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| **COUNTING** | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 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 1 000 | 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 or 100 more or less than a given number | find 1 000 more or less than a given number |  |  |
| **COMPARING NUMBERS** | | | | | |
| 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 1 000 | 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  (appears also in Reading and Writing Numbers) | read, write, order and compare numbers up to  10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers) |
| *compare numbers with the same number of decimal places up to two decimal places*  (copied from Fractions) |
| **IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS** | | | | | |
| 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 |  |  |

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| **READING AND WRITING NUMBERS** (including Roman Numerals) | | | | | |
| 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, write, order and compare numbers to at least 1 000 000 and determine the value of each digit  (appears also in Comparing Numbers) | read, write, order and compare numbers up to  10 000 000 and determine the value of each digit  (appears also in Understanding Place Value) |
| *tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks*  (copied from Measurement) | 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 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, ones) | recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) | read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit  (appears also in Reading and Writing Numbers)  *recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents*  (copied from Fractions) | read, write, order and compare numbers up to  10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers) |
| *find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths*  (copied from Fractions) | *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* (copied from Fractions) |

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| **ROUNDING** | | | | | |
| 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*  (copied from Fractions) | *round decimals with two decimal places to the nearest whole number and to one decimal place*  (copied from Fractions) | *solve problems which require answers to be rounded to specified degrees of accuracy* (copied from Fractions) |
| **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 |