**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.
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| **Key Vocabulary****New Vocabulary:**Two hundred ... one thousandthrees, fours, and so on, Tallysequence, continue, predict, rulehundreds, one-, two- or three-digit number, place, place value, stands for, represents, exchange, twenty-first, twenty-second …, exact, exactly | **Key Vocabulary:****Previous Year Group:**Numeraltwenty-one, twenty-two ... one hundred, forwards, backwardsequal to, equivalent tomost, least, many, multiple ofhalf-way between, above, belowroughly, > 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**  |