



Maths

Number and Place Value

Need a coherently planned sequence of lessons to complement this resource?

Lesson Breakdown

Below is our suggestion for the most coherent and progressive sequence to teach this area of Planit Maths steps on the White Rose Maths scheme of learning although we have not aimed to mirror the exact order in which the lessons are presented.

Read and Write Numbers (1): Reading and Writing Numbers to 50
The lesson begins by children guessing what number word or numeral to 100. Children count on from different points and interpret numbers from base 10. Children learn to count objects to 50 and read and write numbers to 50.

NC Statement: Read and write numbers to at least 100 in numerals and words.

Lesson Aim: To read and write numbers to 50 in numerals and words.

Read and Write Numbers (2): Reading and Writing Numbers to 100
Children begin with a fun game, using parts of the body to represent number words. Children interpret numbers from different representations. Children learn to count objects to 100 and read and write numbers to 100.

NC Statement: Read and write numbers to at least 100 in numerals and words.

Lesson Aim: To read and write numbers to 100 in numerals and words.

Recognise Place Value (1): Tens and Ones
Children explore the value of the digits in a two digit number. They work with representations and numerals, exploring what happens when there are more or less than ten.

NC Statement: Recognise the place value of each digit in a two-digit number.

Lesson Aim: To say what each digit in a two-digit number represents.

Introduction

This unit enables children to develop their understanding of place value in two-digit numbers, beginning with investigating tens and ones and moving on to more complex partitioning. Children will identify and represent numbers in different ways and will begin to estimate numbers and quantities. They will develop their skills in counting in steps and learn to read and write numbers up to 100 in numerals and words. Children will have the opportunity to practise their reasoning skills in a variety of different contexts, including through problems and puzzles. These lessons include: Diving into Mastery cards which include fluency, reasoning and problem-solving activities.

Resources

In addition to your standard maths resources you will need: colouring pencils, bearbags, masking tape, chalk and paper clips.

Challenge Cards

Assessment Statements

By the end of this unit:

children working towards the expected level will be able to:

- Count forwards and backwards in twos, fives and tens up to 100.
- Identify and represent numbers up to 100 in some different ways.
- Say one more or one less than a given number up to 100.
- Compare numbers using the language 'more than', 'less than' and 'equal to'.
- Read and write numbers to 50 in words.
- Read and write numbers to 100 in numerals.
- Partition two-digit numbers into tens and ones.
- Provide simple explanations of mathematical concepts.

children working at the expected level will be able to:

- Count forwards and backwards in steps of 2 and five from zero.
- Count forwards and backwards in steps of 10 from any number.
- Know the value of the tens and ones in a two-digit number.
- Partition two-digit numbers into combinations of tens and ones.
- Identify, represent and estimate two-digit numbers using a range of representations.
- Compare numbers using $<$, $>$ and $=$ signs.
- Order numbers up to 100.
- Read and write numbers to at least 100 in words.

Number and Place Value

Maths | Year 2 | Steps to Progression Overview

The aim of this overview is to support teachers using Planit Maths to show the most coherent and progressive sequence to teach each area of maths. We also want to fully support teachers who use the White Rose Maths scheme of learning to make full use of the resources available within Planit Maths. Wherever possible, lesson packs have been matched to each of the annual steps on the White Rose Maths scheme of learning.

