?

A 'general statement' is a  
way of explaining the rules  
found in maths.  
An example is 'odd  
numbers cannot be  
divided by 2'.

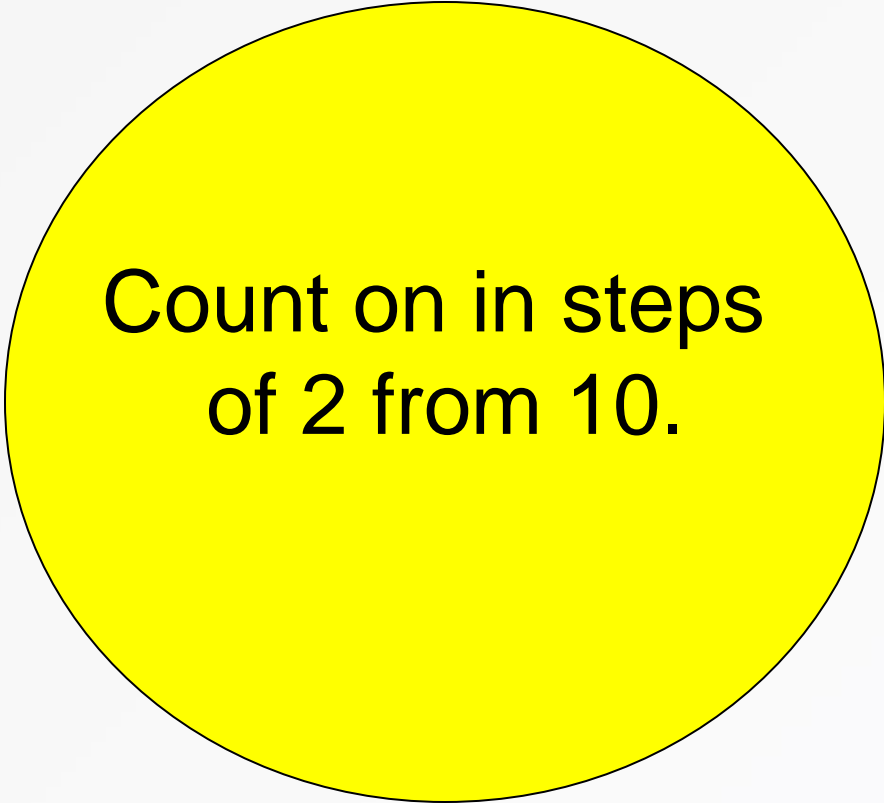


# Mental Activity

Today you are going to count on and back from odd and even numbers.

Yellow circles will contain even numbers.

Purple circles will contain odd numbers.



Count on in steps  
of 2 from 10.



Count back in steps  
of 2 from 16.



Count on in steps  
of 2 from 17.



Count back in steps  
of 2 from 21.





Count on in steps  
of 2 from 24.



Count back in steps  
of 2 from 25.





Count back in steps  
of 2 from 30.

# Top Tip

An even number always divides by 2.

An even number always ends in  
2, 4, 6, 8 or 0.

An odd number always ends in  
1, 3, 5, 7 or 9.

# Main Activity

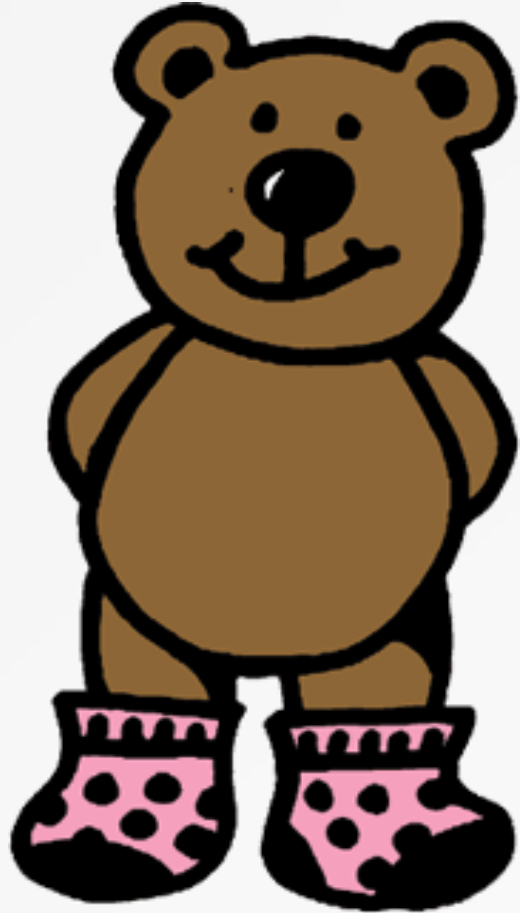
Today we are going to solve a word problem using different methods.

Sally has been asked to knit pairs of socks for teddy bears.

She keeps a record of how many socks she has knitted.

She needs to work out how many bears have a pair of socks.

This bear has two socks on.



A pair mean two of the same items.

If a bear is wearing two socks, he is wearing a pair of socks.

A bear wearing a pair of socks is 'complete'.

This bear has one sock on.



A pair mean two of the same items.

If a bear is wearing one sock, he is not wearing a pair of socks.

A bear wearing a single sock is 'incomplete'.



Is this bear complete?



This bear is wearing no socks, so he is 'incomplete'.

Is this bear complete?



This bear is wearing a single sock, so he is 'incomplete'.

Is this bear complete?



This bear is wearing a pair of socks, so he is 'complete'.

What does the word 'quantity' mean?

'Quantity' means the amount.

Sally has been asked to knit pairs of socks for teddy bears.

She keeps a record of how many socks she has knitted.

For each number of socks, work out how many teddy bears would have a complete pair.

Look at Sally's chart.

Number of socks	Teddy bears	Amount earned
1	-	-
2	1	
3		
4		
5		
6		

How could she solve her problem of socks?

Look at Sally's chart.

Number of socks	Teddy bears	Amount earned
1	-	-
2	1	
3		
4		
5		
6		

How could she record her results?

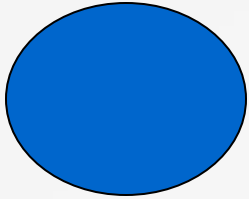
Look at Sally's chart.

Number of socks	Teddy bears	Amount earned
1	-	-
2	1	
3		
4		
5		
6		

How much would Sally earn if she is paid 5p per pair of socks?



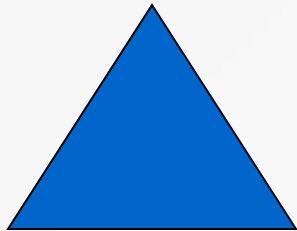
# Group Work



Work on 'socks' problems.



Work on 'socks' problems.



Work on 'socks' problems.