



# Year 2 Remote Learning Pack

## Welcome

This pack contains your work for eight school days. It is really important that if you are feeling well that you continue to learn from home and we are eager to support you with this.

## Links to other resources which may support you

<https://classroom.thenational.academy>

<https://www.bbc.co.uk/bitesize/primary>

<https://play.ttrockstars.com>

[home.oxfordowl.co.uk](https://home.oxfordowl.co.uk)

[purplemash.com](https://purplemash.com)

# Day 1 - Mathematics

WALT: Count in 2s, 3s, 5s and 10s.

Today's on-line lesson will focus on counting forwards in steps of 2s, 3s, 5s and 10s. We will also look at solving some problems.

## Complete the following sequences:

a) \_\_\_ 4 6 8 10 \_\_\_

f) \_\_\_ 24 21 \_\_\_ 15 12

b) 50 45 \_\_\_ 35 \_\_\_ 25

g) 35 40 \_\_\_ 50 \_\_\_ 60

c) \_\_\_ 6 9 12 \_\_\_ 18

h) 111 \_\_\_ \_\_\_ 81 71 61

d) 90 \_\_\_ \_\_\_ 60 50 40

i) \_\_\_ \_\_\_ 32 30 28 26

e) 16 \_\_\_ 36 46 \_\_\_ 66

j) 10 20 \_\_\_ \_\_\_ 50 60

## Continue the following sequences:

k) 5 10 15 \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

l) 3 6 9 \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

m) 85 80 75 \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

n) 14 24 34 \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

o) 2 4 6 \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

p) 50 55 60 \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

q) 45 42 39 \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

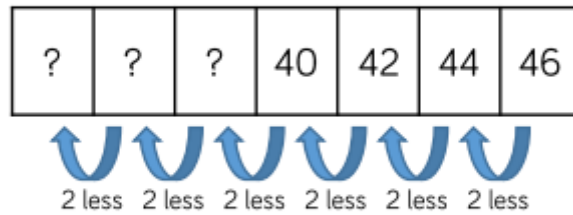
r) 70 68 66 \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

s) 147 137 127 \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

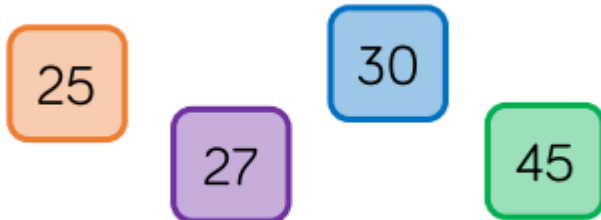
**Challenge:** Choose a starting number and count in 2 s, 5 s or 10 s from that number. Can you think of a way in which counting in 5 s is different from counting in 2 s or 10 s?

Count in 2s backwards to complete the number track.



If you continue counting, will you say the number 25?

## Odd One Out



Which is the odd one out? Explain your answer.

Jemima is counting in 10s on part of a hundred square.

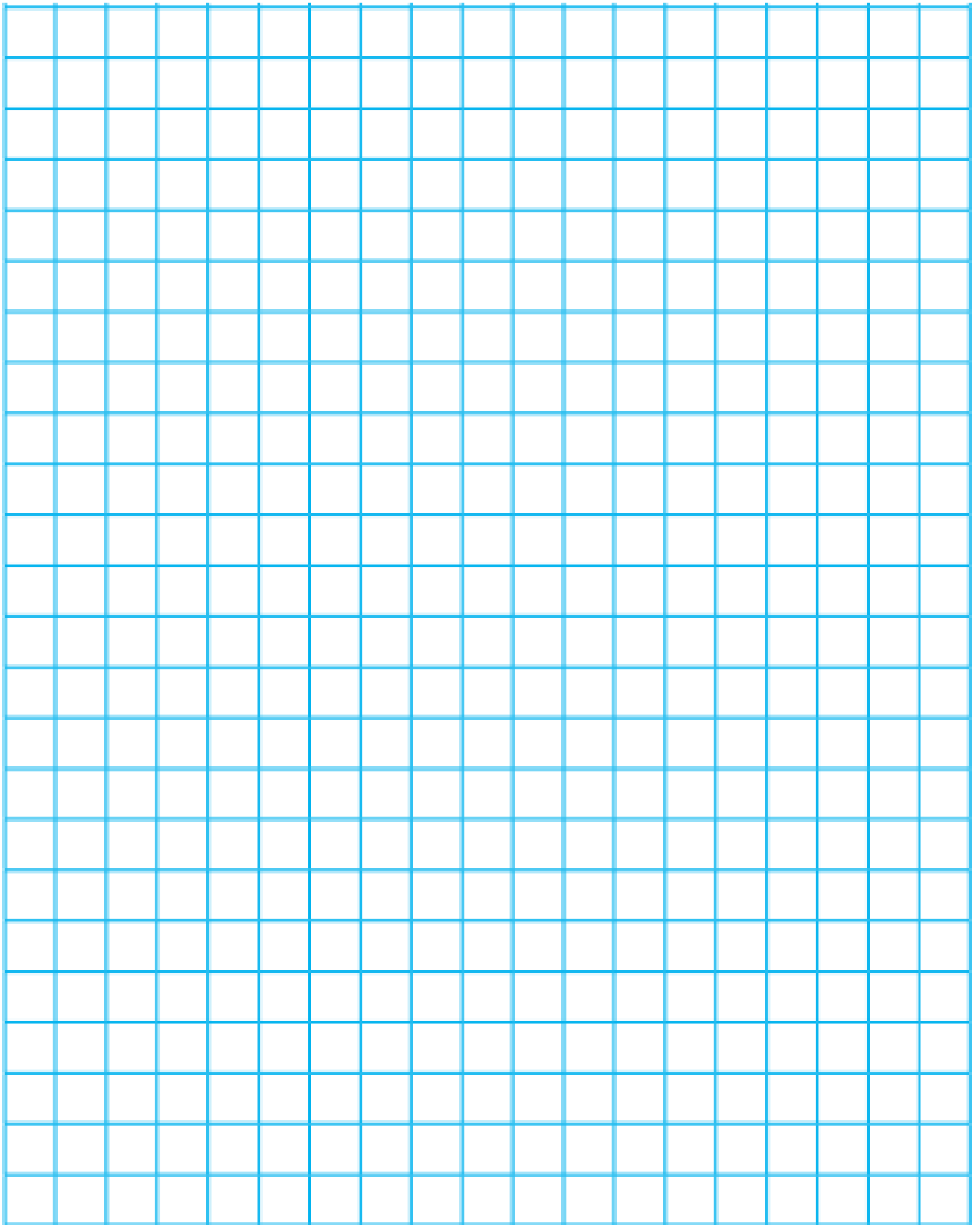
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

She starts at 10

Shade in all the numbers Jemima will say.

What is the same about the numbers she says?

What is different about the numbers?



## Day 1 - Literacy

### WALT: Answer questions about a text.

In this unit, we are going to be looking at a story about a star that falls to Earth and is found by a hedgehog, an owl and a badger. Each of them uses the star in a different way and once it has helped them all, it returns to the sky.

Today's on-line lesson will focus on reading and understanding the story 'Alfie's Star'.

### Alfie's Star

Once upon a time, there was a little boy called Alfie who liked owls, dinosaurs and ice cream but, most of all, he liked stars. When Alfie felt happy, they beamed with him; when he felt sad, they made him smile and when he felt alone, they were his friends.

Late one cold, frosty evening, Alfie gazed up at all the stars flickering like fireflies in the night sky. Suddenly, to his amazement, the biggest and brightest star began spinning down through the darkness and fell into the forest next to his house.

First, a prickly hedgehog who had lost his way came snuffling through the forest. He found the star, shining as bright as the sun, in the middle of a small pile of leaves. "This star will help me find my way home on this dark night," he said. So, he pushed the star along the path until he arrived safely outside his front door.



Next, a barn owl flew down, as silent as a floating feather. "This star will help warm my owl babies on this wintry night," she said. So, she snatched the glowing star, flew up into the trees and gently dropped it into her nest beside the owlets.



But the owlets wriggled and they jiggled and they flipped the star right out of the nest!

After that, a weary, old badger came shuffling along. He saw the star winking at him like a lighthouse from the branches of the tree. "That star will help keep me company tonight," he said. So, he reached up, lifted the star down and carefully carried it back to his sett. Once inside, he placed the star on his rocking chair, made a mug of cocoa and settled down by the fire to read a bedtime story.



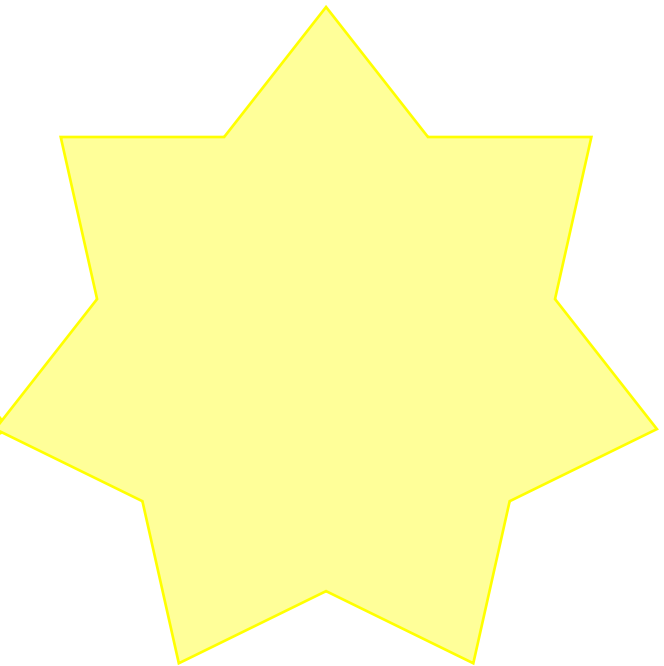
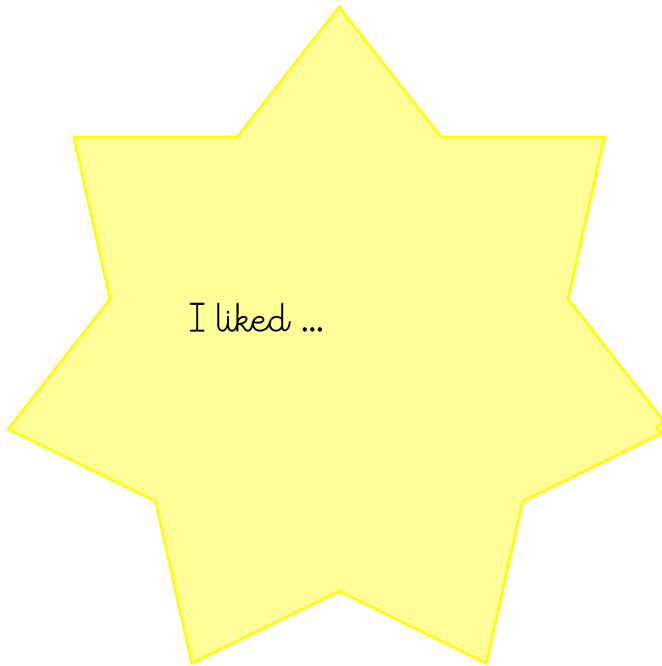
Soon, badger fell asleep dreaming of sunny spring days when he would play with his friends again. As his dreams became wishes, the star rose up, swept out of the window and streaked into the sky.