Yearly Overview

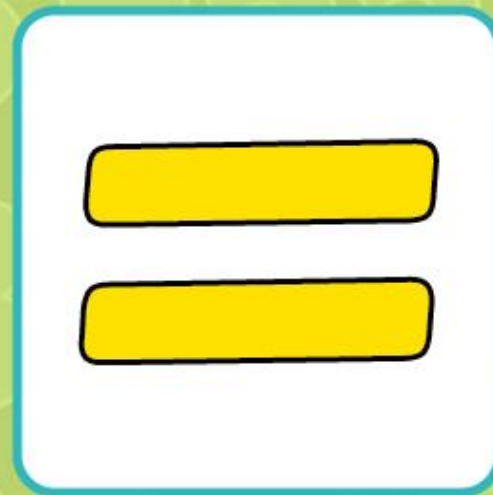
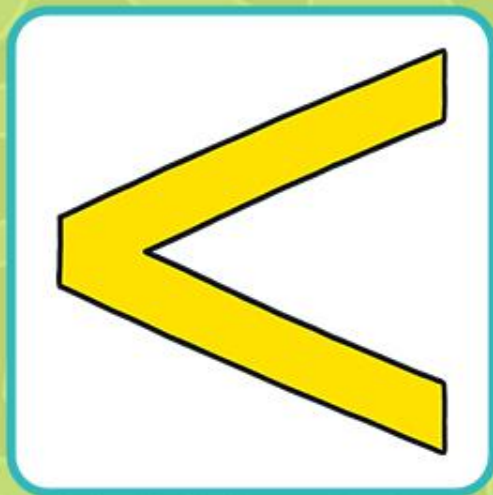
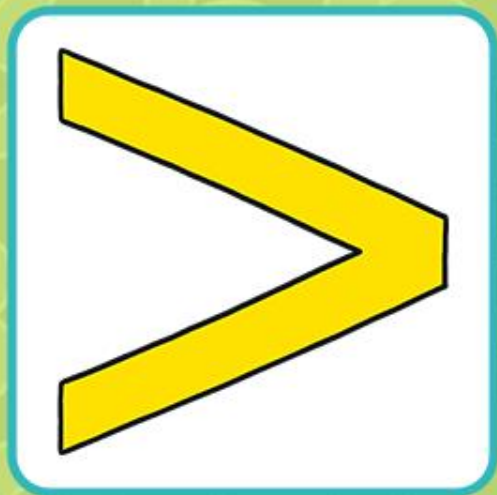
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Addition and Subtraction				Measurement: Money		Number: Multiplication and Division			
Spring	Number: Multiplication and Division		Statistics	Geometry: Properties of Shape			Number: Fractions		Measurement: Length and Height	Consolidation		
Summer	Position and Direction		Problem Solving and Efficient Methods		Measurement: Time	Measurement: Mass, Capacity and Temperature		Investigations				

See our [Number and Place Value Steps to Progression](#) document.

Twinkl Planit is our award-winning scheme of work with over 4000 resources.



Greater Than, Less Than and Equal To



Aim

- To use symbols to compare numbers.

Success Criteria

- I can compare two numbers.
- I can say which number is greater.
- I can say which number is less.
- I can use $<$, $>$ and $=$.

Remember It



The hungry hamsters always choose the greater amount.

Which amount will they choose? Why?

