**Maths Medium Term Planning**

**Year Two**

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| **WR Block: Place Value** | | **Autumn Term** | |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * 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 and 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. | * Numbers to 20 * Count objects to 100 by making 10s * Recognise tens and ones * Use a place value chart * Partition numbers to 100 * Write numbers to 100 in words * Flexibly partition numbers to 100 * Write numbers to 100 in expanded form * 10s on the number line to 100 * 10s and 1s on a number line to 100 * Estimate numbers on a number line * Compare objects * Compare numbers * Order objects and numbers * Count in 2s, 5s and 10s * Count in 3s | **Y1**   * 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 or 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. | **Y3**   * Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. * Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). * Compare and order numbers up to 1000. * Identify, represent and estimate numbers using different representations. * Read and write numbers up to 1000 in numerals and in words. * Solve number problems and practical problems involving these ideas. |
| **Key Vocabulary**  **New Vocabulary:**  Two hundred ... one thousand  threes, fours, and so on, Tally  sequence, continue, predict, rule  hundreds, one-, two- or three-digit number, place, place value, stands for, represents, exchange, twenty-first, twenty-second …, exact, exactly | **Key Vocabulary:**  **Previous Year Group:**  Numeral  twenty-one, twenty-two ... one hundred, forwards, backwards  equal to, equivalent to  most, least, many, multiple of  half-way between, above, below  roughly, > greater than  < less than | **Stem Sentences**  There is 1 ten and \_\_\_ ones, the number is \_\_\_.  The number after \_\_\_ is \_\_\_\_. The number before \_\_\_\_ is \_\_\_\_.  There are \_\_\_ groups of 10 and \_\_\_ more. There are \_\_\_\_ in total.  There are \_\_\_ tens and \_\_\_ ones. The number is \_\_\_.  \_\_\_ is a part and \_\_\_\_ is a part. The whole is \_\_\_.  \_\_\_ can be partitioned into \_\_\_ and \_\_\_.  The start point is \_\_\_ and the end point is \_\_\_\_. | |
| **Concrete, Pictorial, Abstract Models/ Calculations** | | | |