|  |
| --- |
| **Year 2 - Building and assessing the conceptual understanding and learning – Number and Place Value** |
| **End of Year Expectations:**Pupils should be taught to: * count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or 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.
 | **Non-statutory guidance:**Using materials and a range of representations, pupils practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency. They count in multiples of three to support their later understanding of a third. 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 them in different ways, including spatial representations. Pupils should partition numbers in different ways (e.g. 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.  |
| **Autumn** | **Spring** | **Summer** |
| .* Continue to practice and extend counting skills – beginning to count forwards and backwards in steps of 2 and 5. Use a class number line for support.
* Write numbers to at least 100 in numerals and words
* Build upon work from year one to consolidate understanding of place value in two digit numbers.
* Begin to develop estimation skills, using grouping in tens to check.
* Compare and order numbers to 100, using <, > and = symbols.
* Consolidate secure understanding of “=” as equivalence.
* Continue to consolidate known number facts.
* Begin to apply knowledge of place value and number facts to solving problems
 | * Continue to practise all counting skills so that these become increasingly fluent
* Continue to use and apply knowledge of writing numbers in numerals and words (to at least 100)
* Routinely practise and check estimation skills
* Consolidate use of <, > and = symbols when comparing numbers.
* Use and apply confidently known and quickly-recalled number facts and knowledge of place value to problem solving and investigations
 | * Practise counting in 3’s forwards and backwards, using a class number line for support
* Recognize the place value of each digit in a two-digit number.
* identify, represent and estimate numbers using different representations, including the number line
* confidently compare and order numbers to 100, using <, > = symbols correctly.
* Read and write numbers to 100 in numerals and words
* Use knowledge of place value and quickly-recalled number facts to solve problems and apply to investigations
 |

|  |  |  |
| --- | --- | --- |
| **Key questions:*** Can I confidently count forwards and backwards in steps of 2 and 5 (using a number line for support if necessary)?
* Can I write numbers to at least 100 in numerals ( and words)?
* Can I confidently show my understanding of place value in two digit numbers?
* Can I make reasonable estimates of quantities, grouping in tens to check my accuracy?
* Can I compare and order numbers to 100 using the <, > and = symbols?
* Can I use the “=” symbol in a range of contexts to demonstrate my understanding of equivalence?
* Can I use my knowledge and understanding of place value and number facts when I am solving problems and carrying out investigations?
 | **Key questions:*** Am I confidently using and applying my estimation skills and knowledge and understanding of place value and number facts to my problem solving and investigations?
* Am I developing fluency and confidence with counting in different steps forwards and backwards?
* Can I demonstrate a good understanding of the number system through my ability to quickly compare, order, make and represent numbers to at least 100, identifying where they sit on a number line (including known fractions)?

**See NCETM “Teaching for Mastery” Year 2 book – number and place value**https://www.ncetm.org.uk/public/files/23305579/Mastery\_Assessment\_Y2\_Low\_Res.pdf | **Key questions:*** Can I count in three’s forwards and backwards, using a number line for support if necessary?
* Can I use and apply confident understanding of number and place value (to at least 100) to my problem-solving and calculation?

  |