

A guide to SAT's style questions for Year 2.

2

$$3 + 12 =$$

For this question, encourage children to count on from the larger number of the 2 which is 12.

3

$$\square + 2 = 10$$

Say to your child *something* add 2 = 10. So they already have 2, how many more do they need to make 10?

Alternatively, they can use the inverse (opposite) method- 10 subtract/ take-away 2 = __

4

$$4 + 2 + 6 =$$

Children must add all 3 numbers to find the answer. A quick method- ask children if there is a number bond to 10 here, $4+6=10$ & then $10+2=12$.

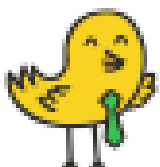
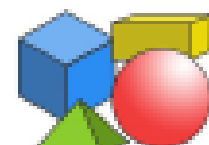
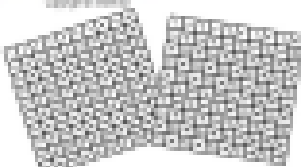
7

$$36 + 10 =$$

8

$$48 - 10 =$$

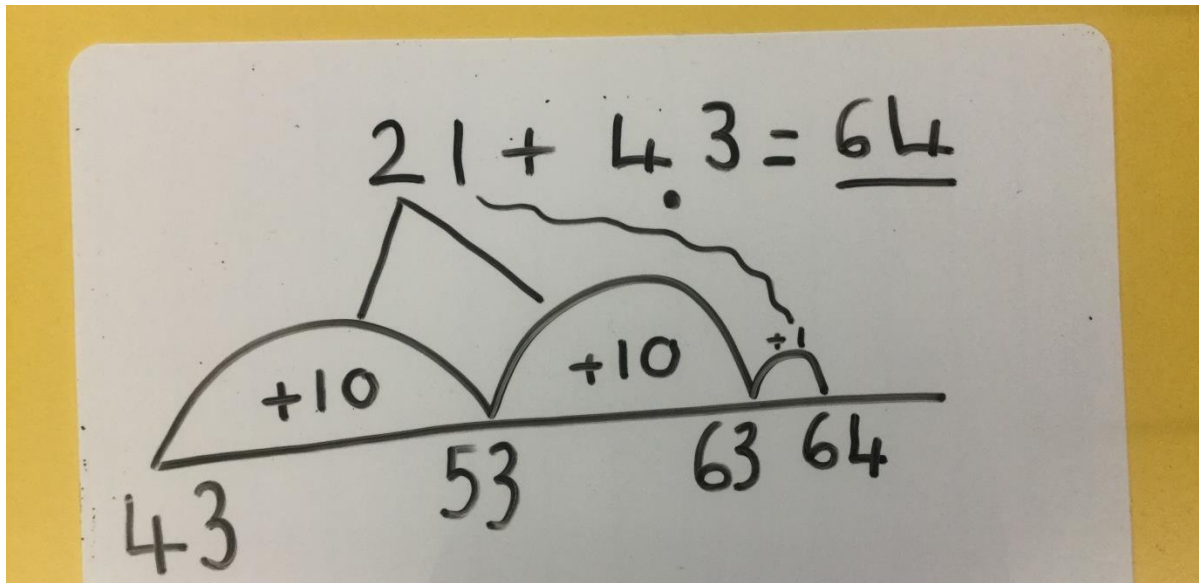
Children should be able to count on and backwards in 10's from any number. Remind children that the ones column always remains the same as when adding ten, you are adding 0 ones (formerly units). Regularly get children to count on and back in 10's from any number. 2,12,22,32



17

$$21 + 43 =$$

To find the answer to this question, children should draw a blank numberline. There will always be space for them to draw out their method in the SAT's booklets.



Start with the largest number of the 2, that way you have less to add on.

Work out how many tens jumps you need.

Work out how many ones jumps you need.

Add 10 each time you 'land' after a large jump. (This is why children knowing how to count in tens is essential).

