

# THE CURRICULUM POLICY



## 1. RATIONALE

This policy provides the basis and principles for each of the individual learning policies within the school. It should be read in relation to the school vision, which outlines our core purpose, attitudes and values, and with the Learning Policy, which explains 'how' we implement the content of our work within the school.

## 2. PRINCIPLES

At Crawley Ridge we believe that every child is entitled to a 'learning experience' that is rich, broad, varied, challenging and inspiring, which enables every individual to fulfil his or her potential to the highest possible standard.

The learning experience we offer will enable 'whole life' development and will provide quality literary, numerical, scientific, technological, aesthetic, spiritual, moral, social, cultural, physical, creative and emotional learning experiences.

**For further details please refer to the Learning Policy.**

The 'learning experience' at Crawley Ridge is provided by both what is offered and how it is offered as follows

- The 'formal curriculum' in the designated teaching sessions each day.
- Additional learning opportunities beyond the above (eg collective worship, play and lunch times, after school activities, events arranged outside school hours, school trips, school performances).
- The way the learning experience is offered and our interaction with each other in the process (eg the way we relate to each other, adult to adult, adult to child and child to child – values and attitudes that we hold and pursue).

## 3. PROCEDURES

### 3.1 Planning

In the Early Years Foundation Stage (EYFS) planning is based on seven areas of learning. The three Prime areas are: Personal, Social and Emotional Development, Communication and Language, Physical Development. The four Specific areas are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. We follow the 'Statutory Framework for the Early Years Foundation Stage' and 'Development Matters in the Early Years Foundation Stage'.

Year 1 children benefit from aspects of the EYFS curriculum model as they move into Key Stage 1.

In Key Stage 1 we follow the National Curriculum in England 2014. The curriculum is divided into subject areas as follows: English, Maths, Science, Computing, History, Geography, Art and Design, Design and Technology, Physical Education, Music, Religious Education and Personal, Social, Health and Economic Education.

- Each curriculum area has a scheme of work and progression showing development throughout the school. A Key Stage plan for each area shows the themes that are planned for each term in each year group. (See example for History - Appendix 1.) This whole school planning is overseen and monitored by Subject Leaders.
- Year group teachers use the progressions and Key Stage plans to complete long-term plans for the year. (See examples from Early Years Foundation Stage and Year 2 - Appendix 2.)
- Medium-term plans for the term in all areas are completed showing outline objectives for each week. (See examples from Year 1 - Appendix 3.) Medium planning may also include any cross-curricular links.
- Short term planning is completed weekly. Planning shows learning objectives, success criteria, differentiation, suggested activities and plenary ideas as well as any additional planning such as Computing or Speaking and Listening links (see examples from Year 2 – Appendix 4). Planning is continuously evaluated. A timetable giving an overview is also produced by each teacher and put in the planning files. The Head Teacher monitors short term planning on a regular basis.
- Teachers complete their own session planning, as they feel necessary. When being observed teachers may choose to use a more detailed form to give a clear view of planned objectives and progression within the lesson.

### **3.2 Time Allocation**

#### **Early Years Foundation Stage**

In the Early Years Foundation Stage time is allocated to the seven areas of learning to ensure that the curriculum is covered and the needs of the children are met.

#### **Key Stage 1**

In order to ensure a balanced curriculum in Key Stage 1 a time allocation is given to guide year groups in their planning. The timings are worked out on a weekly basis but times may be blocked across the term / year to suit the particular learning experience:

	Year 1				Year 2			
Subject	hours	& mins	% of total curriculum time	hours per yr 36 weeks	Hours	& mins	% of total curriculum time	hours per yr 36 weeks
English	7	00	32.3	252	6	45	31.15	243
Maths	5	00	23.1	180	4	45	21.92	171
Science	1	30	6.9	54	1	30	6.92	54
Computing		50	3.8	30	1		4.62	36
RE		50	3.8	30		50	3.85	30
Art and DT	1	40	7.7	60	1	50	8.46	66
Geography		50	3.9	30		50	3.85	30
History		50	3.9	30		50	3.85	30
Music		45	3.5	33		50	3.85	30
PE	2	00	9.2	72	2	00	9.23	72
PSHE		25	1.9	15		30	2.31	15
			100%	780 hours	21	40	100%	780 hours
Total teaching time per week	21hrs	40 mins	21.66%				Two weeks allocated for special events - Christmas productions, outings, Harvest, Sports day, concerts	