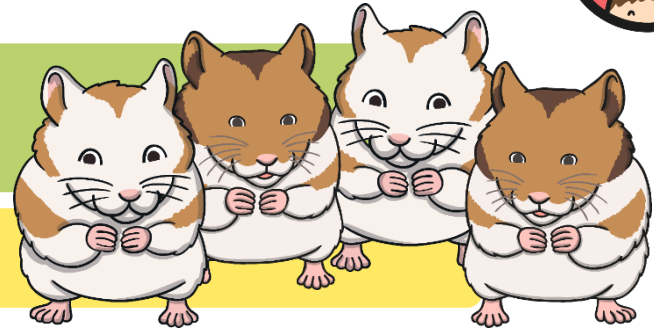


Plate A

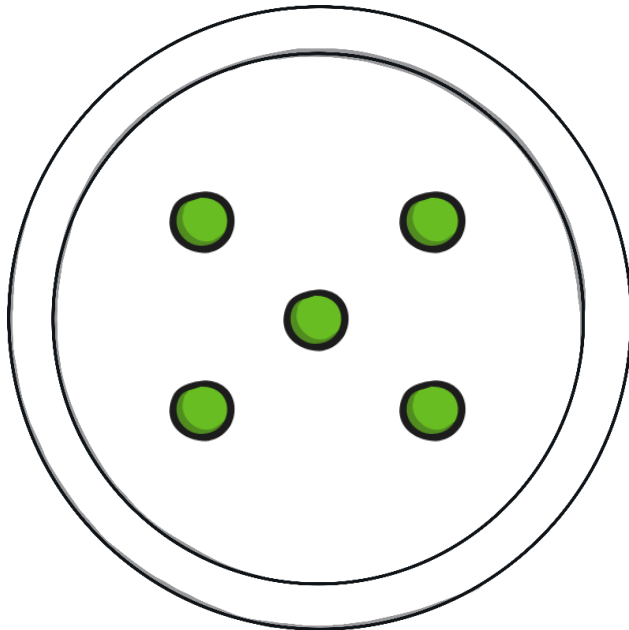
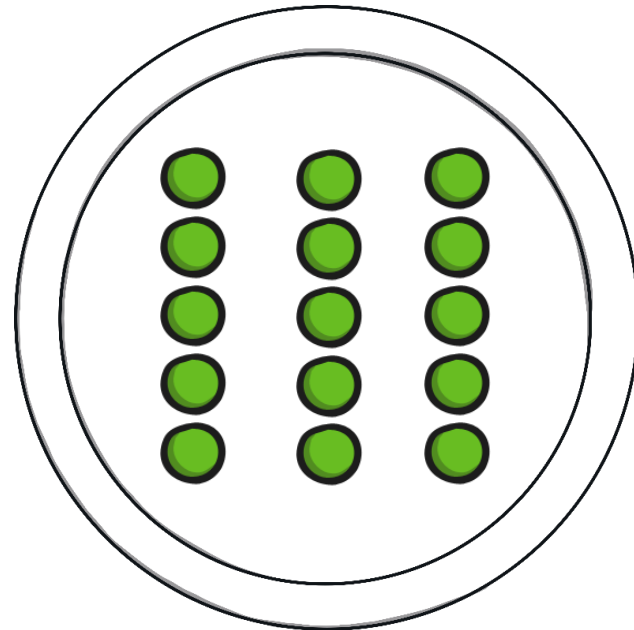


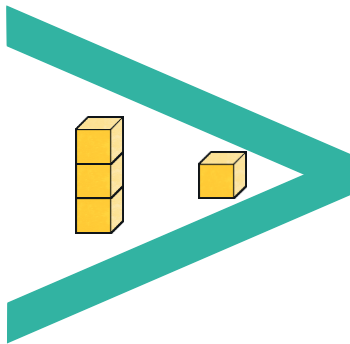
Plate B



What Would the Hungry Hamsters Do?

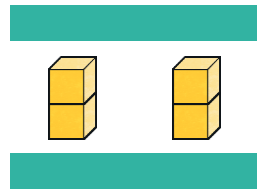


The greater than ($>$), less than ($<$) and equals ($=$) symbols help us to compare numbers, like this:



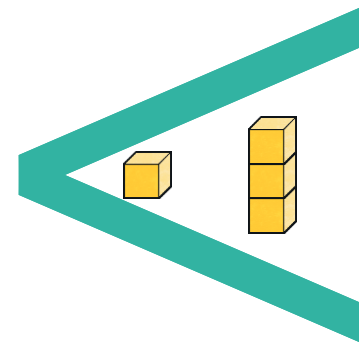
$$\boxed{3} > \boxed{1}$$

3 is greater than 1.



$$\boxed{2} = \boxed{2}$$

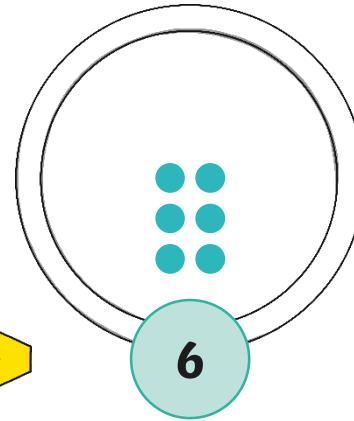
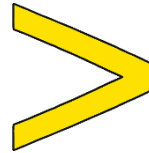
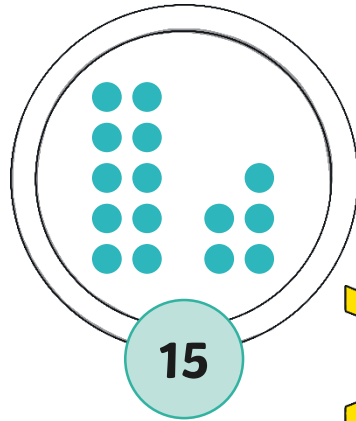
2 is equal to 2.