Add the ones and then finally you will have your answer.

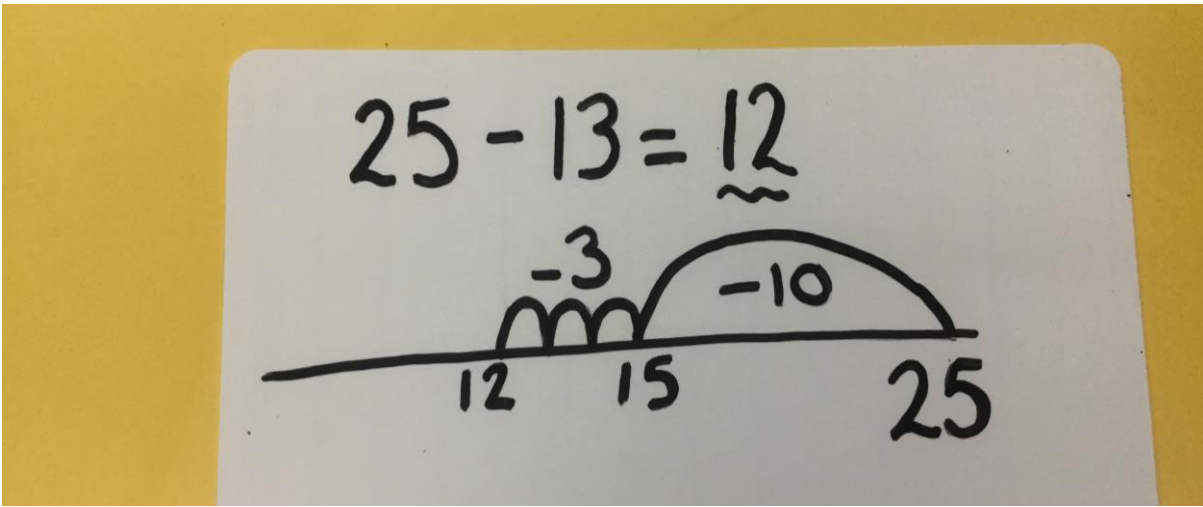
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13

$25 - 13 =$



When subtracting using the blank numberline, children must start at the opposite end of the numberline. Again, identify how many jumps of tens and how many jumps of ones you need.

