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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 in tenths and  hundredths | 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 from 10 | 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 1000 000 |  |
| given a number, identify one more and one less |  | find 10 or 100 more or less than a given number | find 1000 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 1000 | order and compare  numbers beyond 1000 | 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 000000 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 a  variety of representations | identify, represent and  estimate numbers using a  variety of representations |  |  |

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| **READING AND WRITING NUMBERS (inc 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 1000 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  1000 (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) | 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)* | *recognise and use*  *thousandths and relate them*  *to tenths, hundredths and*  *decimal equivalents*  *(copied from Fractions)* | *identify the value of each*  *digit to three decimal places*  *and multiply and divide*  *numbers by 10, 100 and*  *1000 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 up to 2 decimal  places. |
|  |  |  | *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 including  previous years learning | solve number problems  and practical problems  involving these ideas  including previous years  learning | solve number and  practical problems that  involve all of the above  and with increasingly large  positive numbers  including previous years  learning | solve number problems  and practical problems  that involve all of the  above including previous  years learning | solve number and  practical problems that  involve all of the above  including previous years  learning |