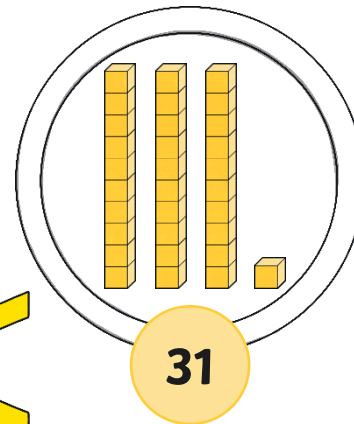
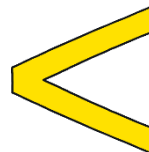
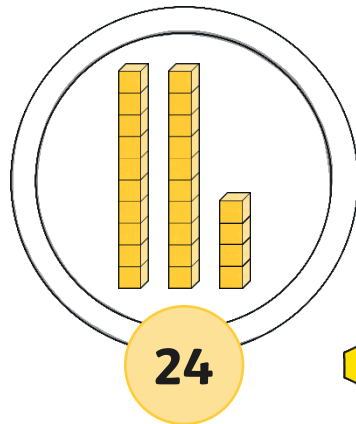
$$\boxed{1} < \boxed{3}$$

1 is less than 3.

What Would the Hungry Hamsters Do?



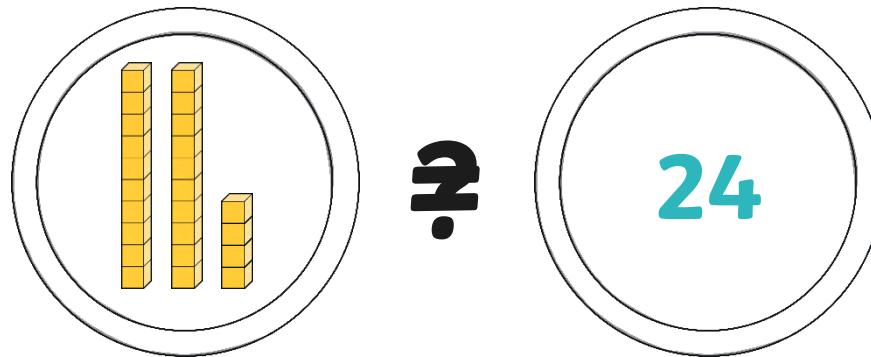
Remember, the hungry hamsters will always choose the greater amount.



What Would the Hungry Hamsters Do?



What happens if the values are the same?



The plates have the same value.

One is not greater than or less than the other.

They are equal in value.

We would say 'is equal to'.

What Would the Hungry Hamsters Do?



Which amount would the hungry hamsters choose?



Plate A

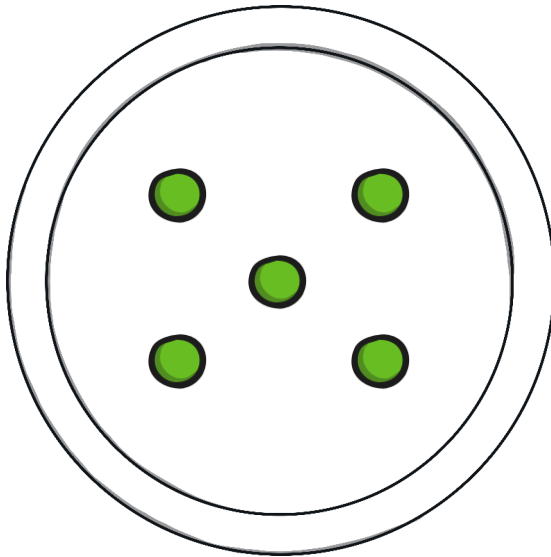
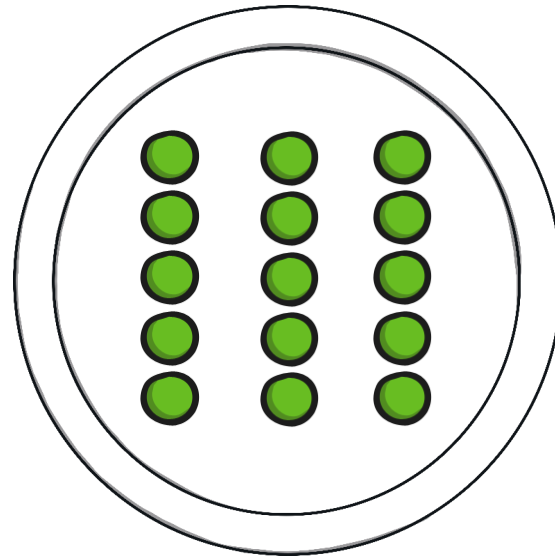