Finally, the next night, when Alfie searched for the biggest and brightest star, he found it once again dazzling like a huge diamond overhead. Alfie smiled contentedly and, although he couldn't be sure, it seemed the star was smiling back.

Think about the story. If possible, talk about the story with someone at home and fill in the stars.

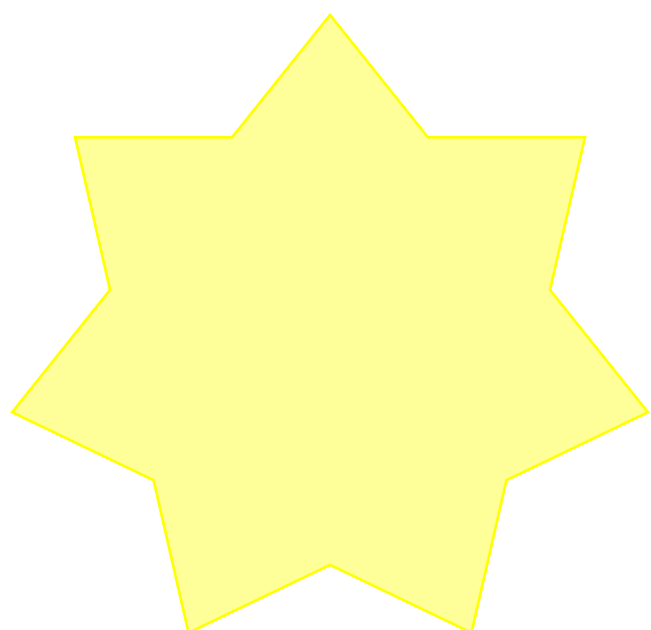
What did you like about the story?

Are there things that keep happening in the story?



Have you got any questions about the story?

Do you know any other stories about stars or animals?

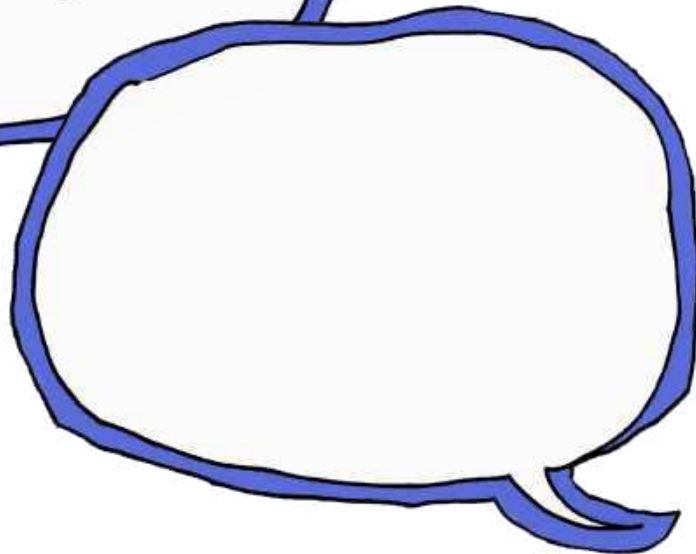


- Can you remember who said what in the story?
- Read the story again and draw the characters next to their speech bubble.
- In the blank speech bubble, write what you think Alfie might have said at the end of the story when he saw the star back in the sky.

That star will help keep me company tonight.

This star will help warm my owl babies on this wintry night.

This star will help me find my way home on this dark night.

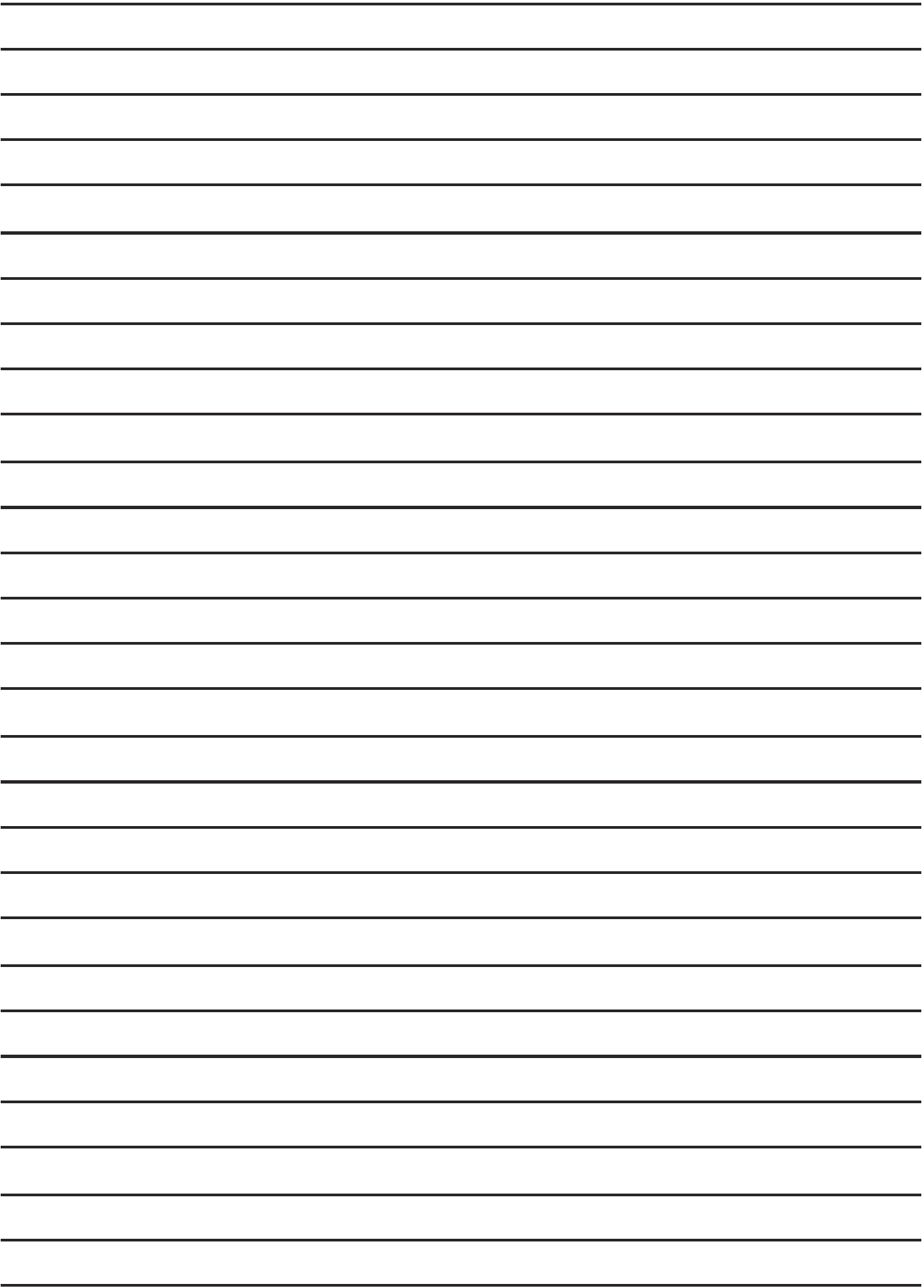




## Quiz Time!

Try to answer these questions in sentences.

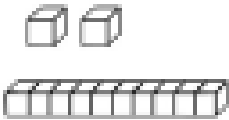
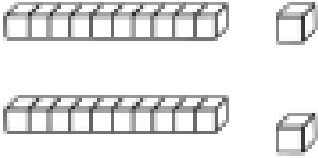
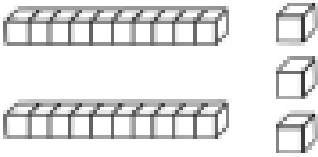
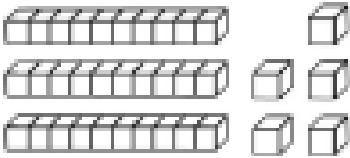
1. Why do you think Alfie likes owls, dinosaurs and ice-cream?
2. Write down three things that you like.
3. How do you think he felt when he saw the star fall down in the forest?
4. Why do you think the star tumbled out of the sky?
5. Who found the star? Could any other animals have found the star?
6. How did the star help each animal?
7. Why does the story happen at night time?
8. How do you think the owl babies and their mum felt when they realised the star had fallen out of the nest?
9. Why do you think the star went back into the sky?

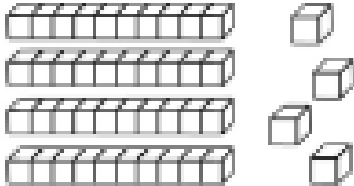


## Day 2 - Mathematics

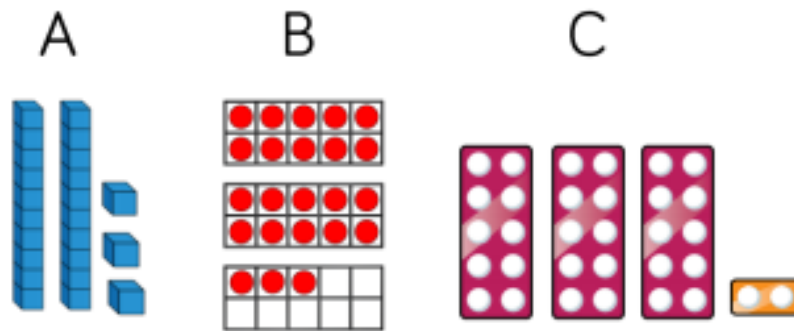
WALT: Understand the place value of each digit in a two-digit number.