### **3.3 Pupil groupings:**

#### **Early Years Foundation Stage**

On intake pupils are grouped in two mixed ability classes. The following factors are taken into account:

- . Information from pre-school setting
- . Gender balance
- . Age (autumn, spring, summer born)
- . Any particular special needs

Although registered and based in classes, children also spend time working across the year group.

The EYFS leader and Headteacher are responsible for the initial class arrangements. Children's abilities are assessed in the early stages and teaching is matched to need. Groupings are used during the year to enable differentiation.

#### **Key Stage 1**

Teaching and provision are closely matched to the needs of each child. Needs are met in several ways such as grouping children, offering support where necessary eg pre-teaching sessions, or by extending and developing pupils' thinking and understanding through effective questioning. Interventions are flexible, and progress is reviewed regularly by the class teacher, who will continually assess and track pupils' progress to ensure that every child is fulfilling his or her potential in all aspects of learning. Children work towards the expected end of year objectives.

### **3.4 Implementation**

In the EYFS Foundation Stage learning objectives and provision are based on the seven areas of the curriculum. A variety of child initiated, adult initiated and adult led activities takes place. Children will be provided with learning opportunities both inside and in the outdoor area.

In Key Stage 1 subjects may be taught separately or grouped according to a particular theme. For example Castles (Yr 2) covers objectives from History, Art, DT and Literacy.

Please refer to our Learning Policy which gives further details relating to this area.

### **3.5 Responsibilities:**

The Headteacher with Year Group leaders will have overall responsibility for curriculum design and implementation.

Every member of the teaching staff, except NQTs, will have the responsibility for leading and developing areas of the curriculum across the Key Stage with links into the Early Years Foundation Stage. The role of each Subject Leader includes monitoring and reporting on standards, reviewing the policy, writing and reviewing the scheme of work.

A cycle for policy review is in place.

Subject Leaders regularly monitor the standards and feed information into the Year group reports that are written at the end of the spring term. Information from the Year group reports is fed back to other members of staff. Details from subject reviews feed into school evaluation and may also be included in the School Development Plan.

#### **4. MONITORING, EVALUATION AND REVIEW**

The Headteacher has overall responsibility for monitoring the curriculum. Each Subject Leader has responsibility for their own subject area of the curriculum. Review and evaluation of individual subjects takes place during the year at staff meetings.

#### **5. LINKS TO OTHER POLICIES**

Learning Policy

All subject policies including PSHE

Assessment

Marking and Feedback

SEND Policy

**Date of completion: March 2018**

**Date of adoption: March 2018**

**Date for review: Autumn 2019**

## Appendix 1

## Key Stage Plans - History/Understanding of the World

<u>EYFS</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/celebrations	Starting school Getting to know children and parents Harvest festival Diwali 19/10/17 Autumn	Autumn Bonfire night Christmas Winter	Winter New Year 1/1/18 Whole school writing 30/1/18 Chinese New Year 16/1/18 Shrove Tuesday 13/2/18	Spring Growth of plants and new animals World Book Day 1/3/18 Mother's day 11/3/18 Easter 1/4/18		Father's day 17/6/18 Summer Transition to year 1 Sports day
Topics that run alongside these	Nursery rhymes	All about me Christmas	Bears Dinosaurs	Growth Minibeasts	Animals – pets, farm, wild	Water – types, different types of boats, animals, pirates,

<u>Key Stage 1</u>	Autumn	Spring	Summer
<b>Year 1</b>	Old and new toys	Life in the past (trip to Milestones Museum) Local historical figure - The Golden Farmer Telephones and Communication - Alexander Graham Bell	Grace Darling
<b>Year 2</b>	Castles - How people lived in the past  The Gunpowder Plot  The Plague  The Great Fire of London	The History of Transport	A significant person from the past (Florence Nightingale)