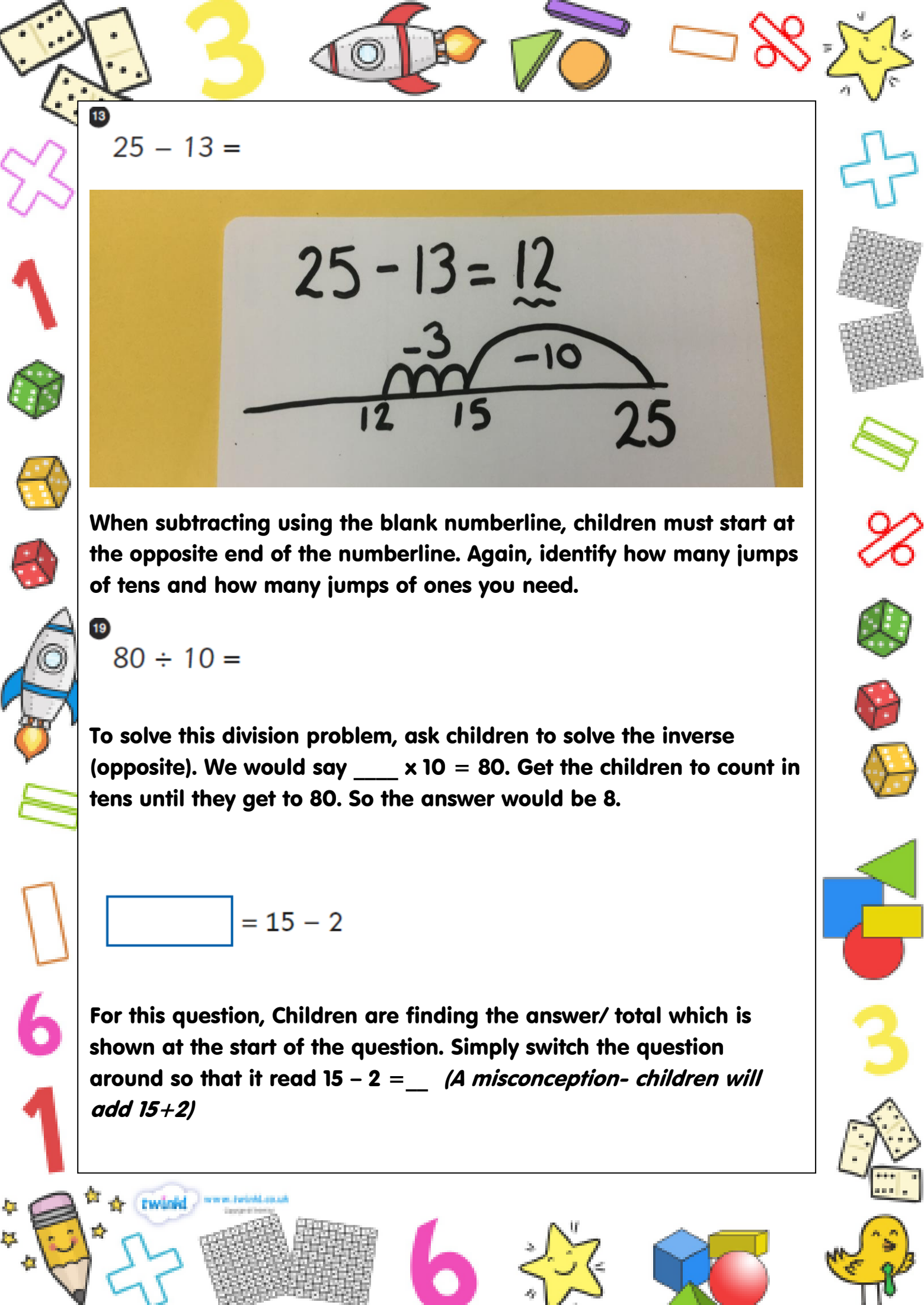
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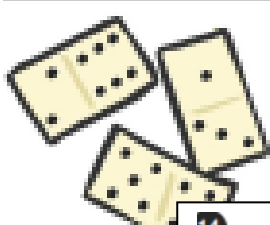
$80 \div 10 =$

To solve this division problem, ask children to solve the inverse (opposite). We would say $___ \times 10 = 80$. Get the children to count in tens until they get to 80. So the answer would be 8.

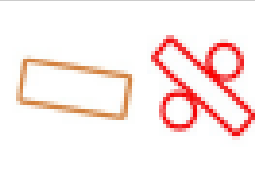
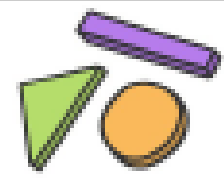
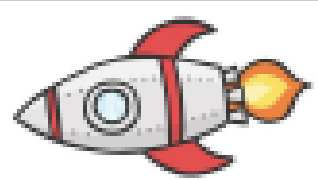
= $15 - 2$

For this question, Children are finding the answer/ total which is shown at the start of the question. Simply switch the question around so that it read $15 - 2 = ___$ (A misconception- children will add $15+2$)





3



14

$\frac{1}{2}$ of 12 =

Children need to draw a circle and split it into 2. They will share out 12 sweets to see how many sweets are in 1 section (half).

Children expected to solve $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{3}$ & $\frac{3}{4}$ of an amount.

