
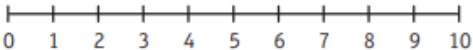




Maths Unit Planning

Year: 2	Unit: 1 Numbers to 100	Approx. length: 15				
<p>Prior Learning: Before they start this unit, it is expected that children: • know how to group objects into groups of ten • count up and back in ones.</p>						
<p>Main Learning: Count numbers to 100 Use different ways to show numbers to 100 Use place value grids to make and compare numbers Compare and order numbers to 100 Count in 2s, 5s and 10s Count in 3s</p>						
<p>Steps of learning:</p> <ol style="list-style-type: none">1. Numbers to 202. Count in 10s3. Count in 10s and 1s4. Recognise 10s and 1s5. Build a number from 10s and 1s6. Use a place value grid7. Partition numbers to 1008. Partition numbers flexibly within 1009. Write numbers to 100 in expanded form10. 10s on a number line to 10011. Estimate numbers on a number line12. Compare numbers13. Order numbers14. Count in 2s 5s and 10s15. Count in 3s						
<p>Key representations and structures to use:</p> <p>Part-whole model: This model helps children understand that two or more parts combine to make a whole. It also helps to strengthen children's understanding of number bonds within 100.</p>  <p>Number line: Number lines help children to represent the order of numbers. They will help children count on and back from a given starting point and help them identify patterns within the count.</p>  <p>Place value grid: Place value grids help children to record and describe how a number is 'made'. This representation can empower children to more efficiently describe and order numbers.</p> <table border="1" data-bbox="119 1794 300 1895"><tr><td>T</td><td>O</td></tr><tr><td> </td><td> </td></tr></table>			T	O		
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<p>Vocabulary: *less than, fewer, smaller, less, *equal to, (=) *greatest, biggest *fewest, smallest *tens (10s), ones (1s) *how many?, count, partition *place value grid, part-whole model</p>						