Plate B



Can you explain your answer?

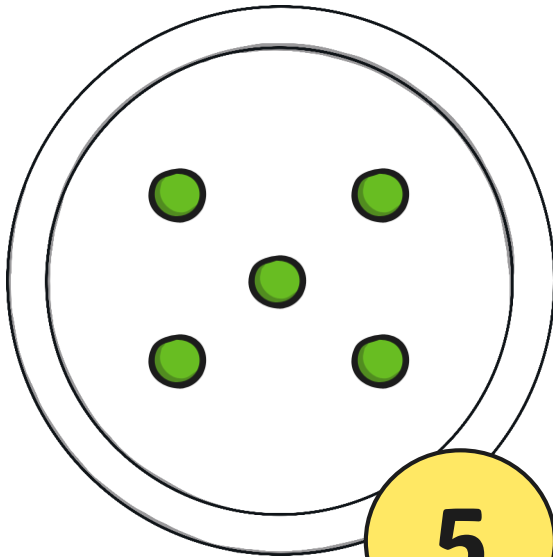
What Would the Hungry Hamsters Do?



The hungry hamsters would eat plate B.

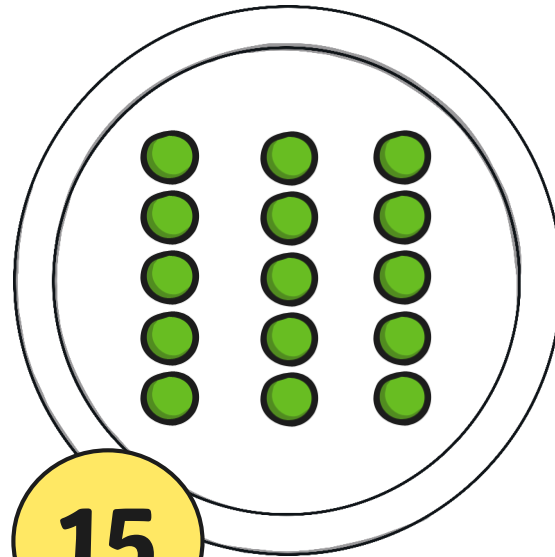


Plate A

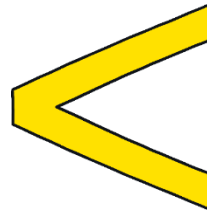


5

Plate B



15



5 is less than 15.

What Would the Hungry Hamsters Do?



Which amount would the hungry hamsters choose?