## Appendix 2

## Year 2 Long Term Plan

<b>Subject</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>History</b>	Castles	Guy Fawkes. The Plague. The Great Fire.	Transport			Florence Nightingale
<b>Geography</b>				Different environments. Mapping	A study of a contrasting environment - Rainforest/India	Improving Crawley Ridge.
<b>Science</b>	Animals including humans	Plants	Materials		Living things and their habitats	
<b>Art</b>	Colour, landscape/perspective	Clarice Cliff - clay	Sketching Reflection Water Symmetry	Reflection Water Symmetry	Rainforest/ Indian Art	Abstract 2D/3D
<b>DT</b>	Moving parts – castles and siege machines	.	Design and make vehicles.		Indian design	
<b>Music</b>	Introducing recorders	Singing – using our voices Christmas	Recorders Creative music		Recorders Playing together	Recorders Performance
<b>Computing</b>	Safe/ respectful use of IT  Research/ Presenting information Online safety	Range of IT hardware  Research/ presenting information Online safety	Coding – programmable applications on Purple Mash/iPads , positional language & precise instructions, debugging programs  Online safety		Coding of programmable toys Uses of IT in the wider world Presenting information in databases, pictograms  Online safety	
<b>RE</b>	Is the World a fair place? Why is Harvest a Worldwide celebration?	What do Christians believe God is like?  Christmas 2:- What does the Christmas story tell Christians about Jesus	Why did Jesus tell parables?	Why do Christians call Jesus Saviour?  Why is Easter important to Christians?	Islam – Who is Allah & why to Muslims worship him?  What is important to Muslim families?  Is prayer important to everyone?	
<b>PE</b>	Gym Games	Gym Dance	Dance Gym	Dance Gym	Dance Games	Games Games
<b>PSHE</b>	Golden Rules/ Belonging Health & Wellbeing Keeping & Staying Safe	Keeping safe & Staying Healthy Making Healthy Choices	Relationships Healthy Relationships Recognising & Managing Emotions,	Recognising Risky/ Negative Relationships (including Keeping Safe Online), Asking for Help, Respecting Differences	Living in the Wider World, Respect for Themselves & Others, Rights & Responsibilities, Equality	Respecting & Protecting the Environment, Where Money Comes From, Begin to Build a Basic Understanding of Enterprise

## Early Years Foundation Stage Long Term Plan

Updated February 2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/celebrations	Starting school Getting to know children and parents Harvest festival Diwali 19/10/17 Autumn	Autumn Bonfire night Christmas Winter	Winter New Year 1/1/18 Whole school writing 30/1/18 Chinese New Year 16/1/18 Shrove Tuesday 13/2/18	Spring Growth of plants and new animals World Book Day 1/3/18 Mother's day 11/3/18 Easter 1/4/18		Father's day 17/6/18 Summer Transition to year 1 Sports day
Topics that run alongside these	Nursery rhymes	All about me Christmas	Bears Dinosaurs	Growth Minibeasts	Animals – pets, farm, wild	Water – types, different types of boats, animals, pirates,

### End of Year Early Learning Goals

<b>Personal, Social and Emotional Development</b>	<b>Making Relationships</b> Children play co-operatively, taking turns with others. They Take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	<b>Self-confidence and self-awareness</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.	<b>Managing feelings and behaviour</b> Children talk about how they and others show feelings, talk about their own and other's behaviour, and it's consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
<b>Communication and Language</b>	<b>Listening and attention</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give attention to what others say and respond appropriately, while engaged in another activity.	<b>Understanding</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	<b>Speaking</b> Children express themselves effectively, showing awareness of listeners' needs. They use past and present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
<b>Physical</b>	<b>Moving and handling</b>	<b>Health and self-care</b>	

