## Year 2 Task:

**Objective:** Identify, represent and estimate numbers using different representations including the number line.

This task can be done either on paper, or, if you have room, you could find a space and do it in a space on the floor or in the garden. Wherever you do this task, you are going to be placing numbers on a number line. If you are working on paper, draw a line on your paper.
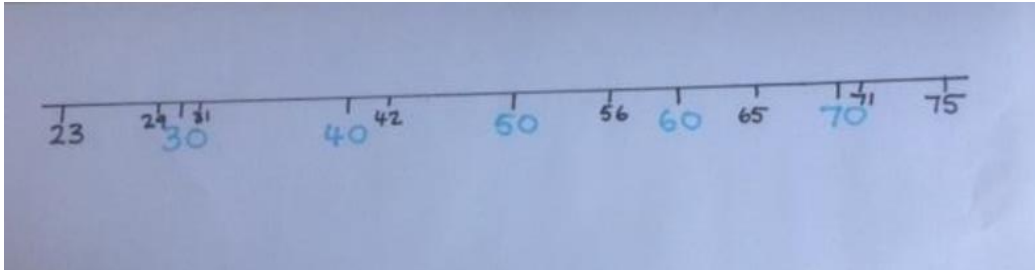
The number at the start of your number line is 23. If you are working on paper, write this at the start of your number line. If you are working on the floor or in the garden, write 23 on a piece of paper and place it where your number line will start.

The number at the end of your number line is 75. If you are working on paper, write this at the end of your number line. On the floor or outside, place 75 at the other end of your imaginary number line.

This is what you need to do now:

- Place the multiples of ten where you think they would go (write these in a different colour)
- Place 42, 65 and 31 on your number line
- Choose 3 more number that could be on your number line and put them in the right place.
- Talk to someone else about whether they think you have placed the numbers correctly

HIAS HOME LEARNING

**Worked example;**

**Variation:**

This task can be changed and varied for different children, dependent upon their understanding of the number system and where they need the most practice to become more confident.

(You can also suggest to parents that, if they have children of different ages that they are working with, they can give appropriate ranges of numbers for all of them. For example, Year 3 pupils could work with a part of the number system up to 1000, Year 4 pupils up to 10,000, Year 5 and 6 pupils could place decimals and fractions on a part of a number line. Children from Year 2 could place fractional steps of halves, quarters and thirds on a number line.)

- Choose more numbers to place on your number line
- Decide on different numbers to place at the start and the end of your number lines
- Place the multiples of ten on the number line
- Place multiples of 5 on a number line
- Chose three more number to place on your number line
- Talk to someone else about whether they think you have placed the numbers correctly