Example - $\frac{1}{2}$ of 8 = 4



Example - $\frac{1}{4}$ of 16 = 4

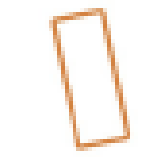
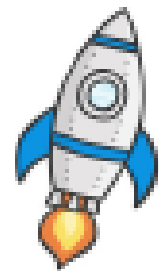


$20 + 30 + 50 =$

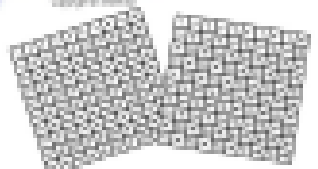
Again, children must count in tens, not forgetting to only add 2 of the numbers.

$6 \times 2 =$

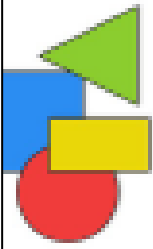
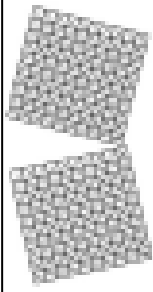
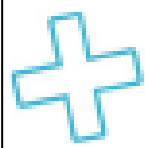
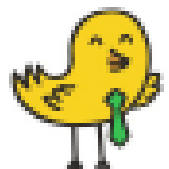
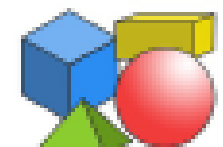
Children must know their multiplication facts for the 2, 3, 5 & 10 times tables. As a reminder, we would say to children to put up 6 fingers and then count in 2s to get to the answer of 12.



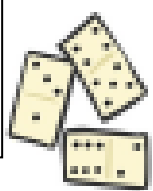
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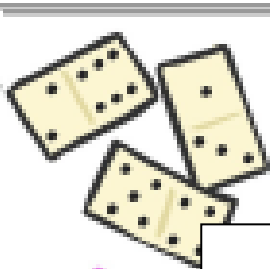


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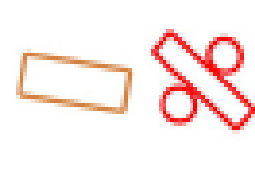
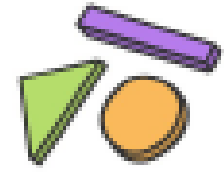
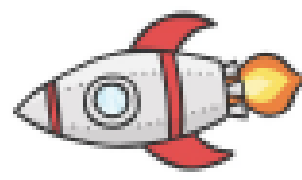


3





3



$$3 + \boxed{} + 6 = 16$$

Children first need to identify that $3 + 6 = 9$.

So then $9 + \underline{\quad} = 16 = 7$

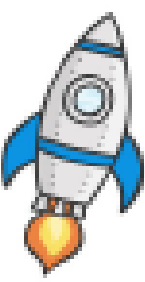


$$97 + 5 = \boxed{}$$

Children are also expected to bridge 100.

Children should be able to write numbers larger than 100.

E.g. One hundred and 20 is written like 120, not 10020.



23 Write the missing number to make this number sentence correct.

$$9 + 7 - \boxed{} = 12$$

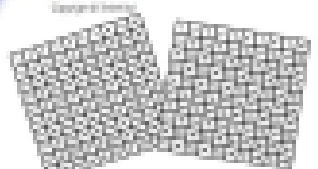
Here, children need to work out that $9 + 7 = 16$.

The question then becomes $16 - \underline{\quad} = 12$.

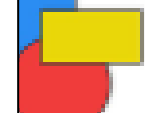
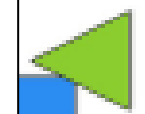
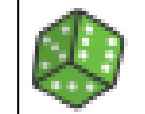
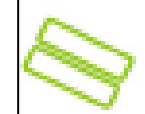
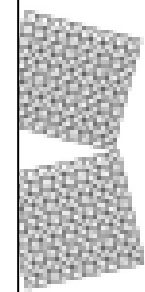
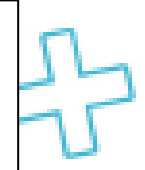
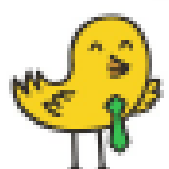
A misconception- children will just write 16 in the box.



