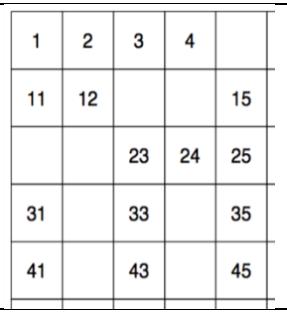
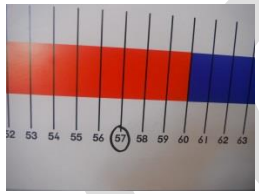
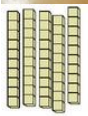
All Saints C of E Primary School Year 2 - Number and place value

By the end of Year Two, children have been taught to:

Objective	Why is it important? Things to watch out for!	Ways to support a Year 2 child
count in steps of 2, 3, 10 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) up to 99	Counting in steps of different multiples is an excellent way to develop a child's awareness of patterns. The ability to recognise and continue number patterns is crucial and lays the foundations for learning times tables, as well as many other things. Once children have secured counting forwards in different multiples they need to move on to counting backwards in these multiples. This generally needs a lot more support because for a lot of children counting backwards does not feel natural. The reason why we count backwards is to lay the foundations for *subtraction* and *repeated subtraction for division.* Often children may need a 100 square or a number line to support counting forwards and backwards. By circling certain multiples, it helps children to recognise the pattern. For example, counting in 5s, numbers with a 0 and a 5 in the units column (digit on the left) are circled and between each circled number there are four numbers that are not circled. Encouraging children to notice things and asking them to explain why this might be happening is crucial in building understanding.	Counting things is an excellent way of supporting a child with counting. We could count with:  ***money*** ***socks***  lots of five fingers ***Ways to challenge a child:*** ***Count in 2s from an odd number*** ***Count in 5s starting at 13*** ***If I can count in 2s 6 times, what number will I get to?***
read and write numbers to at least 100 in numerals and in words	Reading numerals is vital for children's mathematical development. Reading numbers is equivalent to reading letters and words in English learning. Letters build words and give meaning and this building process is exactly the same for numbers. Children need to see numbers all around them and to be made aware of numbers in their environment. Reading numbers requires practice, just like reading letters and words. Practice enables children to remember the shape of the number and what it means. Writing numbers requires a child to remember what the specific number looked like in the first place, which is why reading numbers and looking at them is vital. If we were to ask a child to write the number fourteen – a proportion of children	Challenge children to find a certain page in the book or newspaper that you are reading. Reading values on food packaging, clocks, recipes, clothes sizes, tape measures, house numbers. Numbers are everywhere! Be a number detective! When working with numbers up to 100, challenge children to find all the values with a 5 in them.

	would write 41. This is mainly due to the fact that when we say fourteen we say the number 4 first, hence the child writes 4 first. 201 is sometimes seen, rather than 21, when children are getting to grips with writing numbers. This is due to the fact that children remember what 20 looks like and they remember what 1 looks like, so they just put them together.	Encourage children to think about what the missing numbers are, based on what they know about the sequence of numbers.  1 2 3 4 _ 11 12 _ _ 15 _ _ 23 24 25 31 _ 33 _ 35 41 _ 43 _ 45
compare and order numbers from 0 up to 100; use <,> and = signs	Comparing numbers in terms of their value is crucial to developing understanding. For example 'Would you rather have £85 or £58?' If we didn't understand the value we may not choose the value that has the most monetary value. We do start to introduce more mathematical symbols to describe relationships between values, such as: *greater than*, *less than* and *equals sign*. > *greater than* < *less than* = *equal to* For example: 85>58	**Top tip,** the widest part of the symbol is facing the greatest value and the narrowest part of the symbol is facing the least value. The *equal to* sign implies that the values on either side are of the same value. For example: 64=64 or 60+4=60+2+2.
Identify and represent numbers using different representations, including the number line	Numbers should be seen and represented in a variety of ways to allow children to build visual images in their brain, which they can recall at a later date. The examples below are some of many different ways 57 can be represented and created        Likewise the value can be partitioned using number sentences: 50+7= 50+5+2 40+17 30+20+7= 25+25+7= 10+10+10+10+10+7= *The possibilities are endless!*	**The answer is 85. What is the question?** **Responses: 80+5 70+10+5 50+30+5 60+25** **100-15 (the list is endless!)** Challenge a child to make a value using money, this enables him/her to become familiar with money, as well as being able to make specific values. If we challenge a child to make 75p and he/she chooses a 50p, a 20p, and a 5p, congratulate him/her, obviously. Then challenge him/her to make 75p again but using different coins!

	Partitioning numbers is an excellent way of helping children play around with numbers to build their understanding of the relative values of numbers and how combinations of numbers can total a specific value. Children are encouraged to use equipment to help them, mathematical drawings as well as mental calculations	

year 2