Plate A

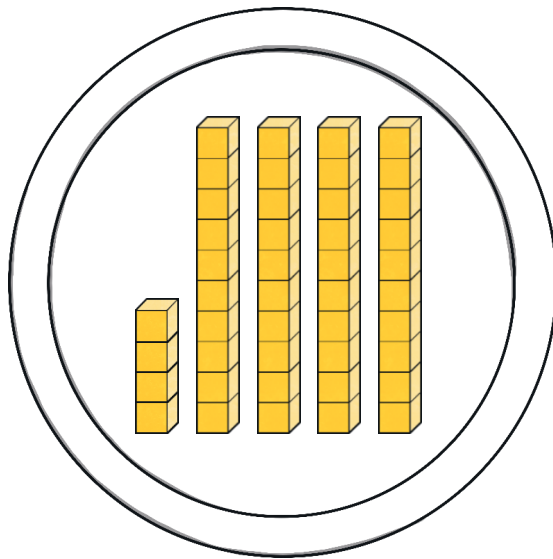
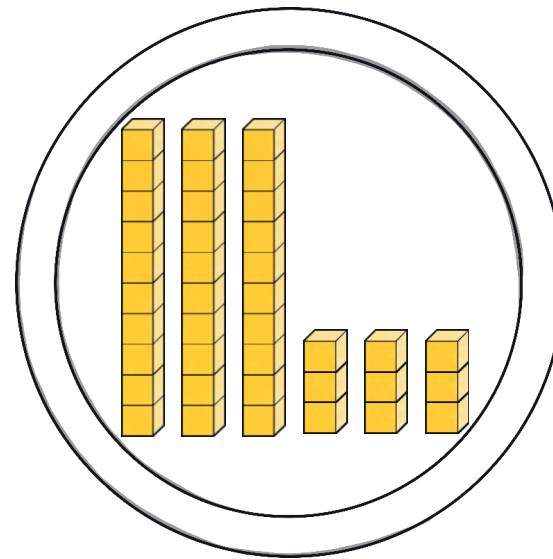


Plate B



Can you explain your answer?

What Would the Hungry Hamsters Do?



The hungry hamsters would eat plate A.



Plate A

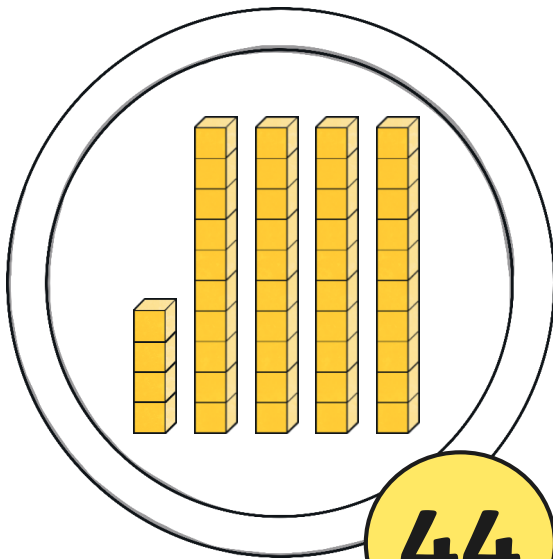
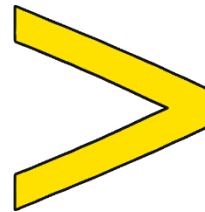
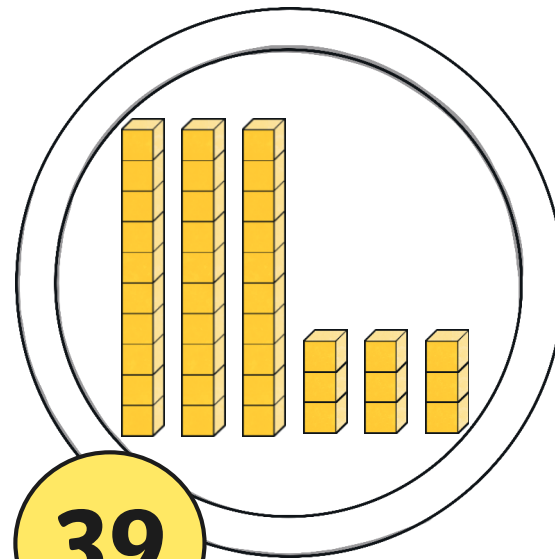


Plate B



44 is greater than 39.

What Would the Hungry Hamsters Do?



Which amount would the hungry hamsters choose?



Plate A



Plate B



Prove it.

What Would the Hungry Hamsters Do?



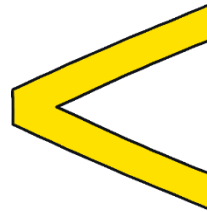
The hungry hamsters would eat plate B.



Plate A



Plate B



49 is less than 59.

What Would the Hungry Hamsters Do?