Today's on-line lesson will focus on the value of each digit in a two-digit number and representing numbers in different ways.

Number	Words	Expanded Form	Picture
12	___tens ___ones	___ + ___ = ___	
18	___tens 8 ones	___ + ___ = ___	
	___tens ___ones	___ + ___ = ___	
	___tens ___ones	___ + ___ = ___	
	___tens ___ones	___ + ___ = ___	
	___tens 6 ones	40 + ___ = ___	
56	___tens ___ones	___ + ___ = ___	

Number	Words	Expanded Form	Picture
33	___ tens ___ ones	___ + ___ = ___	
56	___ tens ___ ones	___ + ___ = ___	
	<sup>4</sup> ___ tens ___ ones	___ + <sup>4</sup> ___ = ___	
	___ tens 7 ones	50 + ___ = ___	
64	___ tens ___ ones	___ + ___ = ___	
	___ tens 6 ones	80 + ___ = ___	
92	___ tens ___ ones	___ + ___ = ___	

One of these images **does not** show 23  
Can you explain the mistake?



Fill in the missing numbers.

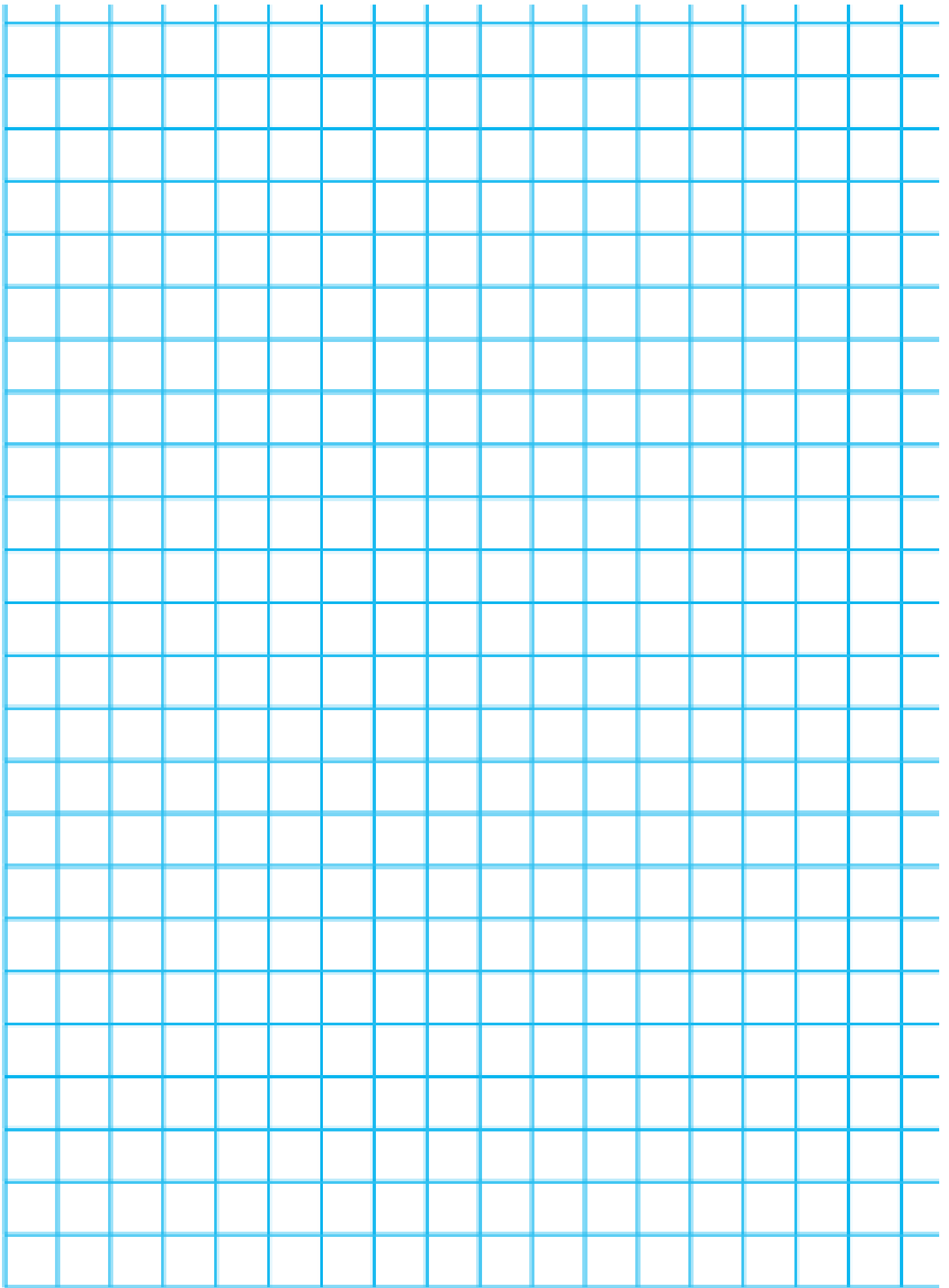
$$1 \text{ ten} + 3 \text{ ones} = 13$$

$$2 \text{ tens} + \underline{\quad} \text{ ones} = 23$$

$$3 \text{ tens} + 3 \text{ ones} = \underline{\quad}$$

$$\underline{\quad} \text{ tens} + 3 \text{ ones} = 43$$

What would the next number in the pattern be?



## Day 2 - Literacy

WALT: Understand the meaning of key vocabulary.

Today's on-line lesson will focus on identifying the meaning of some of the vocabulary used in the story and combining words together to make compound words.

### Words about stars



If you gaze at something, you look at something for a long time. A person who looks at stars regularly is called a **stargazer**.

You might have **gazed** into the sky and made pictures from the clouds.

Try **gazing** at an object near you or maybe gaze at someone in your family!



A streak is a thin line of something that usually moves fast. It can name something or be an action.

The shooting star **streaked** past.

A **streak** of lightning lit up the sky.

Lightning **streaked** across the sky.

**Streaks** of rain poured down.

Draw a picture to illustrate the word.



Something that dazzles shines brilliantly. It could be so very bright that you can only look at it for a short time.

If someone takes a picture of you with a flash, you might be **dazzled** and blink. Can you think of three things that might dazzle you? Try **gazing** at an object near you or maybe gaze at someone in your family!

Star words!

star

fish

starfish

Some words are made from two words joined together. These are called compound words.

Can you think of any more compound words that have 'star' in them? Write them down.



## Day 3 - Mathematics

WALT: Represent numbers on a number line.

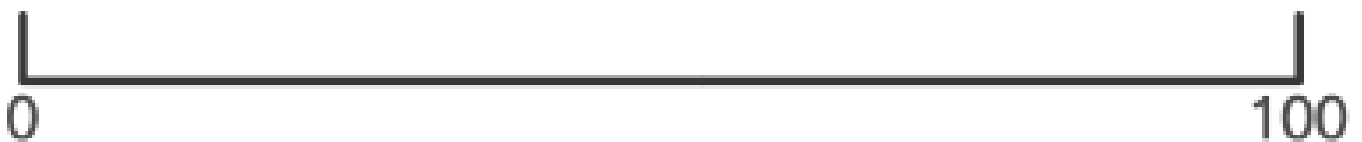
Today's on-line lesson will focus on using our knowledge of place value to estimate the position of two-digit numbers on a number line.

Draw a line to show where each number would be on the number line.

a) 45



b) 13



c) 98



d) 75



e) 26



f) 57



g) 24



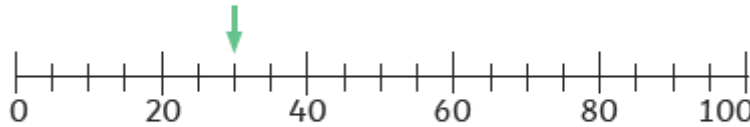
Read each statement and decide if it is true or false. Explain how you know.



The arrow is pointing to 2.



The arrow is pointing to 30.



The arrow is pointing to 40.



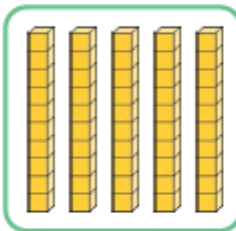
The arrow is pointing to 25.



Ahmed marks a number on the number line.

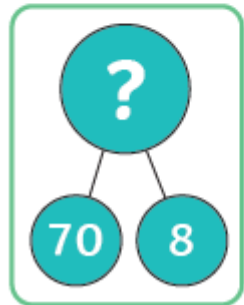


Which of these could represent Ahmed's number?  
Circle them and explain why.



