

# Stage 2 PROMPT sheet

## 1 Know the 2, 5, 10 times tables

0	x	2	=	0
1	x	2	=	2
2	x	2	=	4
3	x	2	=	6
4	x	2	=	8
5	x	2	=	10
6	x	2	=	12
7	x	2	=	14
8	x	2	=	16
9	x	2	=	18
10	x	2	=	20
11	x	2	=	22
12	x	2	=	24

0	x	5	=	0
1	x	5	=	5
2	x	5	=	10
3	x	5	=	15
4	x	5	=	20
5	x	5	=	25
6	x	5	=	30
7	x	5	=	35
8	x	5	=	40
9	x	5	=	45
10	x	5	=	50
11	x	5	=	55
12	x	5	=	60

0	x	10	=	0
1	x	10	=	10
2	x	10	=	20
3	x	10	=	30
4	x	10	=	40
5	x	10	=	50
6	x	10	=	60
7	x	10	=	70
8	x	10	=	80
9	x	10	=	90
10	x	10	=	100
11	x	10	=	110
12	x	10	=	120

## 2 Count in steps of 2, 3, and 5 from 0

0 2 4 6 8 10...

...10 8 6 4 2 0

## 3 Count forward or backwards in 10s from any given number

tens	ones
3	7

Counting up in tens this digit changes:

37 47 57 67 77 87

## 4 Place value

tens	ones
2	8

28 means 2 tens and 8 ones  
20 and 8

Partition numbers into other combinations of tens and ones. E.g.

28
2 tens and 8 ones
1 ten and 18 ones
0 tens and 28 ones

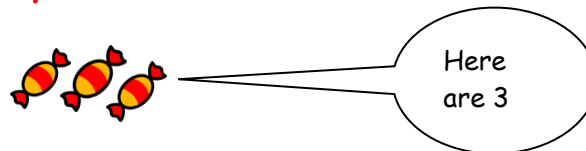
## 5 Recognise common number patterns without counting



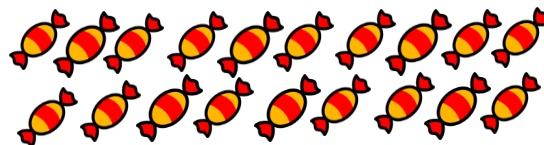
E.g. Child can say the number on the dice without counting the dots.

## 6 Estimate numbers

**Eyeball estimate**

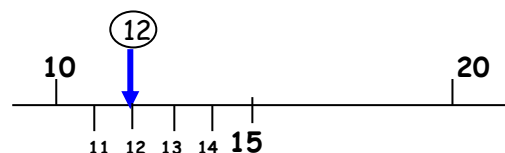
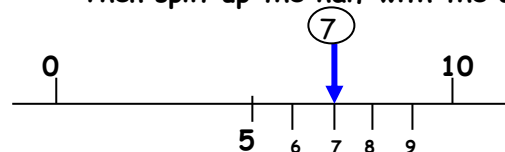


How can you use this to estimate larger amounts



**Estimate on a number line**

Fill in the half way number first  
Then split up the half with the arrow



## 7 Order numbers

Ten	Ones
3	7
3	2
7	6
3	1











Begin at the tens and compare what each digit is worth.

It is clear that 76 is the biggest number because it has the most tens.

When the tens are the same, move to the ones and compare.

**Answer:** 76 37 32 31

## 8 Compare and order amounts of money

Ten	Ones	Written value
		37p
		32p
		76p
		31p



Begin at the tens and compare what the total value of the tens is for each amount.

76p is the biggest number because it has the most 10ps.

When the tens are the same, move to the ones (pence) and compare.

**Answer:** 76p 37p 32p 31p

## 9 Inequality symbols



We say: 9 is greater than 5

We write: 9 > 5

We say 5 is less than 9

We write: 5 < 9

## 10 Numbers in figures and words

1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten

11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen

20	twenty
21	twenty one
22	twenty two
23	twenty three
24	twenty four
25	twenty five
26	twenty six
27	twenty seven
28	twenty eight
29	twenty nine

30	thirty
40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety
100	one hundred

## 11 Addition & subtraction problems

### Words to talk about ADDITION

altogether

sum of

total

plus

### Words to talk about SUBTRACTION

take away

how many left?

difference

how many more?

how many less?

