# Wigan LEA Numeracy Centre

## Year 2

### Block 2 Assessment

<table>
<thead>
<tr>
<th>Key Objective Assessed</th>
<th>Part 1</th>
<th>Part 2</th>
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</thead>
<tbody>
<tr>
<td>Count, read, write and order whole numbers to at least 100</td>
<td>6</td>
<td>1,2,11</td>
</tr>
<tr>
<td>Describe and extend simple number sequences (eg odds/evens)</td>
<td>4,8,9</td>
<td>10</td>
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<tr>
<td>Understand that subtraction is the inverse of addition</td>
<td>10</td>
<td>6</td>
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<tr>
<td>Use knowledge that addition can be done in any order.</td>
<td>7,13,11</td>
<td>12</td>
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<tr>
<td>Know and use halving as the inverse of doubling</td>
<td>14</td>
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<tr>
<td>Estimate and compare and capacities using standard units</td>
<td>5,15</td>
<td></td>
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<tr>
<td>Read a simple scale to the nearest labelled division</td>
<td>16</td>
<td></td>
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<tr>
<td>Use mathematical vocabulary to describe position, direction and movement</td>
<td>17</td>
<td></td>
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<tr>
<td>Choose/use appropriate operation and efficient strategies to solve problems</td>
<td>1,2,18,19,20,21</td>
<td>7,13,14,15</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Objectives Assessed</th>
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</thead>
<tbody>
<tr>
<td>Begin to recognise 2 digit multiples of 2, 5, 10</td>
<td>17</td>
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<tr>
<td>Count on in steps of 3 &amp; 4 from/back to 0 and small no.</td>
<td>23</td>
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<tr>
<td>Begin to add 3 single digit numbers mentally</td>
<td>13</td>
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<tr>
<td>Recognise coins and begin to work out which coins to pay. Begin to use £ p. notation for money</td>
<td>12</td>
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<tr>
<td>Recognise right angles in squares and rectangles</td>
<td>24</td>
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<tr>
<td>Use and begin to read vocab. of comparing/ordering numbers including ordinal numbers</td>
<td>18,19</td>
</tr>
<tr>
<td>Begin to understand division as grouping or sharing. Use the ÷ and = signs to record mental calculations</td>
<td>13</td>
</tr>
<tr>
<td>Use known number facts and place value to carry out simple x &amp; ÷</td>
<td>20,21</td>
</tr>
<tr>
<td>Begin to recognise that 2 halves or 4 quarters make 1 whole</td>
<td>22</td>
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<tr>
<td>Read the time to the ¼ hour on an analogue/digital clock</td>
<td>24,25</td>
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<tr>
<td>Order the months of the year</td>
<td></td>
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<tr>
<td>Use a simple pictogram to sort, classify and organise info</td>
<td>26</td>
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<tr>
<td>Know by heart addition/subtraction facts to at least 10</td>
<td>3</td>
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<tr>
<td>Understand the operation of addition/subtraction an related vocabulary</td>
<td>5,9</td>
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**MARK** | **LEVEL**
The first 5 questions in this assessment are to be given orally to the whole class/group.

1. Six sweets add 2 more. How many altogether?

2. Eight candles, blow 5 out. How many are left?

3. Seven add ? = 10
   Four plus ? = 10

4. What number comes next?  10  12  14  16  ?

5a. What equipment would I use to measure the amount of water in a cup? Put a tick next to the correct answer.

   30cm. ruler  metre stick  scales  clock  measuring jug

b. What unit of measurement would I use? Put a tick next to the correct answer.

   kilograms  metres  hours  millilitres  grams
6. Write the number that has eight tens and seven units in numbers and words

7. \[ 64 = \square + 4 \quad 90 + \square = 97 \]
8. Put a ring around all the odd numbers

33 24 15 9 42 50 63

9. 17 count on 30 is

81 count back 50 is

10. Use the numbers 4, 8 and 12 and the symbols + or – and = to make 3 more number sentences

1. $4 + 8 = 12$

2. 

3. 

4. 

11. What is the total amount of lemonade?

2 litres

5 litres

8 litres

litres
12. Draw no more than 4 coins to pay for the boat

13. 8 plus 9 plus 4 makes = 

8 + 9 + 4 = 

14. Mrs. Ball has 18 children in her class. Half of them are boys. How many are girls?

15. Put a ✓ next to the bottle which will hold the least amount of water
16. Sam pours some pop in the jug until it contains 1½ litres. Colour the pop in the jug.

How much more pop will Sam have to add to make 2 litres?

[Diagram of a jug with levels at 1 litre and 2 litres]

17. The arrow makes a ¼ turn anti-clockwise. Put a ✓ next to the object it will point to.
18. **The fruit shop**

- banana 13p
- orange 12p
- grapes 19p
- apple 10p
- strawberry 7p
- pear 11p

a. What is the **total cost** of a banana and an apple?

\[ \square \text{ p} \]

b. What is the **difference in price** between the strawberry and the orange?

\[ \square \text{ p} \]

c. If you buy some grapes and a banana, how much **change** would you get from 50p?

\[ \square \text{ p} \]

d. The total cost of all the fruit is 72p. Draw 3 coins to show this amount.