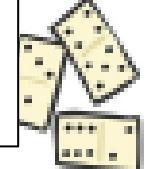
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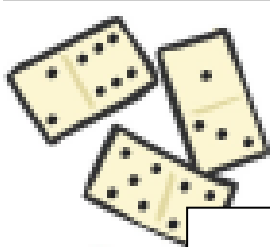


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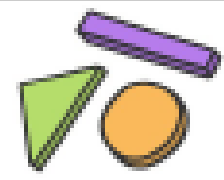
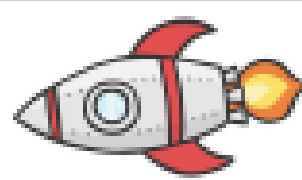


3





3



18 Write six **different** numbers to make these sums correct.

+ = 27

+ = 27

+ = 27

Children are expected to make these sums correct by selecting appropriate numbers. The easiest way to solve the first one could be $26 + 1 = 27$, then work in a systematic way $2 + 2 = 27$, $24 + 3 = 27$ etc.

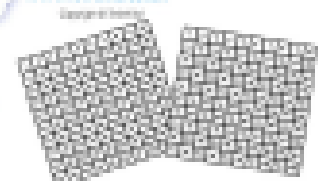
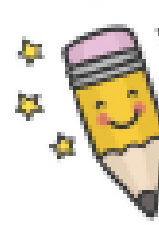
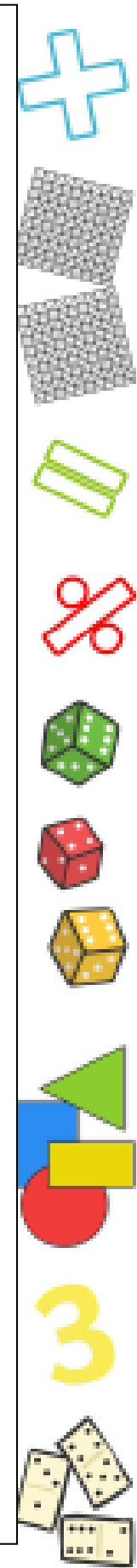
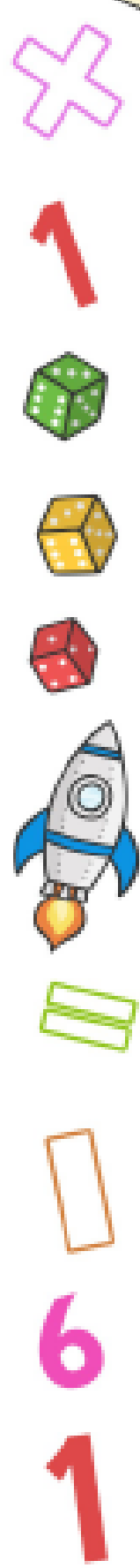
28 There are 55 cakes.
20 boys and 19 girls each take a cake.
How many cakes are left?



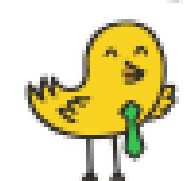
Show your working

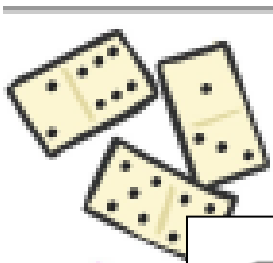
cakes

Children would be expected to use the blank numberline to solve this.