<b>Development</b>	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	
<b>Literacy</b>	<b>Reading</b> Children read and understand simple sentences. They use phonics knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	<b>Writing</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	
<b>Mathematics</b>	<b>Numbers</b> Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	<b>Shape, Space and Measure</b> Children use everyday language to about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	
<b>Understanding the World</b>	<b>People and communities</b> Children talk about past and present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	<b>The world</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	<b>Technology</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for practical purposes.
<b>Expressive arts and design</b>	<b>Exploring and using media and materials</b>	<b>Being imaginative</b> Children use what they have learnt about	

	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour , design, texture, form and function.	media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	
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Early Years Foundation Stage Medium Term Plan

Updated February 2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language			Vocabulary for describing bears, names of dinosaurs, parts of dinosaurs	Vocabulary for plant names, parts of plant, minibeasts names, body parts of minibeasts	Vocabulary for names of animals, habitats, parts of an animals, descriptive words, names for baby animals	Vocabulary for boats, types of water, water uses,
Personal Social and emotional development	SEAL – new beginnings	SEAL – getting on and falling out	SEAL – going for goals	SEAL – good to be me	SEAL - relationships	SEAL - changes
Physical development – fine motor including handwriting	Activities to develop fine motor skills e.g. tracing, threading, lacing, playdough, pre writing patterns Cutting activities	As for autumn 1 Name writing	As for Autumn 2 Begin to introduce individual letters focusing on letter patterns detailed in English policy	As for spring 1 Continue to introduce new letters for handwriting and practise those taught so far	Continue to introduce new letters for handwriting and practise those taught so far	Continue to introduce new letters for handwriting and practise those taught so far
Physical development – gross motor (PE)	Ongoing use of resources outside such as trim trail, den building, obstacle courses, bikes, scooters, balance bikes, sand and water activities, playground games such as what’s the time Mr Wolf					
	Ongoing throughout the year Changing independently Getting used to the hall Music and movement	Changing independently Getting used to the hall Val Sabin – Gymnastics Unit A Travelling Val Sabin Dance unit 1 number 5 autumn leaves	Val Sabin – Gymnastics Unit B Stretching and Curling Val Sabin dance– unit 2 number 6 Icicles and water Val Sabin dance - unit 3 dance 11 dinosaurs	Val Sabin – Gymnastics Unit C travelling taking weight on different body parts Val Sabin dance – unit 4 number 15 – the hungry caterpillar	Introduce field Val Sabin – Games Unit 3 focus on hoops and quoits	Val Sabin – Games Unit 4 focus on ropes, bats and balls Prepare for sport day Val Sabin dance – unit 3 number 10 blowing bubbles
		Val Sabin Games Unit 1 focus on bean bags, Unit 2 focus on				

		balls These units can be used to enhance outdoor learning with a focus on the key skills of throwing and catching.				
Literacy – phonics	Letters and sounds phase 1	Letters and sounds phase 2	Letters and sounds phase 3	Letters and sounds complete phase 3 and consolidate	Letters and sounds consolidate phase 3 and begin phase 4	Letters and sounds consolidate phase 3 and 4
Literacy - reading	Introduce children to home school reading books Carry out assessment Use big books to introduce children to guided reading Nursery rhymes Rhyming words	Individual Reading Assessment Cont. to use big books in guided reading Begin to use phonetically staged group readers for those that are ready Titch, information books about the body, books about families, daily routines Little red hen	Individual Reading Assessment Guided reading using phonetically staged books Goldilocks and the three bears, Old Bear, we're going on a bear hunt, Paddington, bear fact books, porridge recipe, Harry and the bucketful of dinosaurs, dinosaur fact books, Tom and the dinosaur island	Individual Reading Assessment Guided reading using phonetically staged books Information books about flowers, Jaspers beanstalk Jack and the beanstalk	Individual Reading Assessment Guided reading using phonetically staged books Information books about animals,	Individual Reading Assessment Guided reading using phonetically staged books Boat stories, information books about boats, animals, pirate stories
Literacy - writing		Story map – little red hen	Facts e.g. dinosaur/bear Labelling – maps e.g. bear hunt, dino island Letter to a character e.g. tom and the dinosaur island Story maps Whole school drama/writing activity – assessment	Keep a diary of the changes to their sunflower Minibeast stew What's at the top Jasper's beanstalk Retell Jack and the beanstalk	Animal stories e.g. Ned's adventure Fact writing	Stories e.g. pirate/ship wrecked, posters describing their pirate or sea creature Fact writing

