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| **Progression of Skills in: Number -Number and Place value** |

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|  | **Counting** |
| **Skill** | **Reception (2020)** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Counting** | Assign a number name to each idem being counted ensuring that each item in a group has been counted | 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  |
| Recognise that the when counting number must be said in a certain order | 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  |  |
| Understand that the number name assigned to the final object in a group is the total number of objects within that group | 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  |  |  |
|  | Recognize that anything can be counted including things which can not be touched e.g. sounds |  |  |  |  |  |  |
|  | Understanding that the order in which a group of items is touched is irrelevant the total amount will always be the same  |  |  |  |  |  |  |
|  | To subatize small amounts recognizing the total without counting  |  |  |  |  |  |  |
|  | Verbally count beyond 20, recognizing the pattern of the counting system |  |  |  |  |  |  |
|  | **Comparing Numbers** |
| **Comparing numbers** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| use the language of: more that, fewer than equal than when comparing groups of objects  | 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) |
| Identify groups with more or less than others  |  |  |  | *compare numbers with the same number of decimal places up to two decimal places* (copied from Fractions) |  |  |
|  | Compare groups with not identical items identifying groups with more than, less than and groups equal to |  |  |  |  |  |  |
|  |  **IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS** |
| **Identifying, representing and estimating numbers** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Estimate groups which are unequal identifying groups with have the most or least | 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 |  |  |
|  |  **READING AND WRITING NUMBERS** (including Roman Numerals) |
| **Reading and writing numbers** (including Roman Numerals) | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| read and write numbers from 1 to 10 in numerals and words. | 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) |
| Link the number symbol (numeral) with its cardinal number 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** |
| **Understanding place value** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Part whole. Recognising smaller numbers within a number (conceptual subatizing)  | Part whole. Recognising smaller numbers within a number (conceptual subatizing) | 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) |
| Exploration of different ways in which a number can be partitioned. Incuding the composition of numbers up to 10 | Exploration of different ways in which a number can be partitioned |  |  | *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**1 000 where the answers are up to three decimal places* (copied from Fractions) |
|  | Understanding the ‘one more/one less’ relationship between consecutive numbers |  |  |  |  |  |  |
|  | **ROUNDING** |
| **Rounding** | **Reception** | **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** |
|  |  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Problem Solving** | Exploring pattern and representation of pattern within numbers up to 10 |  | 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 |