---


\[ \square \text{ p} \]
20. Sam’s cup holds 120 millilitres of pop. He drinks 40 millilitres. How much is left in his cup?

    [ ] millilitres

21. In Nita’s class each pupil’s tray holds 5 books. How many trays are needed to hold 25 books?

    [ ] trays

22. Carol has 3½ oranges. Daniel has 2½. How many whole oranges can they make altogether?

    [ ] oranges

23. Fill in the missing numbers on the number line

    0   3   6   [ ]   [ ]   [ ]   18

24. Put a ✔️ on the right angles on these shapes.

    △   △   □   □
The first 4 questions in this assessment are to be given orally to the whole class/group.

1. Which is the largest number? 13, 17, 10, or 7

2. Which is the smallest number? 13, 17, 10 or 7

3. 4 plus 2 = ?

4. 10 takeaway 5 = ?
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<td>2.</td>
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<td>(1)</td>
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<tr>
<td>3.</td>
<td></td>
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<td></td>
<td>(1)</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
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<td>5.</td>
<td></td>
<td></td>
<td></td>
<td>(2)</td>
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<td>6.</td>
<td></td>
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<td>(2)</td>
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### Year 2 Block 2 Assessment Part 2

1. 37 count on 8 is
2. 86 count back 7 is
3. Use numbers 6, 8 and 14 and the signs + or - and = to make 3 more number sentences

1. \[6 + 8 = 14\]
2. 
3. 
4. 

(1) (2) (1) (1) (2)
7. Sita has 15 sums to do. Peter has double that amount. How many sums has Peter got to do? \[
\square \text{sums}
\]

8. Match the numbers to make a total of 10

- 2
- 5
- 10
- 1
- 6

- 4
- 8
- 0
- 5
- 9

9. 10 subtract 4 = \[
\square
\]
9 takeaway 7 = \[
\square
\]
8 minus 6 = \[
\square
\]
7 – 3 = \[
\square
\]

10. Draw a ring around the even numbers.

- 7
- 19
- 14
- 13
- 9
- 8
- 6
- 26
- 2
11. Write the missing numbers on the number line?

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<tbody>
<tr>
<td>74</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>79</td>
<td>81</td>
<td>82</td>
<td></td>
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12. What is the total of 7, 2 and 18?

\[
\square
\]

13. Sam has 9 goldfish in his tank. He shares them equally between his 3 friends. How many fish do they each get?

Use the signs \(\div\) and \(=\) to show how you have worked it out.

14. Ann went to the swimming baths at 12:30. She went home at 3:00. How long was she at the baths?

\[
\square \text{ hours}
\]

15. Sam has a rope which is 25cm long. He cuts two lengths of 10cm and gives them away. How much rope does he have left?

\[
\square \text{ cm}
\]
16. Continue these counting patterns

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<tbody>
<tr>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
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<tr>
<td>30</td>
<td>26</td>
<td>22</td>
<td>18</td>
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(2)

17. Write the multiples of 5 less than 40

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Write the multiples of 10 from 10 to 50

| 10 |   |   |   | 50 |

(2)

18. Put a tick on the 5th car in the queue and a cross on the 11th

19. Put these numbers in order. Begin with the largest.

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</thead>
<tbody>
<tr>
<td>97</td>
<td>79</td>
<td>96</td>
<td>69</td>
<td>84</td>
<td>48</td>
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(1)

20. Fill in the missing numbers.

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<tbody>
<tr>
<td>x 2 = 12</td>
<td>7 x 5 =</td>
<td>10 x = 100</td>
<td>18 = 9 x</td>
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(2)
21. This function machine divides numbers by 5. Write the numbers that come out of the machine.

<table>
<thead>
<tr>
<th>in</th>
<th>out</th>
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<tbody>
<tr>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td></td>
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<tr>
<td>30</td>
<td></td>
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<tr>
<td>20</td>
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</table>

22. Total these amounts

£1.50
80p

£ .

23. Find one quarter of the dogs

dogs

24. Write a quarter to nine on this clock

: 
25. Put a ring around the **tenth** month of the year

<table>
<thead>
<tr>
<th>July</th>
<th>February</th>
<th>October</th>
<th>November</th>
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</table>

(1)

26. Look at this pictogram

- 7 o’clock
- Half past 7
- 8 o’clock
- Half past 8

How many children go to bed at 7:30?

- [ ]

How many more children go to bed at 8 o’clock than 7 o’clock?

- [ ]

Which is the most popular bedtime?

- [ ]

How many children went to bed before 8 o’clock?

- [ ]

(2)