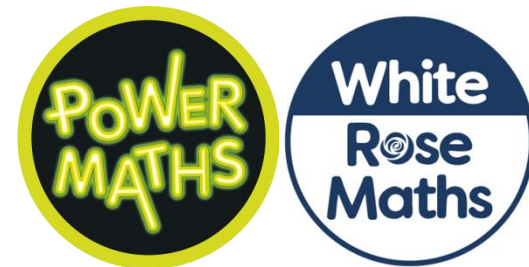# Place Value Progression

Place Value: Count

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Three and Four-Year-Olds • recite numbers past 5 • Say one number for each item in order: 1,2,3,4,5 • Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) **Reception** • Count objects, actions and	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count 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 and backward	• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	• count in multiples of 6, 7, 9, 25 and 1000 • count backwards through zero to include negative numbers	• count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • count forwards and backwards with positive and negative whole numbers, including through zero	

sounds • Count beyond ten **ELG** • Verbally count beyond 20, recognising the pattern of the counting system						
	Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1 Autumn 3	Autumn 1 Autumn 4	Autumn 1 Summer 4	

Place Value: Represent

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Three and Four-Year-Olds						
• Develop fast recognition of up to 3 objects, without having to count them individually (subitising) • Show 'finger numbers' up to 5 • Link numerals and amounts: e.g. showing the right number of objects to match the numeral (up to 5) • Experiment with their own symbols and marks as well as numerals	• identify and represent numbers using objects and pictorial representations • read and write numbers to 100 in numerals • 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 • identify, represent and estimate numbers using different representations, including the number line	• identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words	• identify, represent and estimate numbers using different representations • 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 • read Roman numerals to 1000 (M) and recognise years written in Roman numerals	• read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reception • Subitise • Link the number symbol (numeral) with its cardinal number value **ELG** • Subitise (recognising quantities without counting) up to 5.						
	Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1

Place Value: Use and Compare

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Three and Four-Year-Olds • Compare quantities using language: 'more than', 'fewer than' **Reception** • Compare numbers • Understand the 'one more than/ one less than' relationship between consecutiv enumbers. • Explore the compositio n of numbers to 10. **ELG** • Compare quantities up to 10 in different contexts, recognising when one	• given a number, identify one more and one less	• recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use <, > and = signs	• recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000	• find 1000 more or less than a given number • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • 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	• (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit

quantity is greater than, less than or the same as the other quantity • Have a deep understanding of numbers to 10, including the composition of each number						
	Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1

Place Value: Problems/Rounding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Three and Four-Year-Olds • Solve real world mathematical problems with numbers up to 5		• use place value and number facts to solve problems	• solve number problems and practical problems involving these ideas	• round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers	• interpret negative numbers in context • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above	• round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above
		Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1