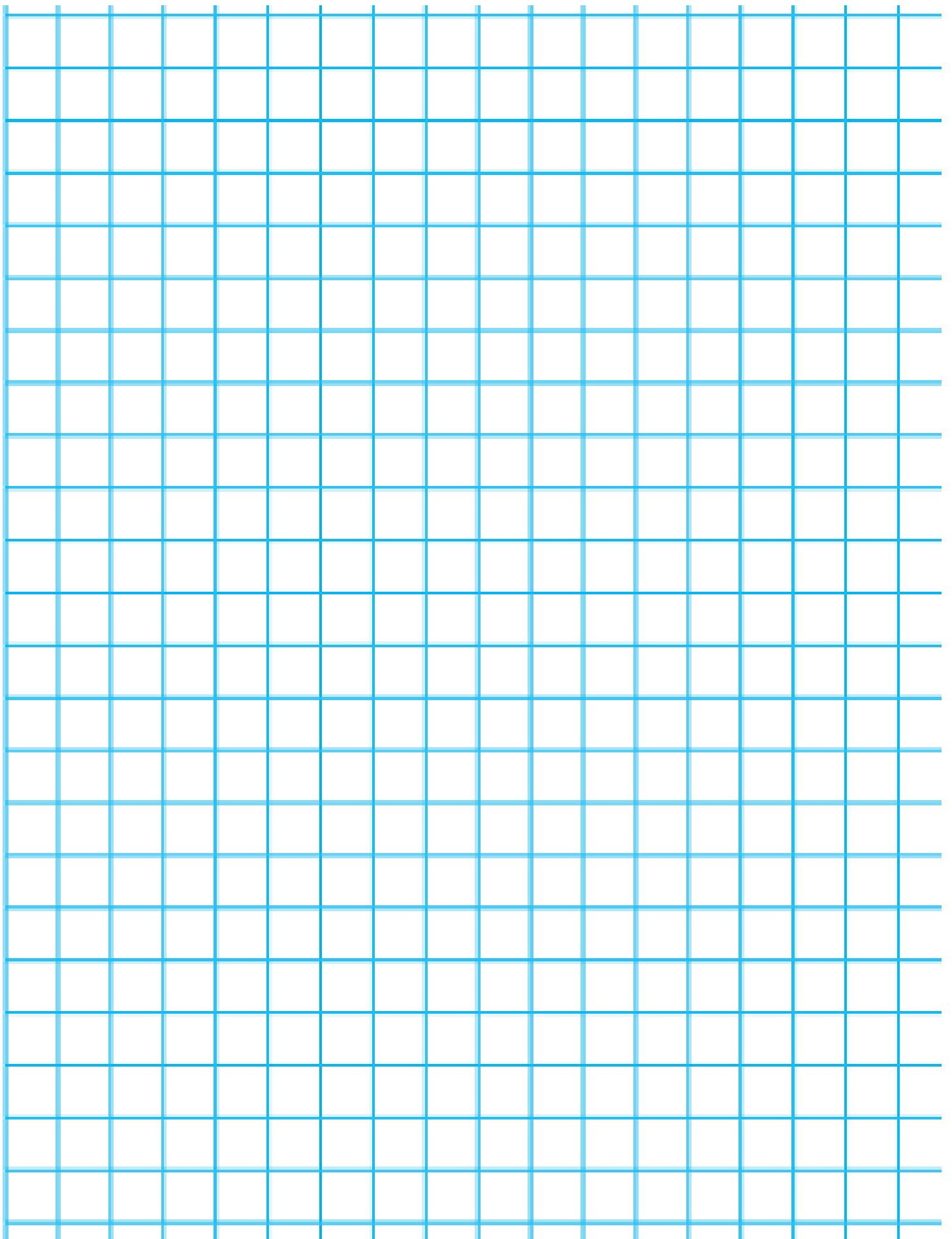
four tens and  
fives ones

$$50 + 3$$



ninety





## Day 3 - Literacy

### WALT: Plan a story.

Today's on-line lesson will focus on planning the story of 'Alfie's Star' on a story mountain.

Read the story again. Think about the five parts to the story.

In the blank squares below, draw and label the main events that happen before and after the owl appears and snatches the star. To help you, I've written in the words on the story mountain that introduce each stage of the story,

Next,

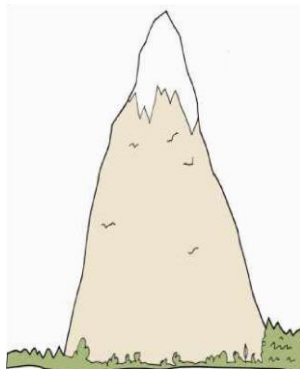


First,

After that,

Once upon  
a time,

Finally,



## Day 4 - Mathematics

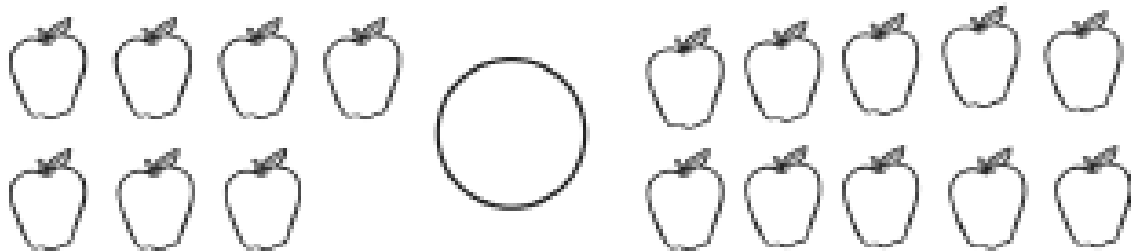
WALT: Compare numbers.

Today's on-line lesson will focus on using our place value skills to compare two-digit numbers using  $<$ ,  $>$  and  $=$ .

Add  $<$  or  $>$  to the below number pairs to make them correct.

- |          |           |           |           |
|----------|-----------|-----------|-----------|
| 1) 12 15 | 2) 30 22  | 3) 100 91 | 4) 46 41  |
| 5) 22 18 | 6) 64 46  | 7) 92 20  | 8) 22 20  |
| 9) 70 67 | 10) 25 30 | 11) 30 24 | 12) 21 11 |

Great! Now try with pictures.



Can you give the below problems a number to make them right?

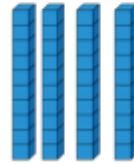
- |                              |                              |                              |                              |
|------------------------------|------------------------------|------------------------------|------------------------------|
| 1) $22 < \underline{\quad}$  | 2) $14 > \underline{\quad}$  | 3) $82 < \underline{\quad}$  | 4) $97 > \underline{\quad}$  |
| 5) $17 < \underline{\quad}$  | 6) $28 > \underline{\quad}$  | 7) $99 < \underline{\quad}$  | 8) $33 > \underline{\quad}$  |
| 9) $50 > \underline{\quad}$  | 10) $66 < \underline{\quad}$ | 11) $76 > \underline{\quad}$ | 12) $52 < \underline{\quad}$ |
| 13) $60 > \underline{\quad}$ | 14) $72 < \underline{\quad}$ | 15) $4 > \underline{\quad}$  | 16) $81 < \underline{\quad}$ |

Rosie and Amir are comparing numbers they have made.

Rosie's number



Amir's number

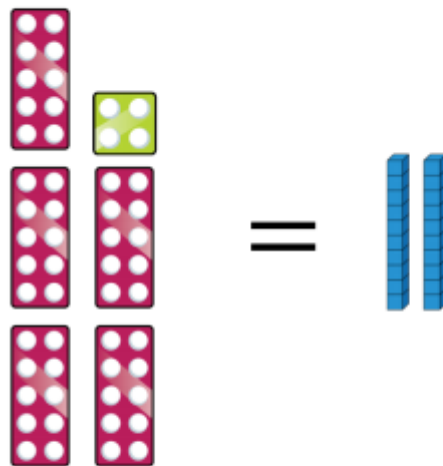


My number is greater because I have more objects.

Is Rosie correct?

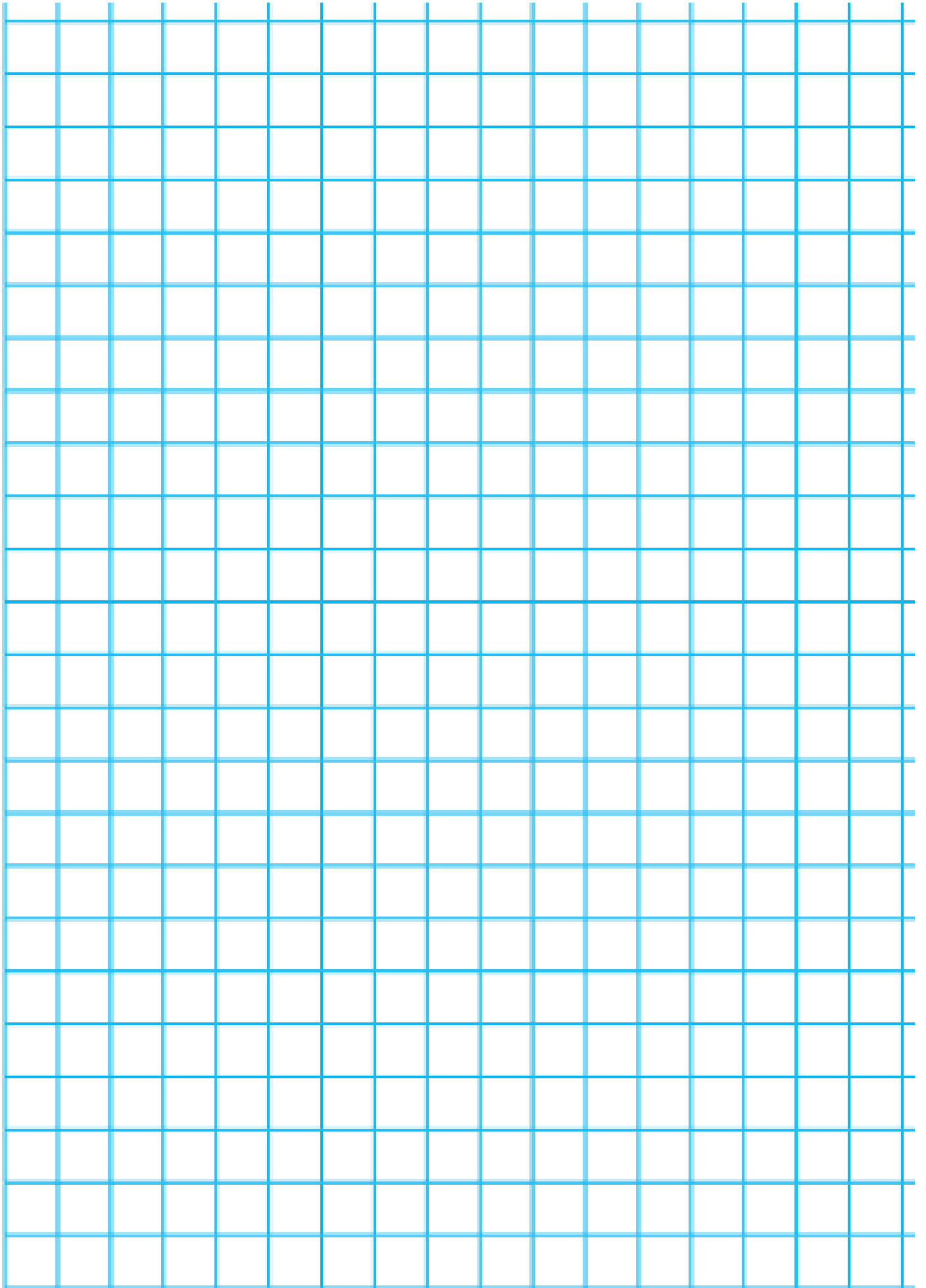
Explain your answer.

