

End of Year 2 - Place Value

- Assumes that students have achieved all of the markers in Trust the Count
- Has an understanding of the patterns in the number sequence e.g. ten ones makes one ten. and that multiples of tens are named as 1 ten, 2 tens, 3 tens and/or twenty, thirty, forty.
- Knows that numbers beyond 10 are composed of tens and ones and extends place value knowledge to understand that 10 tens are 1 hundred and that 10 hundreds are 1 thousand.
- Can explain that each place value column is ten times the value of the previous column e.g. in the number 365 there are 3 hundreds, 6 tens and 5 ones and knows that in the number 365 there are 365 ones but that it can also be thought of as: 3 hundreds and 65 ones or 36 tens and 5 ones. This concept is especially important when we go on to teach rounding, estimation and the four operations when they require renaming.
- Adds and subtracts by counting on or back mentally i.e. no relying on fingers to count and is able to subdivide a larger number into smaller groups i.e. can you make 3 groups of 4 from these twelve counters?

What does it look like in classrooms?

- Activities to establish the new unit: 10 ones is 1 ten. Therefore make and count tens using bundling materials such as icy pole sticks, straws, unifix cubes
- Introduce the names of multiples of ten and teach the pattern e.g. **fif-ty**, **six-ty**, **seven-ty**. Emphasise that the **-ty** means lots of ten.
- Make, name and record tens and ones for 20-99 e.g. make me sixty seven. Students then make this number with manipulatives (use a variety if bundling materials is great for this) and then they write it numerically and in words. They then represent it on a place value chart so that they can show that they know the number is composed of tens and ones.
- Now make, name and record tens and ones for numbers 10-19 but begin with the least irregular numbers first i.e. the teens because they follow a naming pattern. Do the same as the previous dot point and then move onto eleven and twelve.
- Compare numbers using multiple representations (manipulatives, words, symbols, place value charts). Say which is smaller/larger and WHY.
- Order more than two numbers from smallest to largest and explain reasons. Use number cards on a 0-100 rope. Then use place value number cards e.g. 6 tens and 3 ones.
- Rename numbers in more than one way

Extending Place Value

- Complete the same activities as above but with numbers to 999