



## KNOWLEDGE ORGANISER

Year 2

### Place Value

#### What I should already know:

Count forwards and backwards within 100  
Partition numbers into 10s and 1s  
Compare numbers within 100 using  $<$   $>$   $=$   
Order numbers within 100  
Identify a number 1 more / less within 100

#### What I should know by the end of this unit:

Count objects to 100 by making 10s  
Recognise tens and ones in a number  
Use a place value chart  
Partition numbers to 100 in different ways and record this in a number sentence  
Write numbers to 100 in words  
Position numbers on a number line  
Estimate numbers on a number line  
Compare objects and numbers  
Order objects and numbers  
Count in 2s, 5s, 10s and 3s

## Vocabulary

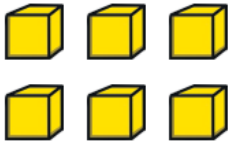
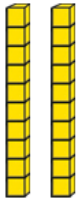
ones	A cube representing one.
tens	A stick representing ten.
partition	Split numbers into smaller parts.
represents	A cube might represent a sweet.
exchange	To swap an item for something else e.g. swap a ten stick for 10 ones.
equal =	The same.
greater than $>$	Is more than.
less than $<$	Is smaller than.
Least / fewest	The smallest value.
place value	The value of a digit.
digit	The symbol (numeral) used to show a number.

## 2-Digit Numbers

26

twenty

six



20

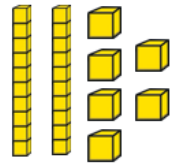
6

## Compare Numbers

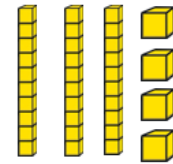
Tens	Ones
● ●	● ●
●	● ●
	● ●

36 = 36  
equals

Tens	Ones
● ●	● ●
●	● ●
	● ●



26 < 34  
equals



24 > 19  
equals



## Counting

Counting in 2s

0	2	4	6	8	10	12	14	16	18	20
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Counting in 3s

0	3	6	9	12	15	18	21	24	27	30
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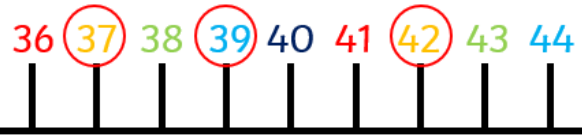
Counting in 5s

0	5	10	15	20	25	30	35	40	45	50
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Counting in 10s

0	10	20	30	40	50	60	70	80	90	100
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## Order Numbers



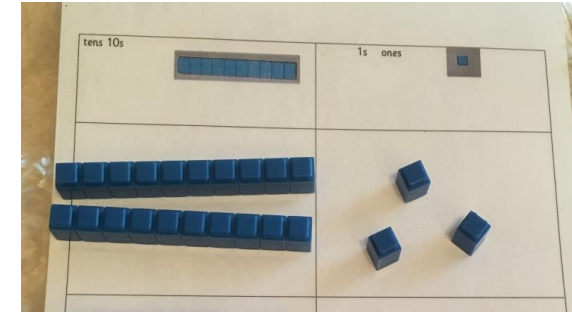
37 < 39 < 42

45	48	52	53	61
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smallest

tens

ones



23

20 + 3 = 23

2 tens

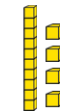
3 ones

## Read, Write and Represent Numbers to 100

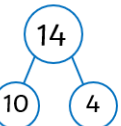
14

fourteen

one ten  
four ones



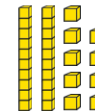
Tens	Ones
●	● ●
	● ●



29

twenty-nine

two tens  
nine ones



Tens	Ones
● ●	● ●
●	● ●