gives

leaves

takes

### 12 Addition facts to 10 - know these off by heart




●	●	●	●	●	●	●	●	●	10
1	●	●	●	●	●	●	●	●	9
●	2	●	●	●	●	●	●	●	8
●	●	3	●	●	●	●	●	●	7
●	●	●	4	●	●	●	●	●	6
●	●	●	●	5	●	●	●	●	5
●	●	●	●	●	6	●	●	●	4
●	●	●	●	●	●	7	●	●	3
●	●	●	●	●	●	●	8	●	2
●	●	●	●	●	●	●	●	9	1

0 + 10	1 + 9	2 + 8	3 + 7	4 + 6
10 + 0	9 + 1	8 + 2	7 + 3	6 + 4
		5 + 5		




### 13 Addition facts to 20

10 + 10	11 + 9	12 + 8	13 + 7	14 + 6
15 + 5	16 + 4	17 + 3	18 + 2	19 + 1
		20 + 0		




### 14 Subtraction is the inverse of addition

 +  = 

3 + 2 = 5



 -  = 

5 - 2 = 3



 -  = 

5 - 3 = 2



### 15 Using addition & subtraction facts

 +  = 28
   
 $20 + 8 = 28$ 
  



20
8
28

 -  = 25
   
 $28 - 3 = 25$ 
  

28
3
25

 -  = 18
   
 $28 - 10 = 18$ 
  

28
10
18

 -  = 15
   
 $28 - 13 = 15$ 
  

28
13
15

### 16 Add & subtract rules

7 + 3 = 10 is the same as 3 + 7



10 - 7 = 3 is NOT the same as 7 - 10



## 17 Add & subtract family facts

$$\begin{array}{c} 13 + 7 = 20 \\ \swarrow \quad \searrow \\ 20 - 13 = 7 \quad 20 - 7 = 13 \end{array}$$

## 18 Odd & even numbers

**Even numbers** - can be grouped into pairs



Tip - the last digit always 0 2 4 6 8  
(even numbers are in the 2x table!)

**Odd numbers** - when grouped into pairs has 1 left over (odd one out).



Tip - the last digit always 1 3 5 7 9

## 19 Multiply & divide

Words to talk about MULTIPLICATION x

times

product

double

triple

Groups of

Lots of

Words to talk about DIVISION ÷

share

split

Divided by

Share equally

Division answers the question 'how many groups can you make from a number.'

## 20 What the EQUALS symbol means?

the same as

balance

is equal to

## 21 Multiply & divide rules

$7 \times 5 = 35$  is the same as  $5 \times 7$



$35 \div 7 = 5$  is NOT the same as  $7 \div 35$



## 22 Multiply and divide family facts

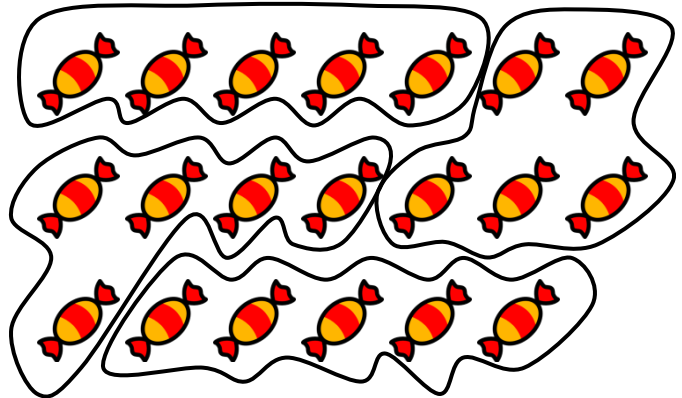
$$\begin{array}{c} 7 \times 5 = 35 \\ \swarrow \quad \searrow \\ 35 \div 5 = 7 \quad 35 \div 7 = 5 \end{array}$$

## 23 Using division

Here are 20 sweets to share between 4 children. How many sweets does each child get?

Divide them up into 4 **equals** groups. Count how many sweets are in each group.

We use the word group in practical maths.



**Answer:**  $20 \div 4 = 5$

Each child will get 5 sweets each. I've divided them equally into 4 groups of 5.

## 24 Using multiplication (Repeated addition)



Here are 3 footballers.  
How many legs do they have altogether?