Add more Base 10 to make the number shapes and the Base 10 equal.



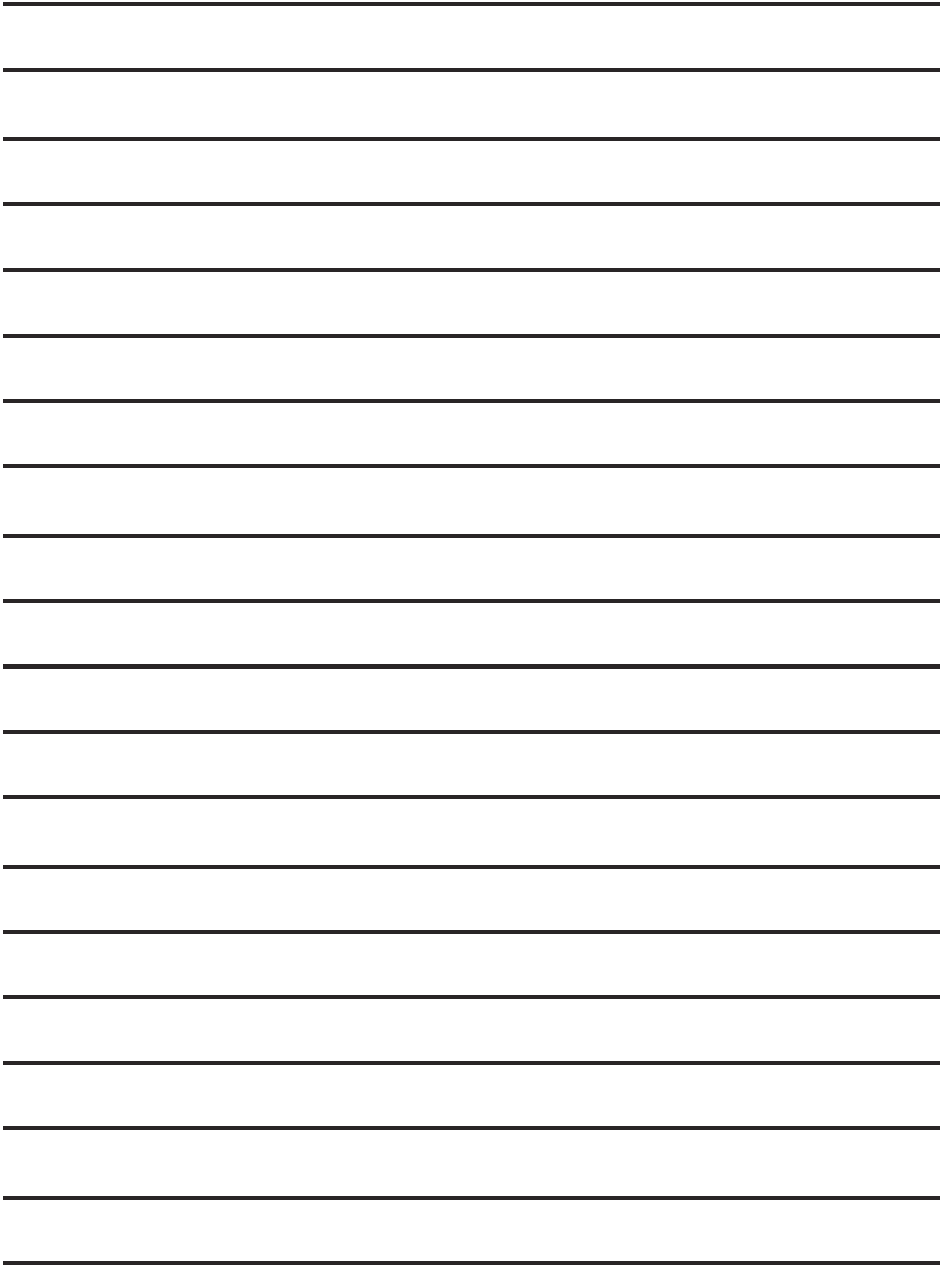
How much did you add in total to make them equal?

What is the smallest amount you could add if the symbol changed to  $<$ ?





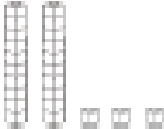
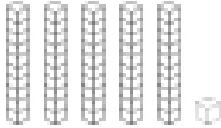
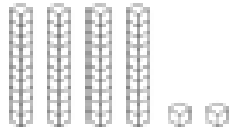




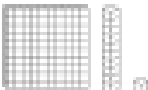
## Day 5 - Mathematics

WALT: Read and write numbers to 100.

Today's on-line lesson will focus on reading numbers in words and numerals and representing numbers using Base 10.

Numerals	Number in Words	Tens	Ones	Illustration
23	twenty three	2	3	
17	seventeen			
34				
	fifty six	5	6	
		5	1	
49				
	eighty three			
				
		7	7	

### Challenge

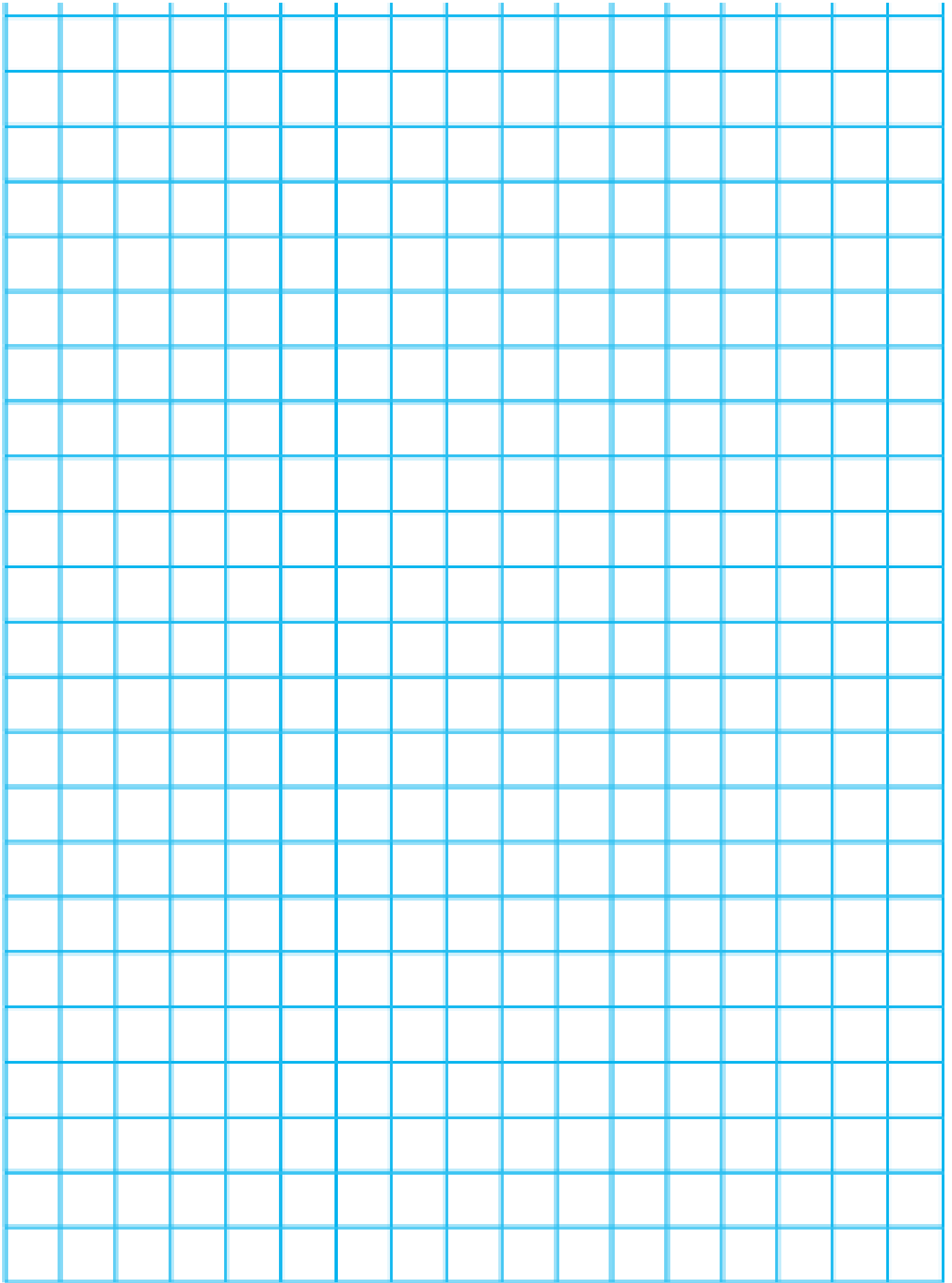
Numerals	Number in Words	Hundreds	Tens	Ones	Illustration
					

Write a number in numerals and words with:

	<b>Numeral</b>	<b>Number in Words</b>
0 tens		
2 ones		
5 tens		
3 ones		
4 tens		
9 ones		
1 ten		
8 ones		
4 tens		
7 ones		
2 tens		

Order the numbers from the smallest to the greatest.

How many possible numbers could you have had?