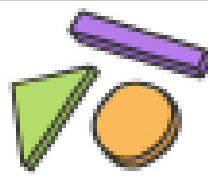
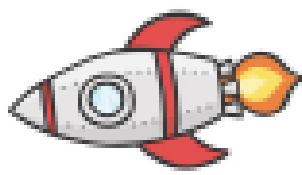


6





3



25 Complete these sums.

One is done for you.

$$\boxed{3} + \boxed{7} = \boxed{10}$$

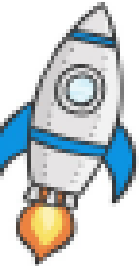
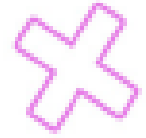
$$\boxed{33} + \boxed{} = \boxed{40}$$

$$\boxed{} + \boxed{7} = \boxed{80}$$

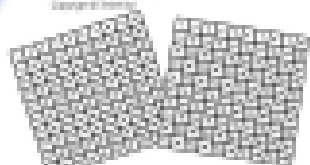
Children should see patterns in numbers & bonds. E.g. 3 + 7 is always 10 so 13 + 7 is always 20 & 23 + 7 is always 30 etc.

$\boxed{20 + 8}$	$\boxed{30 + 28}$
$\boxed{50 + 8}$	$\boxed{70 + 18}$
$\boxed{80 + 8}$	$\boxed{10 + 18}$
$\boxed{90 + 8}$	$\boxed{50 + 48}$

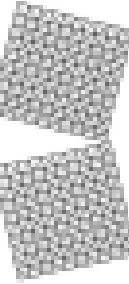
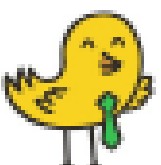
First, children need to write the answer to each sum next to the question to allow them to work out which ones have the same answers. It is essential for your child to count in tens and ones.



6

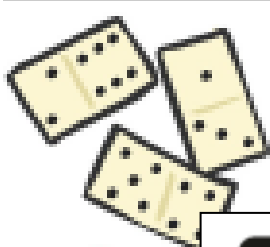


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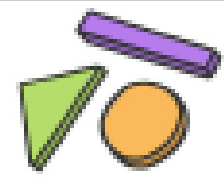
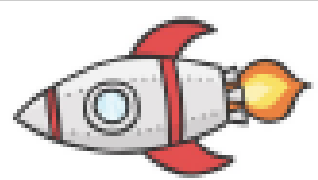


3





3



29 Here are some signs.



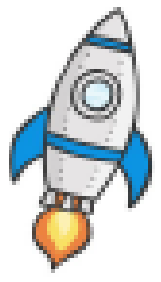
Write the correct sign in each box.

$$10 + 5 \quad \square \quad 10 \times 5$$

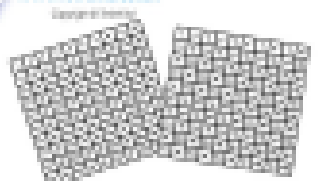
$$2 \times 6 \quad \square \quad 6 + 6$$

Children should be very familiar with the greater than, less than & equals symbols. Here the children need to work out the answers to each side of the equation before selecting the correct symbol.

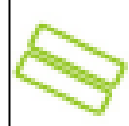
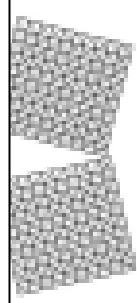
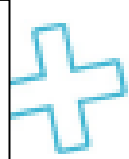
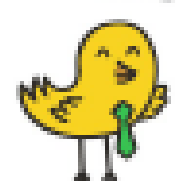
Remind your children that 'Charlie Croc' always eats the biggest number!



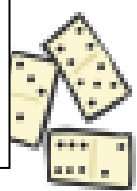
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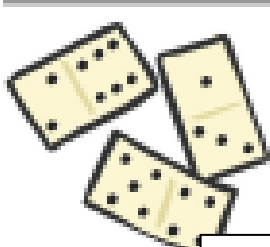


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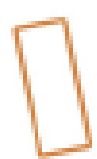
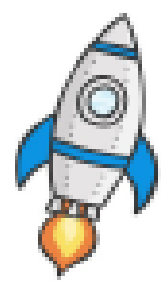
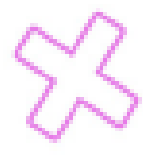
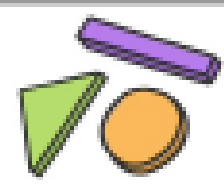
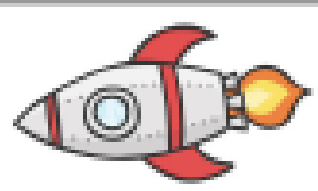