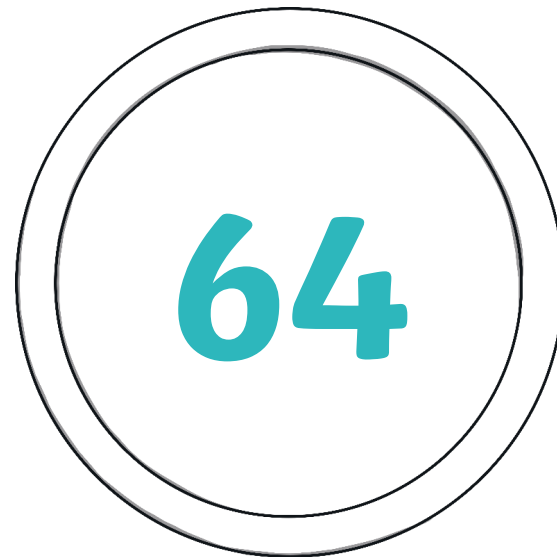
Which amount would the hungry hamsters choose?



Plate A



Plate B



How do you know?

What Would the Hungry Hamsters Do?



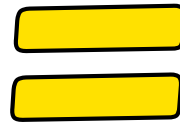
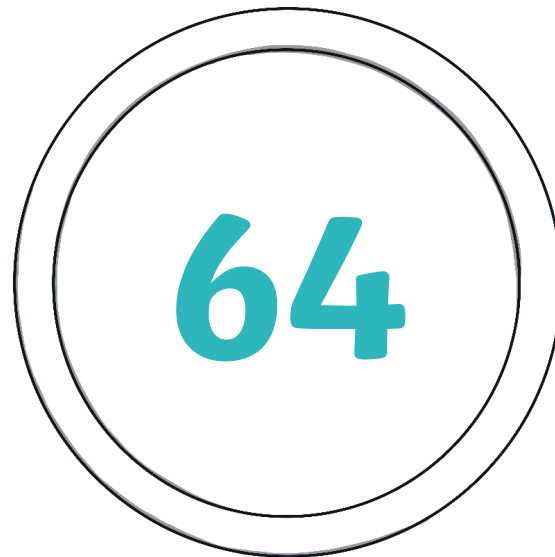
The hungry hamsters would not choose one over the other.



Plate A

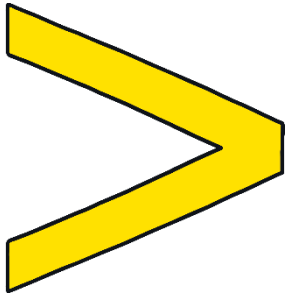


Plate B

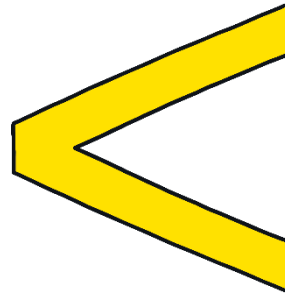


Sixty-four is equal to 64.

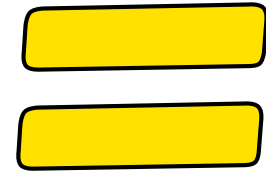
Comparing Numbers



greater than



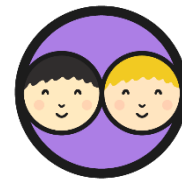
less than



equal to

Can you use $<$, $>$ or $=$ to compare numbers?

Comparing Numbers



Can you use $<$, $>$ or $=$ to compare numbers?

$$44 \underline{>} 25$$

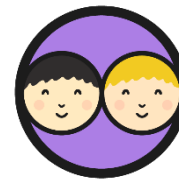


Can you say the whole sentence?

44 is greater than 25.



Comparing Numbers



Can you use $<$, $>$ or $=$ to compare numbers?

$$41 \underline{<} 65$$

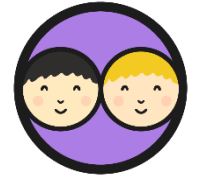


Can you say the whole sentence?

41 is less than 65.



Comparing Numbers



Can you use $<$, $>$ or $=$ to compare numbers?

$$39 \underline{=} 39$$

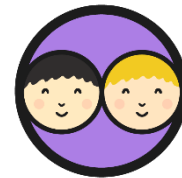


Can you say the whole sentence?