Addition sentence $2 + 2 + 2 = 6$	Multiplication sentence $3 \times 2 = 6$
--------------------------------------	---

**Repeated addition is the same as multiplication**

Here is an example to show how repeated addition and multiplication are the same:

Addition sentence	Multiplication sentence
$5 + 5 + 5 + 5 = 20$	$4 \times 5 = 20$
$10 + 10 + 10 = 30$	$3 \times 10 = 30$

## 25 Repeated subtraction (Division)

Repeated subtraction is the same as division

1.  $15 - 3 = 12$
2.  $12 - 3 = 9$
3.  $9 - 3 = 6$
4.  $6 - 3 = 3$
5.  $3 - 3 = 0$

This is the same as  
 $15 \div 3 = 5$

Because 3 has been subtracted 5 times to get to 0

Subtraction sentence $15 - 3 - 3 - 3 - 3 - 3 = 0$	Division sentence $15 \div 3 = 5$
--	--------------------------------------

## 26 Fractions

**To work out a half**

Split into two equal parts

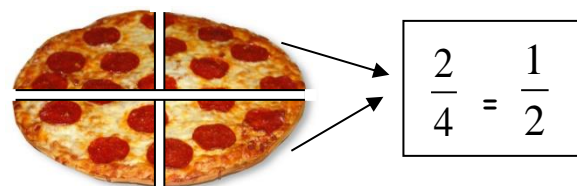


$$10 \text{ sweets} \div 2 = 5 \text{ sweets}$$

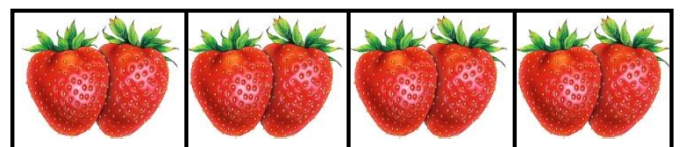
$$\text{OR } \frac{1}{2} \text{ of } 10 = 10 \div 2 = 5$$

**To work out a quarter**

Split into four equal parts



Two quarters and one half are the same (equal)



$$8 \text{ strawberries} \div 4 = 2 \text{ strawberries}$$

$$\text{OR } \frac{1}{4} \text{ of } 8 = 8 \div 4 = 2$$

$\frac{1}{2}$  is the same as saying 1 out of 2

$\frac{1}{4}$  is the same as saying 1 out of 4

## 27 Units of measure

**METRIC units of length are:**

Millimetre (mm)



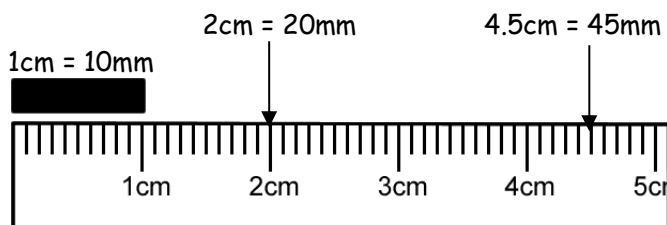
Centimetre (cm)



Metre (m)



Kilometre (km)



A big stride is about a metre



Distance to Dublin is measured in kilometres



**METRIC units of mass are:**

Gram (g)



Kilogram (kg)

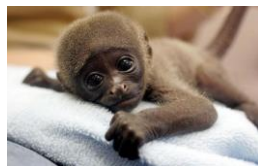


1 kilogram(kg) = 1000grams(g)

An apple weighs 150grams



Baby chimp weighs 3kg



**METRIC units of capacity (liquids) are:**

Millilitre (ml)



Centilitre (cl)



Litre (l)

A medicine spoon holds 5ml



A 5-litre bucket

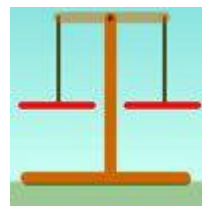


Fuel for the car is measured in litres



## 28 Compare units of measure

Think of the units of mass then order:



a bar of chocolate  
your teacher  
a blown-up balloon  
a loaf of bread

**Answer:** A blown-up balloon < a bar of chocolate < a loaf of bread < your teacher

OR

**Answer:** your teacher > a loaf of bread > a bar of chocolate > a blown up balloon

Think of the units of length used, then order:

How high you can jump in the air?  
How far you can kick a football?  
How far you can run in  $\frac{1}{2}$  minute?  
Length of a bug?

**Answer:** Length of a bug < how high you could jump in the air < how far you can kick a football < how far you can run in half a minute

OR

**Answer:** how far you can run in half a minute > how far you can kick a football > how high you could jump in the air > Length of a bug

## 29 Money

To write amounts of money in different ways

£3 or £3.00

50p or £0.50

£3.50 or 350p **BUT never £3.50p or £3.5**



### Writing value of coins

1p or £0.01

2p or £0.02

5p or £0.05

10p or £0.10

20p or £0.20

50p or £0.50

£1 or £1.00

£2 or £2.00

## 30 Using money

To add amounts of money always start with biggest **value** coins first.



$$10p + 5p + 2p + 1p = 18p$$

To find change using counting on (addition) method. Applying number bonds to 10.

