



Number: Number and Place Value

| COUNTING | | | | | | |
|--|--|--|---|--|--|---|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| verbally count beyond 20, recognising the pattern of the counting system | count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | | | count backwards through zero to include negative numbers | interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero | use negative numbers in context, and calculate intervals across zero |
| | count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens | count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward | count from 0 in multiples of 4, 8, 50 and 100; | count in multiples of 6, 7, 9, 25 and 1000 | count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 | |
| | given a number, identify one more and one less | Find 10 more or less than a given number | find 10 or 100 more or less than a given number | find 1000 more or less than a given number | | |
| COMPARING NUMBERS | | | | | | |
| have a deep understanding of numbers to 10, including the composition of each number | use the language of: equal to, more than, less than (fewer), most, least | compare and order numbers from 0 up to 100; use <, > and = signs | compare and order numbers up to 1000 | order and compare numbers beyond 1 000 | read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit | read, write, order and compare numbers up to 10 000 000 and determine the value of each digit |



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| compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other | | | | compare numbers with the same number of decimal places up to two decimal places <i>(appears in Fractions)</i> | | |
| IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS | | | | | | |
| subitise (recognise quantities without counting) up to 5 | identify, and represent numbers using objects and pictorial representations including the number line | identify, represent and estimate numbers using different representations, including the number line | identify, represent and estimate numbers using different representations | identify, represent and estimate numbers using different representations | | |
| explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally | | | | | | |



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| READING AND WRITING NUMBERS (including Roman Numerals) | | | | | | |
|--|--|--|--|---|--|---|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | read and write numbers from 1 to 20 in numerals and words. | read and write numbers to at least 100 in numerals and in words | read and write numbers up to 1 000 in numerals and in words | read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. | read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (<i>appears in Comparing Numbers</i>) | read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (<i>appears in Understanding Place Value</i>) |
| | | | tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (<i>appears in Measurement</i>) | | read Roman numerals to 1 000 (M) and recognise years written in Roman numerals. | |
| UNDERSTANDING PLACE VALUE | | | | | | |
| | | recognise the place value of each digit in a two-digit number (tens, ones) | recognise the place value of each digit in a three-digit number (hundreds, tens, | recognise the place value of each digit in a four-digit number (thousands, | read, write, order and compare numbers to at least 1 000 000 and | read, write, order and compare numbers up to 10 000 000 and |



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| | | | ones) | hundreds, tens, and ones) | determine the value of each digit <i>(appears in Reading and Writing Numbers)</i> | determine the value of each digit <i>(appears in Reading and Writing Numbers)</i> |
| | | | | find the effect of dividing a one- or two-digit number by 10 and 100 <i>(appears in Fractions)</i> | recognise and use thousandths and relate them to tenths, hundredths | identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1 000 where the answers are up to three decimal places <i>(appears in Fractions)</i> |

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| ROUNDING | | | | | | |
|-----------------|--------|--|---|--|--|--|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | | | round any number to the nearest 10, 100 or 1 000 | round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000 | round any whole number to a required degree of accuracy |
| | | | | round decimals with one decimal place to the nearest whole number <i>(appears in Fractions)</i> | round decimals with two decimal places to the nearest whole number and to one decimal place <i>(appears in Fractions)</i> | solve problems which require answers to be rounded to specified degrees of accuracy <i>(appears in Fractions)</i> |
| PROBLEM SOLVING | | | | | | |
| | | use place value and number facts to solve problems | solve number problems and practical problems involving these ideas. | solve number and practical problems that involve all of the above and with increasingly large positive numbers | solve number problems and practical problems that involve all of the above | solve number and practical problems that involve all of the above |