

Mathematics Medium Term Plan

Year 2 Autumn Term Unit 1 Place Value

Focus: Number/Place Value

Time: 4 weeks

Times Tables 1NF-1, 2MD-1

Count to 100 in 10s, Count in 2s and 5s

R2P: Check 1NPV-1, Check 1NPV-2, 2NPV-1, 2NPV-2

NC

Read and write numbers to at least 100 in numerals and words.

Recognise the place value of each digit in a two-digit number (tens and ones).

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

Compare and order number from 0 to 100; use $<$, $>$ and $=$ signs.

Use place value and number facts to solve problems.

Count in steps of 2, 3 and 5 from 0; and in tens from any number, forwards and backwards.

Concept Sequence

Numbers to 20. Write as words/numbers.

Count objects to 100 by making tens. Represent them in numerals not words yet. Represent numbers to 100 using a range of materials. Children should state how many tens and ones.

Recognise Tens and Ones – tens frames/dienes/images.

Place Value Charts – use concrete, pictorial and abstract to represent numbers.

Partition numbers to 100. Part-whole models.

Write numbers to 100 in words.

Flexible partitioning to 100. Aid to crossing tens later in year.

Write numbers to 100 in expanded form. Use symbols.

10s on a number line to 100.

10s and 1s on a number line to 100.

Estimate numbers on a number line. Locate intervals first.

Compare objects using vocabulary and symbols - more than/fewer than for quantity and for values, greater/less/equal to ($>$, $<$ and $=$).

Compare numbers using vocabulary and symbols - greater than, less than and equal to ($>$, $<$ and $=$). More/greater – numbers, most/greatest – sets. Write sentences – use concrete resources to justify answers.

Order objects and numbers. Most/fewest/least/greatest. Order from smallest/greatest. Use concrete or pictorial to justify answers. Use vocabulary smallest/greatest and symbols.

Count in 2s 5s 10s – don't always start at zero. Start from multiples of 2 and 5, but from any number with 10s.

Count forwards/backwards in 3s from any multiple. Look for patterns – use counting stick, number track and concrete representations.

Existing Vocabulary

Number, numeral

Zero, One, two three.....

None

How many...?

Count, count to/up to, count on, count on from, count on to, count back, count back from, count back to

Forwards/Backwards

Count in ones, tens

Equal to

Equivalent to

Is the same as

More, less

Most, least, many

Multiple of

Odd, even

Few, pattern, pair

Ones, tens, digit

The same number as, as many as

More, larger, bigger, greater

Fewer, smaller, less

Fewest, smallest, least

Most, biggest, largest, greatest

One more/less

Ten more/less

Compare, size, order

First, second.....

Last, last but one

Next, between, half-way between

Above, below



New Vocabulary

Hundreds

One-digit number

Two-digit number

Place, place value

Stands for

Represents

Exchange

Twenty-first, twenty-second.....

One hundred

Count in 3s

Tally

Sequence

Continue

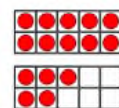
Predict

Rule

Greater than

Less than

Exact/exactly



Resources

Objects, Counters, Bead strings, straws, base 10, Dice, Dominoes, Number Track/Lines, Counting stick

Gordons Maths

Games, Mathematics,

TTRockstars

BBC Super Movers

<https://www.bbc.co.uk/teach/supermover/s/ks1-maths-collection/z6v4scw>

Planning Links

Power Maths, White Rose, Maths No Problem/Aspire Maths White Rose Scheme of Work:

<https://assets.whiterosemaths.com/new-schemes/Y2%20Autumn%20Block%201%20SOL%20Place%20value.pdf>