You have 50p to spend and you buy an apple for 42p. How much change will you have left?

42 count on 8 (2+8=10).to get to 50p.

To find change using subtraction method

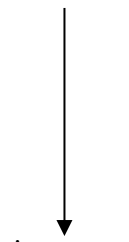
£1 - 56p (50p+6p)

£1 - 50p = 50p

50p - 6p = 44p

## 31 Sequence of time

Smallest



Largest

Second(s)

Minute(min)

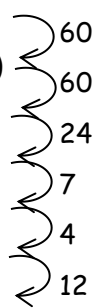
Hour(h)

Day

Week

Month

Year



60 seconds = 1 minute

60 minutes = 1 hour

24 hours = 1 day

7 days = 1 week

4 weeks = 1 month

12 months = 1 year

52 weeks = 1 year

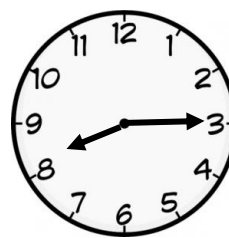
365 days = 1 year

## 32 Telling the time

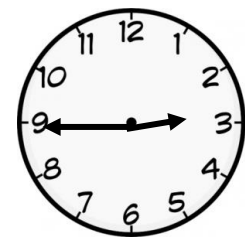
The long hand is called the MINUTE hand.

The short hand is called the HOUR hand.

In Year 1, children need to be able to read **o'clock** and **half past** times. In year 2, they now need to be able to read **quarter past** and **quarter to**. They also need to be able to draw the hands in the correct position.



Quarter Past 8  
8:15



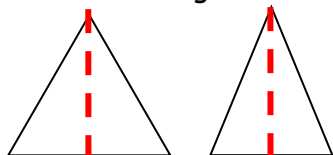
Quarter to 3  
2.45

### 33 Properties of 2D shapes

These are 2D shapes because they have **length and height**. They are also **flat**.

#### Line of Symmetry

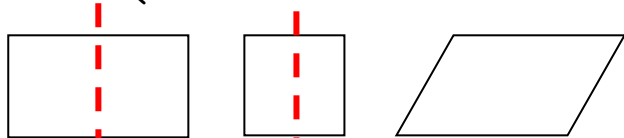
3 sides - Triangles



equilateral

isosceles

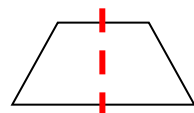
4 sides - Quadrilaterals



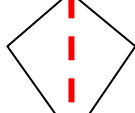
rectangle

square

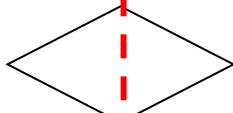
parallelogram



trapezium



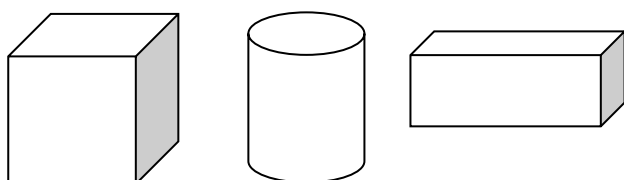
kite



rhombus

### 34 Properties of 3D shapes

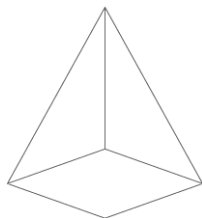
These are 3D shapes because they have **length, height and depth**. They are a **solid** shape.