## Day 5 - Literacy

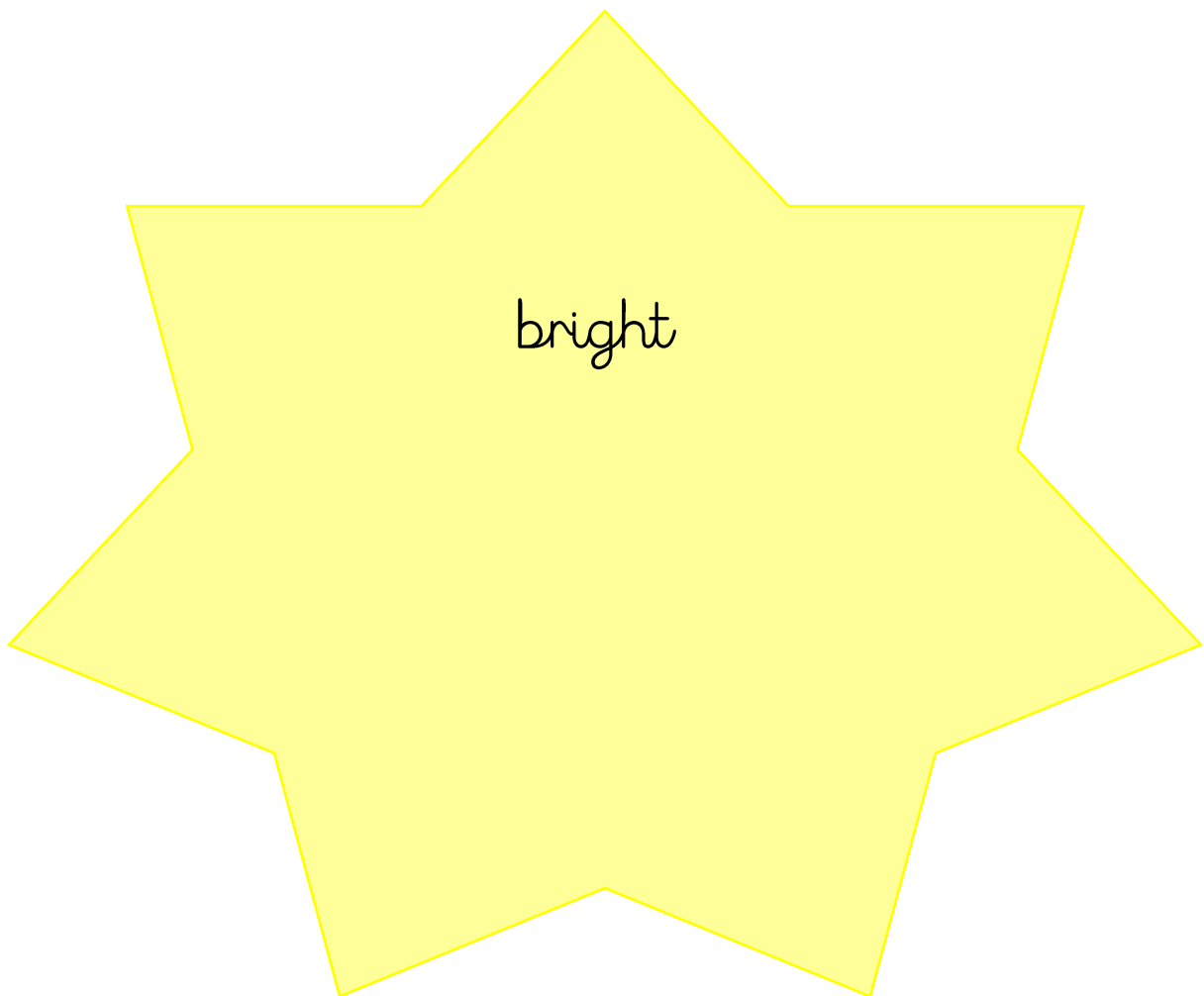
WALT: Improve the vocabulary used in a story.

Today's on-line lesson will focus on magpie-ing and improving some of the vocabulary used in 'Alfie's Star'.

In the story, there are words that describe stars. Can you be a word detective and track them down?

Write a list of them on the star. Can you think of more words to describe a star and add them to your list? This will help you when you write your own story about a star.

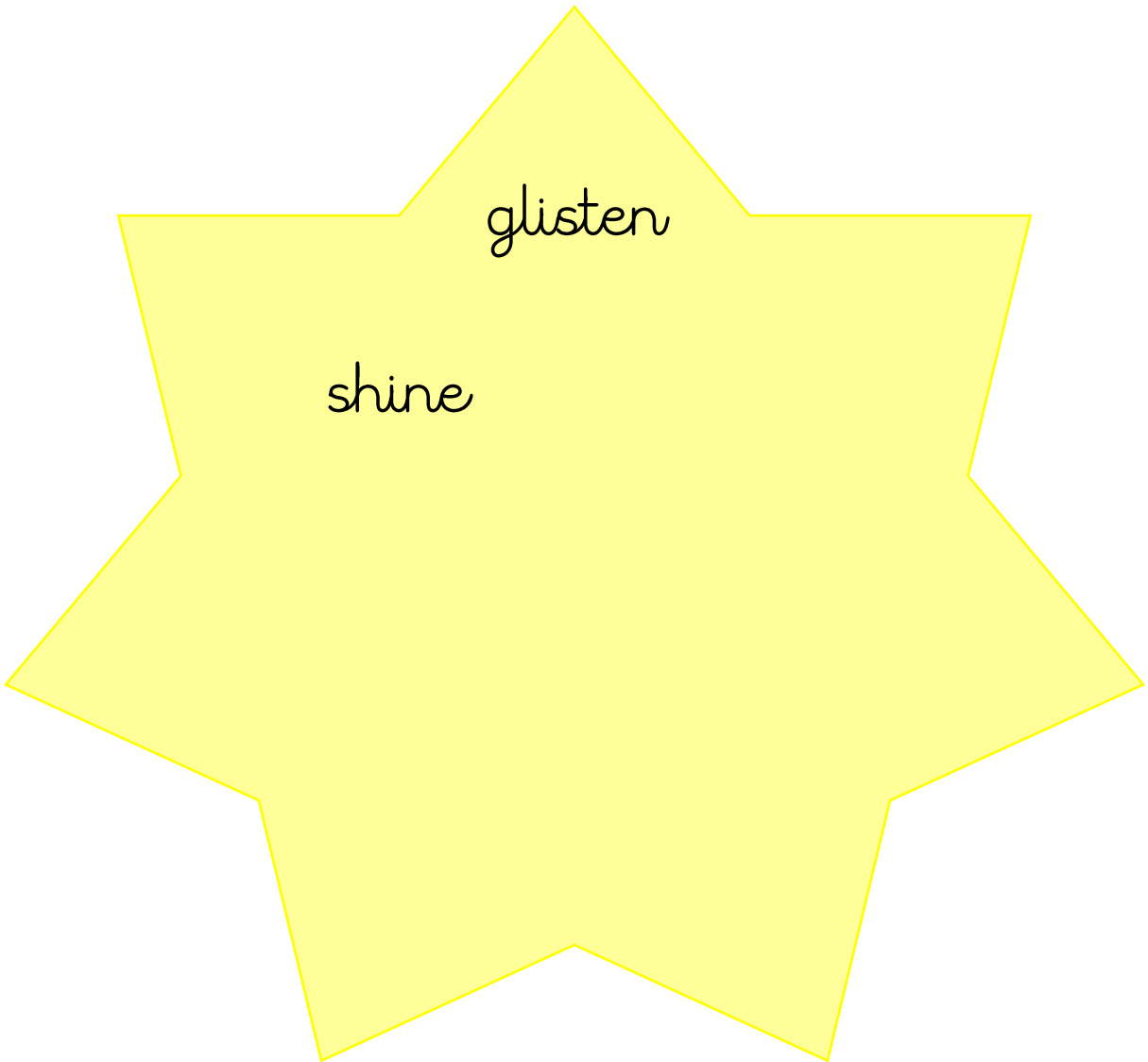
What are they like?



What do they do?

glisten

shine



Where might you see stars?



The top of a  
Christmas tree

Finally, combine your ideas to make different sentences. See how many you can create and choose your favourites to write below.

A bright star shines at the top of a Christmas tree.



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## Day 6 - Mathematics

WALT: Add a two-digit number to a one-digit number.

Today's on-lesson will focus on adding a 2-digit number to a 1-digit number, crossing 10.

1. $5 + 6 =$ _____ $15 + 6 =$ _____ $45 + 6 =$ _____ $65 + 6 =$ _____	2. $8 + 3 =$ _____ $18 + 3 =$ _____ $38 + 3 =$ _____ $78 + 3 =$ _____
3. $6 + 8 =$ _____ $16 + 8 =$ _____ $46 + 8 =$ _____ $96 + 8 =$ _____	4. $7 + 5 =$ _____ $17 + 5 =$ _____ $67 + 5 =$ _____ $87 + 5 =$ _____
5. $5 + 9 =$ _____ $15 + 9 =$ _____ $55 + 9 =$ _____ $85 + 9 =$ _____	6. $6 + 7 =$ _____ $16 + 7 =$ _____ $46 + 7 =$ _____ $76 + 7 =$ _____
7. $9 + 3 =$ _____ $19 + 3 =$ _____ $59 + 3 =$ _____ $99 + 3 =$ _____	8. $4 + 9 =$ _____ $14 + 9 =$ _____ $54 + 9 =$ _____ $74 + 9 =$ _____
9. $7 + 8 =$ _____ $17 + 8 =$ _____ $57 + 8 =$ _____ $97 + 8 =$ _____	10. $5 + 8 =$ _____ $15 + 8 =$ _____ $65 + 8 =$ _____ $85 + 8 =$ _____