Mathematics – number  Taken from mathshub white rose	Week 1-3 assessment for on entry information Week 4-6 counting and recognition	Week 10-12 Addition and subtraction	Week 1-3 Counting and recognition	Week 7-9 Addition and subtraction	Week 1-2 Counting and recognition Week 3-4 Addition and subtraction Week 5-7 Doubling, halving and sharing	Week 11-12 Consolidation and assessment
Mathematics – shape, space and measure		Week 7-8 2D shape Week 9 Money	Week 4-6 Size, weight, capacity	Week 10-11 3D shape Week 12 Time		Week 8-10 Position and distance Week 11-12 Consolidation and assessment
Understanding the world	RE – who am I and where do I belong?	RE – why do we have celebrations? All about me How I have grown and changed – baby to now Who is in my family? My house – different house types extend to explore around the world Explore differences in people e.g. skin colour, disabilities Autumn walk look at changes that are occurring – colours, plants, weather	RE – what makes a place special? Bears Old/new – teddies Making porridge and exploring the changes that take place Explore waterproofing (Paddington) Maps and labelling – we're going on a bear hunt Explore different places – grass, river, forest (we're going on a bear hunt Dinosaurs, fossils,	RE – what makes something special? Spring walk Plant and observe growth of sunflower seeds What plants need Names of key parts of a plant Life cycle of a plant Names of minibeasts Minibeast hunt – what we find and where – field, playground, woodland etc.	RE – what can we learn from stories? Different types of animals e.g. pets, farm wild Pets children have and how they help care for them Needs of animals Farm animals and their 'uses' e.g. milk/wool etc. Habitats Where some wild animals can be found	RE – what makes our world wonderful? Explore floating and sinking Different types of boat Different types of water – sea, river, canal, ice, steam, Uses of water – bath, cooking, swimming etc Water in other countries Make a boat that floats Observe rain and puddles Animals that live in ponds/sea etc.
Expressive arts and design	Sing nursery rhymes Songs for harvest	Learn Christmas play songs Introduce children	Bear songs Dinosaur songs Explore	Songs about spring and growing Continue to explore	Songs about animals Creating a piece of	Songs about water Practise for end of year celebration

	assembly e.g. dig potatoes, cauliflowers fluffy	to instruments such as egg shaker, bells and use while singing Keeping a beat Christmas cards Clay shape with tea light	instruments, the sounds they make, different ways to play them, looking after them Keeping a beat Copying a pattern Explore fast and slow music and playing instruments fast/slow Design your own dinosaur	instruments Songs for easter assembly – spring chicken, plant a little seed, Explore with loud and quiet music and playing instruments Observational drawing of plants and flowers Mother's day card Easter card	music Using pictures to record music Clay animal Design and make something for an animal e.g. basket to transport a cat, kennel to keep a dog dry etc.	assembly Creating a piece of music Using pictures to record music Design and make a boat that floats
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### Autumn Term 1 Medium Term overview Year 1