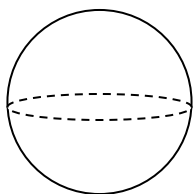
cube

cylinder

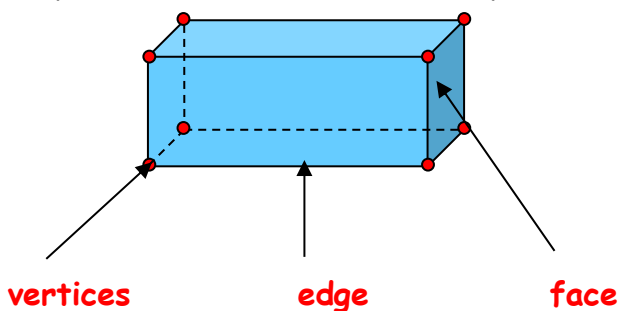
cuboid



Pyramid



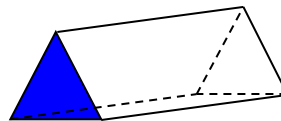
sphere



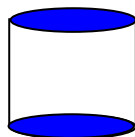
### 35 Identifying face shapes



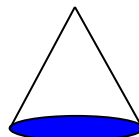
6 faces - all rectangles



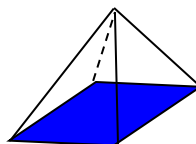
5 faces - 2 triangles  
- 3 rectangles



3 faces - 2 circles  
- 1 curved surface



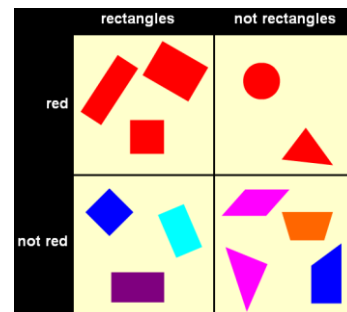
2 faces - 1 circle  
- 1 curved surface



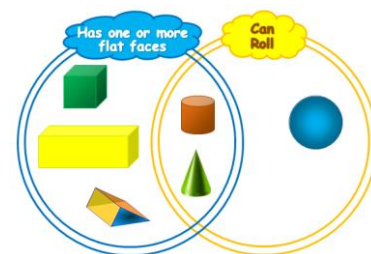
5 faces - 1 rectangle  
- 4 triangles

### 36 Sort 2D shapes and 3D shapes

Carroll diagram



Venn diagram





### 37 Sequencing and reasoning

Make these shapes into a pattern



What will the next shape be in the pattern?  
Explain how you know.

What will the 15<sup>th</sup> shape be?

If my pattern was 20 shapes long, how many squares would be in my pattern?

### 38 Describe position, direction & movement

FORWARDS



BACKWARDS



LEFT



RIGHT



ANTICLOCKWISE



CLOCKWISE



Clockwise (1 right angle)  
or  $\frac{1}{4}$  turn



Anticlockwise (1 right angle)  
or  $\frac{1}{4}$  turn

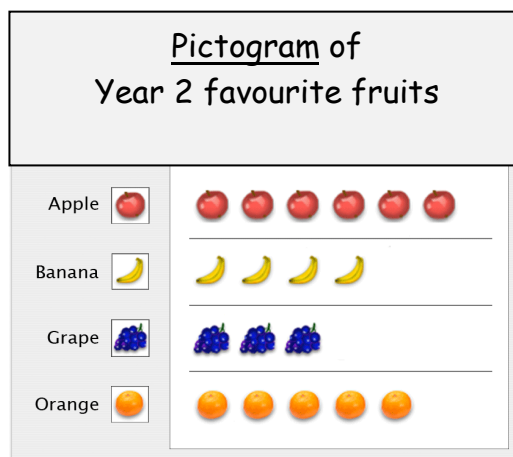


Half turn (2 right angles)

### 39 Tables and graphs

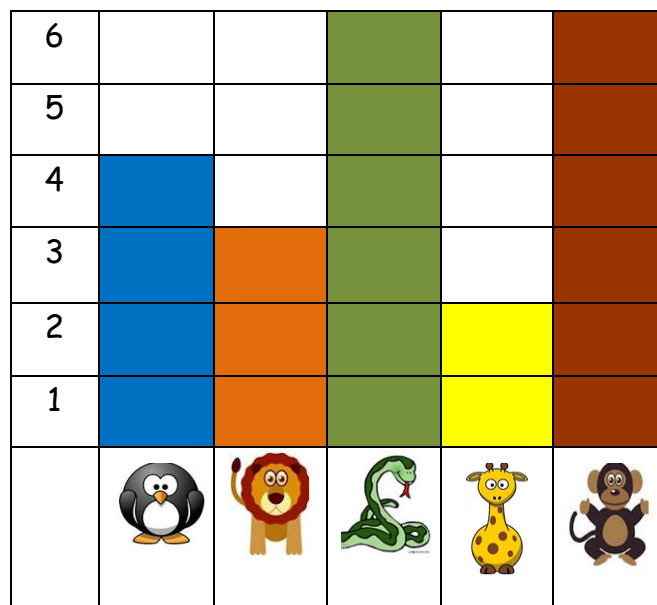
Different ways of representing data.

#### Pictogram



#### Block graph

The table shows the number of animals in the zoo.



#### Tally chart

This chart shows the number of animals in the zoo.

Animal	Tally	Number of animals (frequency)
Penguin	IIII	4
Lion	III	3
Snake	IIII I	6
Giraffe	II	2
Monkey	IIII I	6

## **40 Questions about tables and graphs**

Example:

Questions about 'Animals in the zoo'

1. How many animals are there altogether?
2. How many more monkeys are there than lions?
3. What animal is there least of?
4. How many giraffes and snakes are there altogether?
5. How many 4-legged animals are there?