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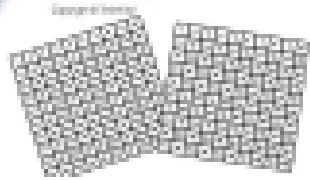




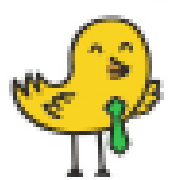
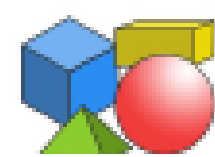
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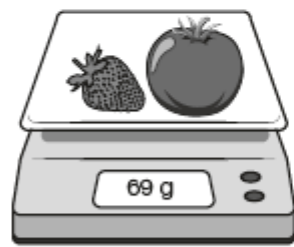
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31 The strawberry weighs 24 grams.



The strawberry and tomato together weigh 69 grams.



What does the tomato weigh?

_____ g

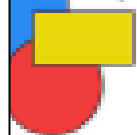
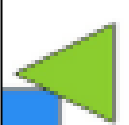
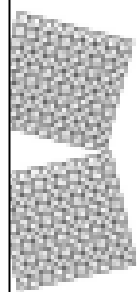
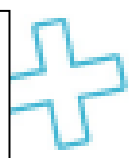
Children would be expected to use a blank numberline to subtract the weight of the strawberry to solve how much the tomato weighs.

$$\square + \square + \square = 19$$

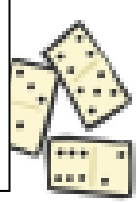
Start off with a fairly big number (at least 2 less than 19).

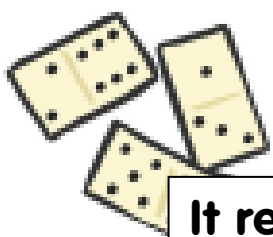
The 3 numbers must not exceed 19.

E.g. $17 + 1 + 1 =$ $10 + 5 + 4 =$ $16 + 2 + 1 =$

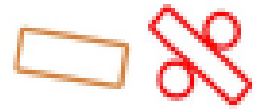
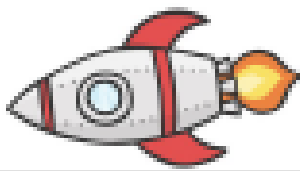


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It really is a very important time in your child's learning journey.

The SAT's tests are quickly approaching and we want to ensure that your child is fully ready to sit these exams. Your child needs to be aware of the skills required during these tests.

We would appreciate if you could spend some time with your child reviewing these methods. All of the questions in this guide are examples from the weekly homework sheets and past SATs tests.

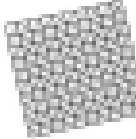
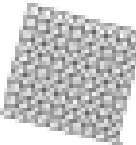
You can tailor you own questions based around these by simply changing digits in the sums.

Also, feel free to look online for resources by searching for KS1 past SAT's papers.

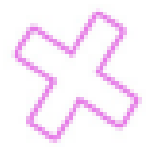
Your support, on top of daily school maths lessons and weekly homework would be greatly received and most importantly, it will have a huge impact on the most important person- your child!

Repetition of these strategies does improve confidence, as witnessed with previous cohorts.

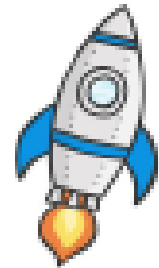
Thanks again, Team Year 2.



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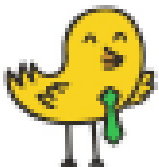
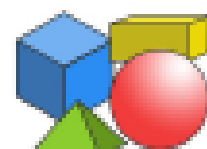


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