$7 + 4 = \underline{\hspace{2cm}}$

$17 + 4 = \underline{\hspace{2cm}}$

$47 + 4 = \underline{\hspace{2cm}}$

$67 + 4 = \underline{\hspace{2cm}}$

$8 + 6 = \underline{\hspace{2cm}}$

$18 + 6 = \underline{\hspace{2cm}}$

$28 + 6 = \underline{\hspace{2cm}}$

$68 + 6 = \underline{\hspace{2cm}}$

$6 + 8 = \underline{\hspace{2cm}}$

$16 + 8 = \underline{\hspace{2cm}}$

$56 + 8 = \underline{\hspace{2cm}}$

$86 + 8 = \underline{\hspace{2cm}}$

$7 + 6 = \underline{\hspace{2cm}}$

$17 + 6 = \underline{\hspace{2cm}}$

$47 + 6 = \underline{\hspace{2cm}}$

$67 + 6 = \underline{\hspace{2cm}}$

$12 + 2 = \underline{\hspace{2cm}}$

$22 + 2 = \underline{\hspace{2cm}}$

$62 + 2 = \underline{\hspace{2cm}}$

$92 + 2 = \underline{\hspace{2cm}}$

$9 + 7 = \underline{\hspace{2cm}}$

$19 + 7 = \underline{\hspace{2cm}}$

$39 + 7 = \underline{\hspace{2cm}}$

$99 + 7 = \underline{\hspace{2cm}}$

$11 + 3 = \underline{\hspace{2cm}}$

$19 + 3 = \underline{\hspace{2cm}}$

$59 + 3 = \underline{\hspace{2cm}}$

$99 + 3 = \underline{\hspace{2cm}}$

$4 + 8 = \underline{\hspace{2cm}}$

$14 + 8 = \underline{\hspace{2cm}}$

$44 + 8 = \underline{\hspace{2cm}}$

$64 + 8 = \underline{\hspace{2cm}}$

$9 + 8 = \underline{\hspace{2cm}}$

$19 + 8 = \underline{\hspace{2cm}}$

$49 + 8 = \underline{\hspace{2cm}}$

$79 + 8 = \underline{\hspace{2cm}}$

$5 + 8 = \underline{\hspace{2cm}}$

$15 + 8 = \underline{\hspace{2cm}}$

$65 + 8 = \underline{\hspace{2cm}}$

$85 + 8 = \underline{\hspace{2cm}}$

## Always, Sometimes, Never



I am thinking of a two-digit number, if I add ones to it, I will only need to change the ones digit.

Explain your answer.

Here are three digit cards.



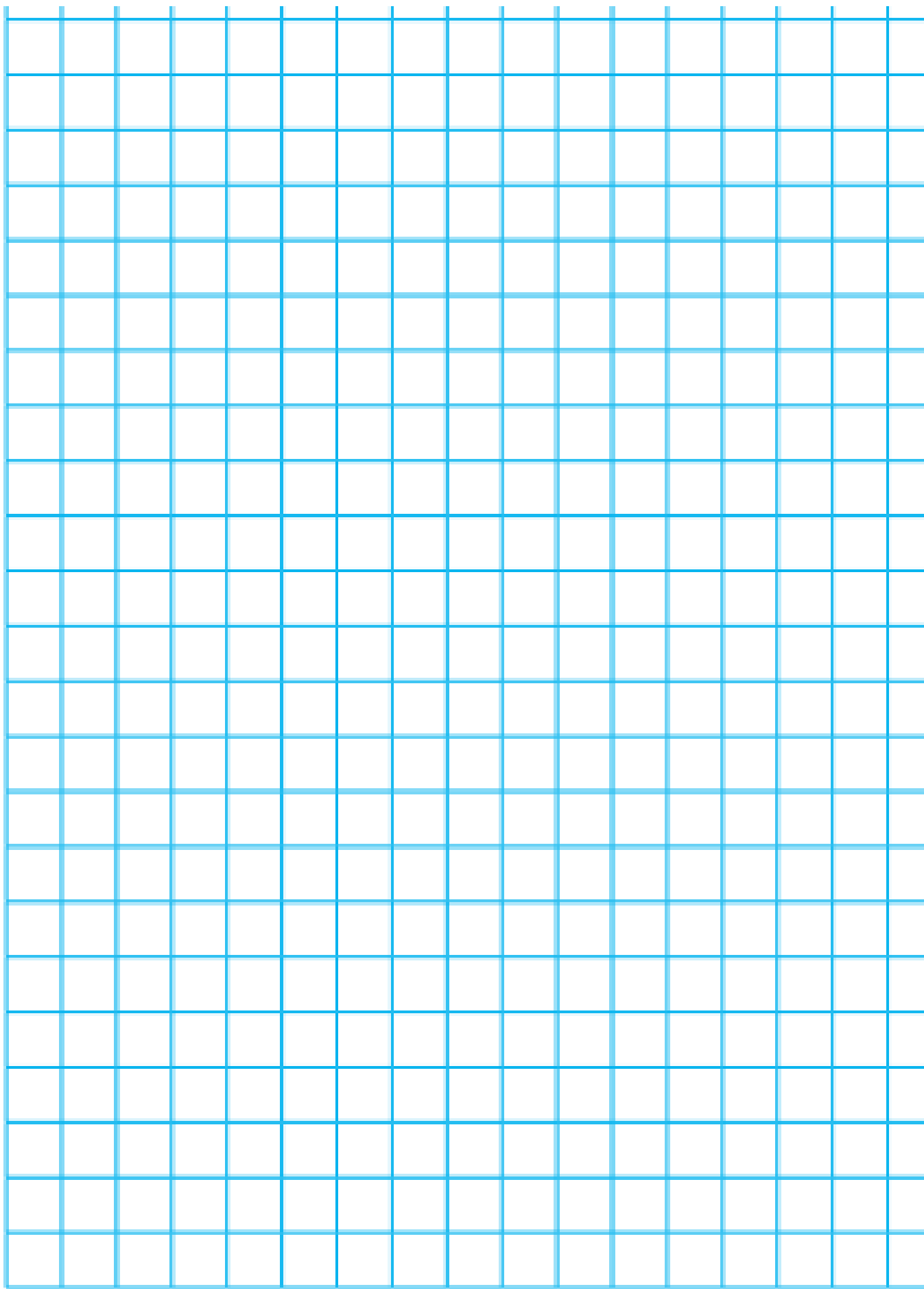
Place the digit cards in the number sentence.

How many different totals can you find?

$$\square \square + \square =$$

What is the smallest total?

What is the largest total?



## Day 6 - Literacy

WALT: Use similes.

Today's on-line lesson will focus on what similes are and writing our own similes about stars.

Similes are comparisons using *like* or *as* to help describe what things look like. Here are some similes that describe the star. Find some more and then make up some of your own. Write them down in a list.

Stars flicker *like* fireflies.

Stars are *like* silver rainbows.

Stars shine *as* brightly *as* the sun.

Stars are *as* shiny *as* diamonds.

A vertical rectangular box with a folded bottom-right corner, containing six horizontal lines for writing.

A vertical rectangular box with a folded bottom-right corner, containing six horizontal lines for writing.

## One of our stars is missing!

In our story, the biggest and brightest star fell from the sky. Can you design a missing poster to help find it? You will need to describe the missing star using adjectives and similes so people know what it looks like.

**MISSING!**  
Have you seen this star ?

Last seen:

Description:

Reward:

Contact:

## Day 7 - Mathematics

WALT: Subtract a one-digit number from a two-digit number.

Today's on-lesson will focus on subtracting 1-digit numbers from 2-digit numbers, crossing 10.

$7 - 4 =$ _____ $17 - 4 =$ _____ $27 - 4 =$ _____ $37 - 4 =$ _____	$8 - 1 =$ _____ $18 - 1 =$ _____ $28 - 1 =$ _____ $38 - 1 =$ _____
$8 - 3 =$ _____ $18 - 3 =$ _____ $48 - 3 =$ _____ $58 - 3 =$ _____	$9 - 2 =$ _____ $19 - 2 =$ _____ $49 - 2 =$ _____ $69 - 2 =$ _____
$12 - 5 =$ _____ $22 - 5 =$ _____ $32 - 5 =$ _____ $72 - 5 =$ _____	$18 - 5 =$ _____ $28 - 5 =$ _____ $38 - 5 =$ _____ $98 - 5 =$ _____
$20 - 5 =$ _____ $40 - 5 =$ _____ $70 - 5 =$ _____ $80 - 5 =$ _____	$13 - 7 =$ _____ $23 - 7 =$ _____ $43 - 7 =$ _____ $73 - 7 =$ _____
$16 - 3 =$ _____ $26 - 3 =$ _____ $56 - 3 =$ _____ $76 - 3 =$ _____	$12 - 3 =$ _____ $22 - 3 =$ _____ $72 - 3 =$ _____ $82 - 3 =$ _____

$15 - 6 = \underline{\hspace{2cm}}$

$25 - 6 = \underline{\hspace{2cm}}$

$45 - 6 = \underline{\hspace{2cm}}$

$95 - 6 = \underline{\hspace{2cm}}$

$21 - 4 = \underline{\hspace{2cm}}$

$31 - 4 = \underline{\hspace{2cm}}$

$41 - 4 = \underline{\hspace{2cm}}$

$61 - 4 = \underline{\hspace{2cm}}$

$11 - 7 = \underline{\hspace{2cm}}$

$21 - 7 = \underline{\hspace{2cm}}$

$51 - 7 = \underline{\hspace{2cm}}$

$91 - 7 = \underline{\hspace{2cm}}$

$12 - 5 = \underline{\hspace{2cm}}$

$22 - 5 = \underline{\hspace{2cm}}$

$62 - 5 = \underline{\hspace{2cm}}$

$82 - 5 = \underline{\hspace{2cm}}$

$12 - 6 = \underline{\hspace{2cm}}$

$22 - 6 = \underline{\hspace{2cm}}$

$42 - 6 = \underline{\hspace{2cm}}$

$62 - 6 = \underline{\hspace{2cm}}$

$18 - 9 = \underline{\hspace{2cm}}$

$28 - 9 = \underline{\hspace{2cm}}$

$38 - 9 = \underline{\hspace{2cm}}$

$78 - 9 = \underline{\hspace{2cm}}$

$20 - 7 = \underline{\hspace{2cm}}$

$30 - 7 = \underline{\hspace{2cm}}$

$40 - 7 = \underline{\hspace{2cm}}$

$80 - 7 = \underline{\hspace{2cm}}$

$13 - 8 = \underline{\hspace{2cm}}$

$23 - 8 = \underline{\hspace{2cm}}$

$33 - 8 = \underline{\hspace{2cm}}$

$53 - 8 = \underline{\hspace{2cm}}$

$16 - 9 = \underline{\hspace{2cm}}$

$26 - 9 = \underline{\hspace{2cm}}$

$46 - 9 = \underline{\hspace{2cm}}$

$86 - 9 = \underline{\hspace{2cm}}$

$12 - 7 = \underline{\hspace{2cm}}$

$32 - 7 = \underline{\hspace{2cm}}$

$52 - 7 = \underline{\hspace{2cm}}$

$72 - 7 = \underline{\hspace{2cm}}$



Teddy works out  $15 - 6$   
This is Teddy's working out:



$$15 - 5 = 10 - 1 = 9$$

Why is Teddy's working out wrong?