39 is equal to 39.



Comparing Numbers

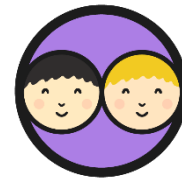


Can you use $<$, $>$ or $=$ to compare the amounts?

$$20 + 4 \underline{>} 20 + 2$$



Comparing Numbers

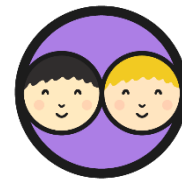


Can you use $<$, $>$ or $=$ to compare the amounts?

$$30 + 3 \underline{<?} 36 - 2$$



Comparing Numbers

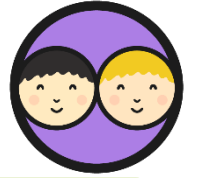


Can you use $<$, $>$ or $=$ to compare numbers?

$$50 + 10 \underline{=} 70 - 10$$



Comparing Cards



Pick two number cards, then choose the correct symbol to compare them.

12

13

9

5

1

14

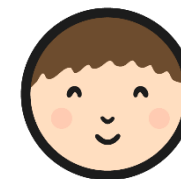
15

11

7

3

Using <, > and =



Comparing Numbers Using Symbols

To use symbols to compare numbers.

Use the symbols <, > or = to make these equations correct.

29 ___ 39	61 ___ 60	99 ___ 90
8 tens ___ 7 tens	4 tens + 2 ones ___ 3 tens + 1 one	6 tens + 1 one ___ 6 tens + 6 ones
70 ___ 6 tens	80 ___ 9 tens	80 ones ___ 80
10 + 8 ___ 20 - 2	10 + 4 ___ 10 × 4	50 - 15 ___ 20 + 14

Complete the table.

Equation	True	False
67 > 74		
5 tens + 8 ones < 5 tens + 9 ones		
70 + 18 > 60 + 20		

Fill in the missing numbers in the grid below using 1, 2, 4 and 7.

	<	<	8
^	v	v	
5	<	6	>
v	^		v
	<	9	>

Comparing Numbers Using Symbols

To use symbols to compare numbers.

Use the symbols <, > or = to make these equations correct.

66 ___ 66	91 ___ 90
4 tens ___ 3 tens	6 tens ___ 9 tens
5 tens ___ 70	8 tens ___ 90
10 + 3 ___ 10 × 3	30 - 5 ___ 20 + 4

	True	False

Fill in the boxes below?

<		<	60
>		>	20

Comparing Numbers Using Symbols

To use symbols to compare numbers.

Use the symbols <, > or = to make these equations correct.

	55 ___ 65		90 ___ 90
	4 tens ___ 2 tens		5 tens ___ 9 tens
	70 ___ 7 tens		8 tens ___ 90

	True	False

Fill in the boxes below?

<	60
>	
<	
=	

Diving into Mastery

Dive in by completing your own activity!



Greater Than, Less Than and Equal To



Complete these sentences using the words 'greater than', 'less than' or 'equal to'.

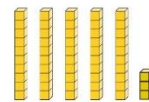
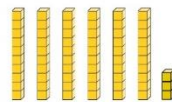
38 is _____ 83.

Fifty-two is _____ 53.

89 is _____ seventy-four.

40 is _____ four tens.

Use the symbols $>$, $<$ or $=$ to complete these equations.

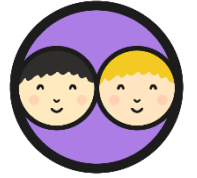


thirteen



thirty

Challenge Time



Use the numbers below and the symbols $<$, $>$ or $=$ to make number sentences.
How many sentences can you make?

--	--	--	--	--

2	3	4	5	6
---	---	---	---	---

$<$	$>$	$=$
-----	-----	-----

Do you think you have found all the possibilities?

Aim



- To use symbols to compare numbers.

Success Criteria

- I can compare two numbers.
- I can say which number is greater.
- I can say which number is less.
- I can use $<$, $>$ and $=$.

765.395289873
991 6789 78 096
8562 853 2234
309 31 238 948
9 5698 435 -31
63 567 892 2.548

