

Number sense 2.11	Length of unit: 3 weeks	Week beg:	Year: 2	Teacher:
<p>Success criteria</p> <p>Pupils can measure in different contexts, choosing the appropriate unit and equipment and reading the scales to the nearest number.</p>	<p>Prior Learning:</p> <p>Check that children can already</p> <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● lengths and heights ● mass / weight ● capacity and volume ● time (hours, minutes, seconds) 		<p>Resources</p> <p>Maths vocabulary book</p> <p>Using and Applying in every maths lesson</p> <p>Assessment through guided maths</p> <p>Think Maths!</p> <p>Pitch and Expectations Y2</p> <p>Models and Images</p> <p>Overcoming Barriers to learning Level 1 to 2/Level 2 to 3</p> <p>Securing Level 1/Level 2/Level 3</p>	
<p>Guidance</p> <p>Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system.</p> <p>They use the appropriate language and record using standard abbreviations.</p> <p>Also see guidance from 2.1.</p>				

Learning objectives

Pupils should be taught to:

Number and place value

- count in steps of 2, 3 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

- choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kg / g); temperature ($^{\circ}$ C); capacity (litres / ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume / capacity and record the results using $>$, $<$ and $=$
- compare and sequence intervals of time

Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Pupil outcomes:

I can explain which equipment I would use to measure rainwater being collected in a bowl and I can keep a record of the water collected each day for two weeks.

I can use a clock to measure and record how long it takes my friends to do a trail around the school, record the different times and identify who was fastest.