---

Use  $<$ ,  $>$  or  $=$  to make the statements correct.



I can do this without working out any answers.

$17 - 5$



$12 - 5$

$14 - 4$



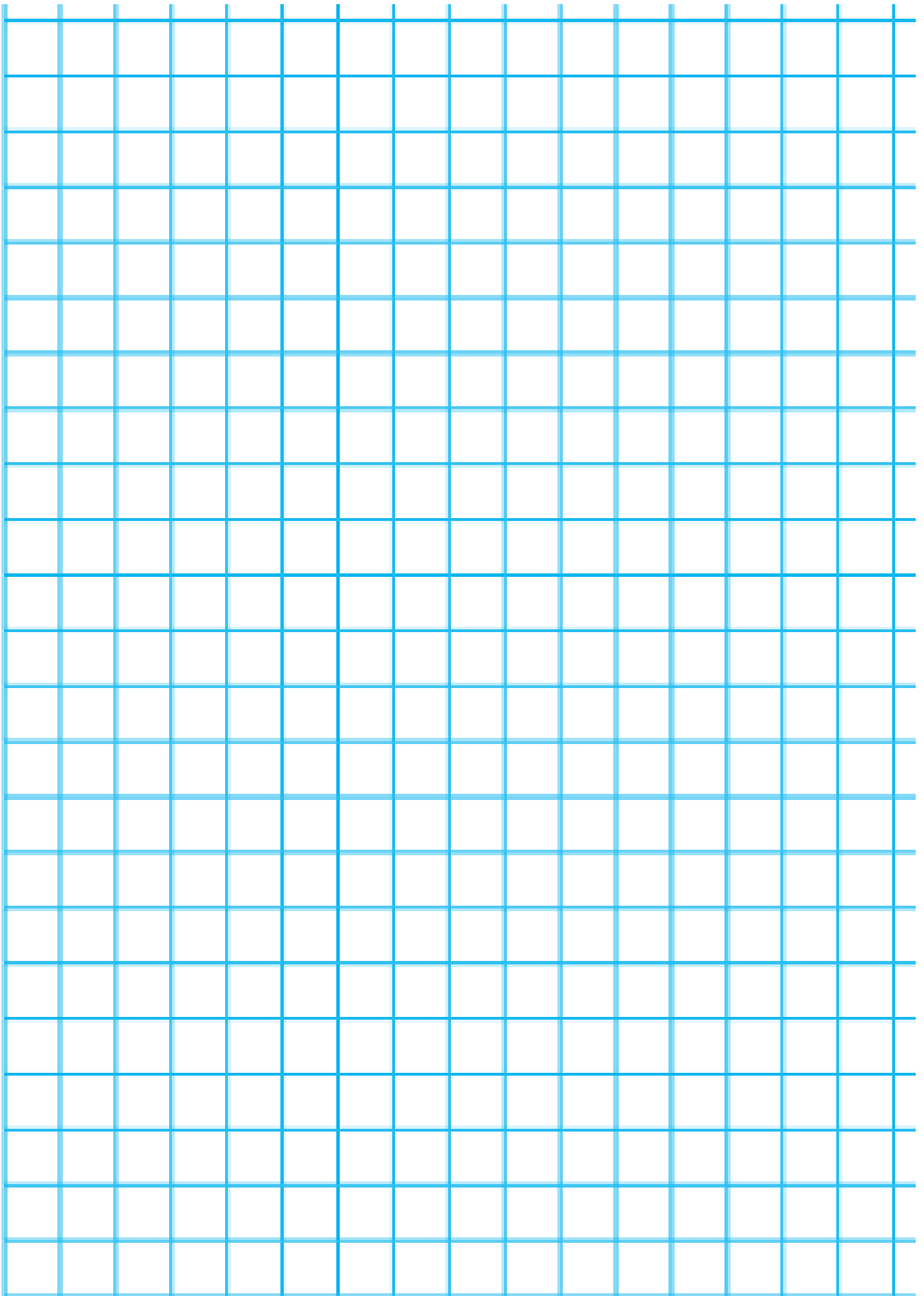
$18 - 8$

$11 - 7$



$11 - 4$

Is Whitney correct? Explain how you know.



## Day 7 - Literacy

WALT: Plan a story.

Today's on-line lesson will focus on planning our own story based on 'Alfie's Star'.

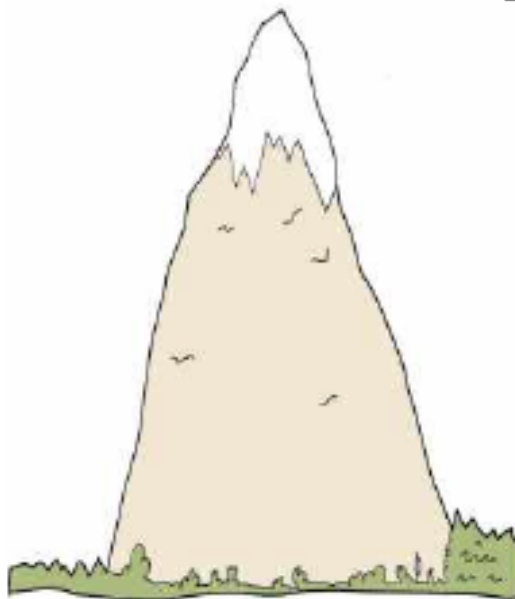
Use the five-part story planner to help you plan your own story. First, decide on your main character (it could be you). Then, choose three animals that will find the star and decide what they will do with it.

1<sup>st</sup> animal and what they did with the star  
First, ...  
—

2<sup>nd</sup> animal and what they did with the star  
Next, ...

3<sup>rd</sup> animal and what they did with the star  
After that, ...

Once upon a time, ...  
Put your main character's name here:  
—



Finally, ...

## Day 8 - Mathematics

WALT: Add and subtract multiples of 10.

Today's on-line lesson will focus on adding and subtracting multiples of 10 to and from 2-digit numbers.

1. $30 + 10 =$ _____ $35 + 10 =$ _____ $37 + 10 =$ _____ $38 + 10 =$ _____	2. $20 + 30 =$ _____ $25 + 30 =$ _____ $26 + 30 =$ _____ $29 + 30 =$ _____
3. $10 + 20 =$ _____ $16 + 20 =$ _____ $17 + 20 =$ _____ $19 + 20 =$ _____	4. $40 + 50 =$ _____ $43 + 50 =$ _____ $44 + 50 =$ _____ $48 + 50 =$ _____
5. $50 + 30 =$ _____ $54 + 30 =$ _____ $55 + 30 =$ _____ $58 + 30 =$ _____	6. $20 + 60 =$ _____ $25 + 60 =$ _____ $27 + 60 =$ _____ $28 + 60 =$ _____
7. $60 + 20 =$ _____ $61 + 20 =$ _____ $64 + 20 =$ _____ $68 + 20 =$ _____	8. $70 + 20 =$ _____ $72 + 20 =$ _____ $74 + 20 =$ _____ $78 + 20 =$ _____
9. _____ + 40 = 70 _____ + 40 = 71 _____ + 40 = 74 _____ + 40 = 77	10. _____ + 60 = 90 _____ + 60 = 93 _____ + 60 = 96 _____ + 60 = 99

$20 - 10 = \underline{\hspace{2cm}}$

$30 - 10 = \underline{\hspace{2cm}}$

$60 - 10 = \underline{\hspace{2cm}}$

$70 - 10 = \underline{\hspace{2cm}}$

$21 - 20 = \underline{\hspace{2cm}}$

$41 - 20 = \underline{\hspace{2cm}}$

$51 - 20 = \underline{\hspace{2cm}}$

$71 - 20 = \underline{\hspace{2cm}}$

$37 - 10 = \underline{\hspace{2cm}}$

$57 - 10 = \underline{\hspace{2cm}}$

$87 - 10 = \underline{\hspace{2cm}}$

$97 - 10 = \underline{\hspace{2cm}}$

$39 - 30 = \underline{\hspace{2cm}}$

$59 - 30 = \underline{\hspace{2cm}}$

$79 - 30 = \underline{\hspace{2cm}}$

$89 - 30 = \underline{\hspace{2cm}}$

$43 - 40 = \underline{\hspace{2cm}}$

$53 - 40 = \underline{\hspace{2cm}}$

$73 - 40 = \underline{\hspace{2cm}}$

$93 - 40 = \underline{\hspace{2cm}}$

$62 - 60 = \underline{\hspace{2cm}}$

$72 - 60 = \underline{\hspace{2cm}}$

$82 - 60 = \underline{\hspace{2cm}}$

$92 - 60 = \underline{\hspace{2cm}}$

$25 - 20 = \underline{\hspace{2cm}}$

$35 - 20 = \underline{\hspace{2cm}}$

$45 - 20 = \underline{\hspace{2cm}}$

$85 - 20 = \underline{\hspace{2cm}}$

$59 - 50 = \underline{\hspace{2cm}}$

$69 - 50 = \underline{\hspace{2cm}}$

$79 - 50 = \underline{\hspace{2cm}}$

$99 - 50 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} - 10 = 7$

$\underline{\hspace{2cm}} - 10 = 27$

$\underline{\hspace{2cm}} - 10 = 37$

$\underline{\hspace{2cm}} - 10 = 77$

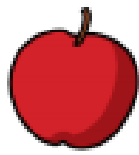
$\underline{\hspace{2cm}} - 40 = 11$

$\underline{\hspace{2cm}} - 40 = 21$

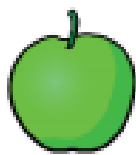
$\underline{\hspace{2cm}} - 40 = 31$

$\underline{\hspace{2cm}} - 40 = 51$

# SALE



15 p



22 p



35 p



68 p

The cost of each piece of fruit is reduced by 10 p.

What are the new prices?

---

Mo says,



I know that 10 more than 72 is 82 because I only have to look at the tens digit.

Is he correct?

Explain your reasoning.