Week	English	Maths	Science	Computing	Hist/Geog	PSHE	Art/DT	Music	RE	Indoor PE	Outdoor PE
1	Whatever Next	Assessment				Golden rules		Familiar songs			Ultimate Coaching - games
2	Q Pootle 5	Sorting and counting objects	Parts of the body	Rules for laptops and ipads	Where do I live?	A bit about me	Painting aliens	Singing in a groups - Space songs	Belonging	Rules in the hall and games	Ultimate Coaching - games
3	Space Facts	Counting forwards and back 1 more and 1 less	Parts of the face	Logging on to purple mash Create avatar	Where is my school?	Who is in my family?	Splatter painting planets	Singing in a groups - Space songs	What is a church?	Val Sabin Bouncing, Jumping and Landing	Ultimate Coaching - games
4	Peace at last	Ordering numbers Greater and less than	Sense of sight	Retrieving saved work Find purple mash space resources	What is our classroom like?	Groups we belong to	Cutting spaceships	Singing in a groups - Space songs	Features of a church building	Val Sabin Bouncing, Jumping and Landing	Ultimate Coaching - games
5	Visit to St Paul's church	Make number bonds 1-10	Sense of hearing	Space planet profiles	What is our school like?	Washing hands	Collage - owl in moonlight	Singing in a groups - Space songs	What makes a church different	Val Sabin Bouncing, Jumping and Landing	Ultimate Coaching - games
6	Here come the aliens Tim Peake	Add and partition within 10	Sense of touch	Space planet profiles	What are maps and when do we use them?	Washing hands (1 decision)	Exploring with paint - Hedgehogs, Autumn trees	Listen and appreciate - Mars (Holst)	Church as a special place for Christians	Val Sabin Bouncing, Jumping and Landing	Ultimate Coaching - games
7	Autumn Poems	Addition facts families Bonds to 10	Sense of smell	Smartie the penguin (online safety)	Differences between town and countryside	Brushing teeth (1 decision)	Impressionist techniques - Autumn trees	Listen and appreciate - Jupiter (Holst)	Church - Christian belief and practices	Val Sabin Bouncing, Jumping and Landing	Ultimate Coaching - games

## MATHS LESSON PLAN (Sample)

**Term: Autumn 1**

**Week: 2**

**Year: 2**

Topics: Number and Place Value					Key Vocabulary: number, 100 square, one hundred, tens, units, partition, count, greater than, less than.	
Key Teaching Points/questions	Monday	Tuesday	Wednesday	Thursday	Friday	
Mental Fluency:	Class teacher to say a 2 digit number. Children to find one more and one less than the given number and record on whiteboards.	Sit the class facing the 100 square and count in tens from the number I point to. Repeat for counting back in tens.	Children to order 2 digit numbers. Children to order a range of 2 digit numbers. Discuss why each is in its place in the order.	Count aloud together in a circle on and back in 10's. Ask: Count on/back from 30...46...87...etc	Choose 5 children to write any 2 digit number on a whiteboard. Chosen children to stand at front with numbers. The class must order from smallest to largest. Repeat with other numbers.	
Learning Intention	To write numbers in words and digits.	To recognise the value of each digit in a 2 digit number.	To recognise the value of each digit in a 2 digit number.	To recognise the value of each digit in a 2 digit number & to know where it fits in the number system.	I can recognise greater and less than symbols.	
Success Criteria	I understand the place value of each digit to help spell the words correctly.	I understand the terms tens and units/ones. I can split a number into tens and ones.	I understand the terms (hundreds) tens and units/ ones. I can split a number into tens and units.	I can identify (hundreds), tens and units in a number. I know the value of each digit in a number.	I understand the value of a number. I can compare numbers and record my thinking using the < and > signs	
	Explain to children that we need to write numbers as words as well as digits. Children to write selected words on whiteboards. Discuss spellings and patterns. Children to have number cards on table. They must select one card at a time. Children to write number in books and also record the number as word.	Show the children a 2 digit number. Model how the number can be represented using practical resources (with tens and ones). Work through examples on the Screen and model using different resources (eg Numicon, Dienes) Children to make models of numbers using practical resources as above.	Make numbers using 10s and units, children to show correct number on fans. Model using Numicon, Dienes. Show how to record using jottings (a "drawing" or sketched representation of the real resources)  Children to show representation of 2-digit numbers in their books/ on whiteboards.	Show the children 2 numbers. Which is larger? Which is smaller? Repeat with other numbers.  Children to pick out number cards. They must use knowledge of place value and correctly order from smallest to largest in books.  Encourage children to explain and justify their responses.	Introduce "Charlie the Crocodile" to represent the mathematical < and > signs. Explain that he likes to eat bigger numbers. Work through examples of numbers that Charlie would eat. E.g Would he eat 36 or 63.  Children to pick 2 numbers. Record with symbol in books.  Children to work through/discuss, explaining and justifying their answers	