Number sense 2.4	Length of unit: **3 weeks**	Week beg:	Year: 2	Teacher:

Success criteria

Pupils can represent and explain how they know ten more and ten less than any given number and read, compare and record comparison of numbers up to 100.

Prior Learning:

Check that children can already

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words
- compare, describe and solve practical problems for:
  - lengths and heights [for example, long / short, longer / shorter, tall / short, double / half]
  - mass or weight [for example, heavy / light, heavier than, lighter than]
  - capacity / volume [for example, full / empty, more than, less than, half, half full, quarter]
  - time [for example, quicker, slower, earlier, later]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and know the value of different denominations of coins and notes
- measure and begin to record the following:
  - lengths and heights
  - mass / weight
  - capacity and volume
  - time (hours, minutes, seconds)

Resources

Maths vocabulary book

Using and Applying in every maths lesson

Assessment through guided maths

Think Maths!

Pitch and Expectations Y2

Models and Images

Overcoming Barriers to learning Level 1 to 2/Level 2 to 3

Securing Level 1/Level 2/Level 3

Guidance

Using materials and a range of representations, pupils practice counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency.

As they become more confident with numbers up to 100, pupils are introduced to larger numbers to develop further their recognition of patterns within the number system and represent then in different ways, including spatial representations.

Pupils should partition numbers in different ways (for example, 23 = 20 + 3 and 23 = 10 + 13) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two digit numbers.

They begin to understand zero as a place holder.

Learning objectives	**Pupil outcomes:**
Pupils should be taught to: Number and place value ● count in steps of 2 and 5 from 0 and in tens from any number, forward and backward ● recognise the place value of each digit in a two-digit number (tens, ones) ● identify, represent and estimate numbers using different representations, including the number line ● compare and order numbers from 0 up to 100; use <, > and = signs ● read and write numbers to at least 100 in numerals and in words ● use place value and number facts to solve problems Measurement ● compare and order lengths, mass, volume / capacity and record the results using >, < and = ● compare and sequence intervals of time Statistics ● ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.	I can choose some equipment to show and explain how I know ten more than 64 and use this to explain ten more than 364. I can choose some equipment to show and explain how I know ten less than 86 and use this to explain ten less than 486. I can record and order the weights 17g, 70g and 71g, using the symbols < or > to record the correct order and explain how I know.