

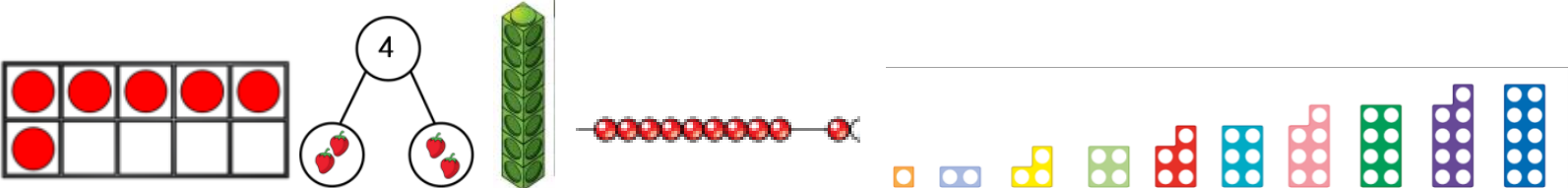


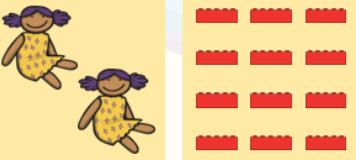
**St. Gregory's Catholic Academy**  
**Place Value Progression**

This document is designed to show the progression of place value across the curriculum for Early Years through to Year 6. It provides varied examples of tasks and representations to be used when teaching place value, though this is not an exhaustive list and teachers may find additional examples elsewhere.

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Have a deep understanding of numbers 1 to 10</li> <li>Subitise up to 5</li> <li>Verbally count beyond 20, recognising the pattern of the number system</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> </ul>	<ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and one less</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>read and write numbers from 1</li> </ul>	<ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts</li> </ul>	<ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>compare and order numbers up to 1000 identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1000 in numerals and in words</li> <li>solve number problems and practical problems</li> </ul>	<ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1000</li> <li>find 1000 more or less than a given number</li> <li>count backwards through zero to include negative numbers</li> <li>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>order and compare numbers beyond 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1000</li> </ul>	<ul style="list-style-type: none"> <li>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</li> <li>round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> </ul>	<ul style="list-style-type: none"> <li>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>round any whole number to a required degree of accuracy</li> <li>use negative numbers in context, and calculate intervals across zero</li> <li>solve number and practical problems that involve all of the above.</li> </ul>

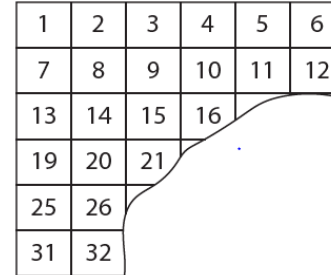
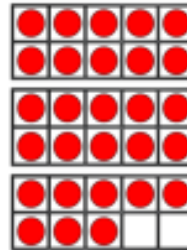
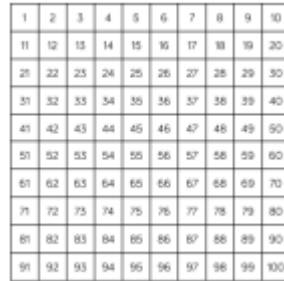
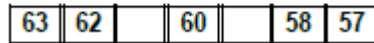
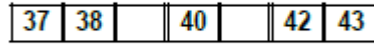
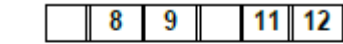
	to 20 in numerals and words.	to solve problems.	involving these ideas.	<ul style="list-style-type: none"> <li>• solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>• read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</li> </ul>	<ul style="list-style-type: none"> <li>• solve number problems and practical problems that involve all of the above</li> <li>• read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul>	
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## Early Years

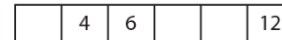
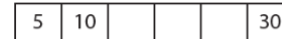
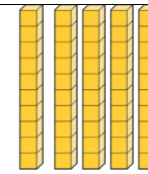
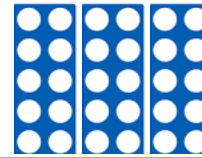
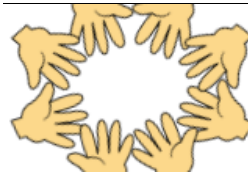
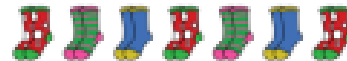
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<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the number system</li> </ul>	
<ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> </ul>	

### Year 1

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

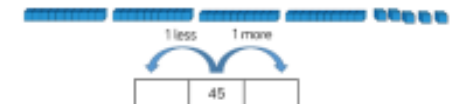
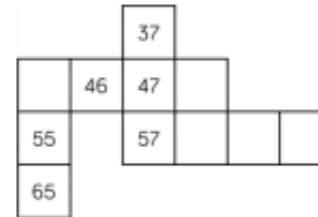


- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

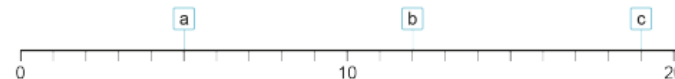
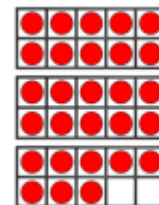
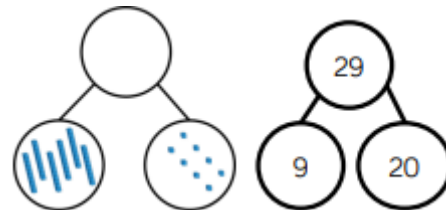


- given a number, identify one more and one less

Use manipulatives and ask children to show one more and one less than the given amounts.



- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least



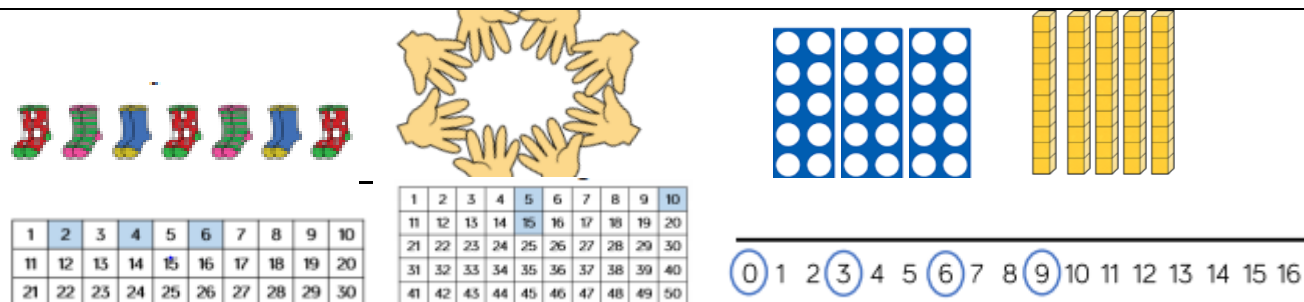
- read and write numbers from 1 to 20 in numerals and words.

1		3	4	5	6		8	9	10
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one		three	four	five	six		eight	nine	ten
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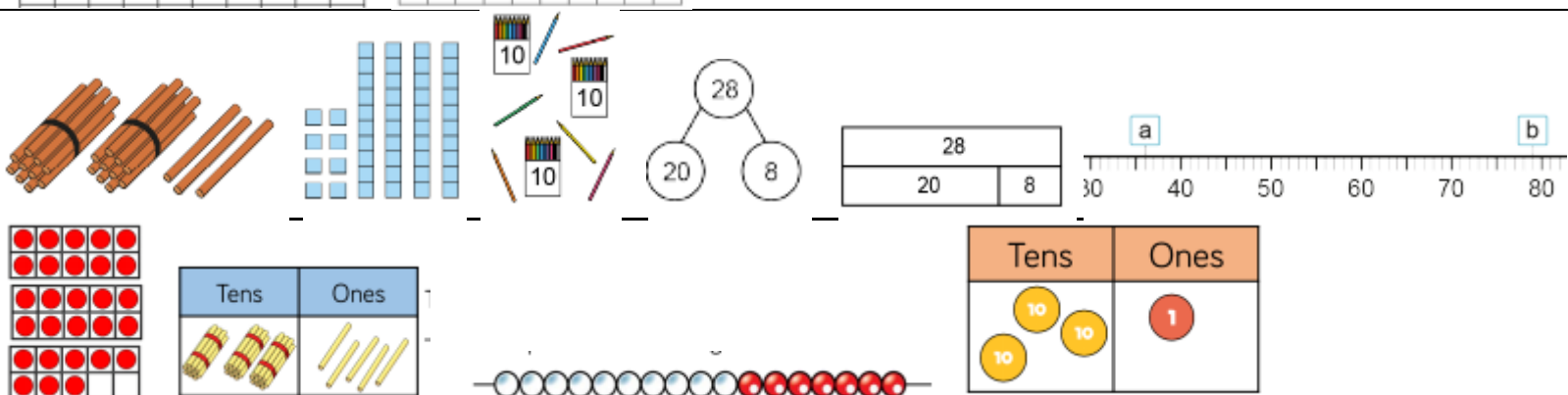
## Year 2

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

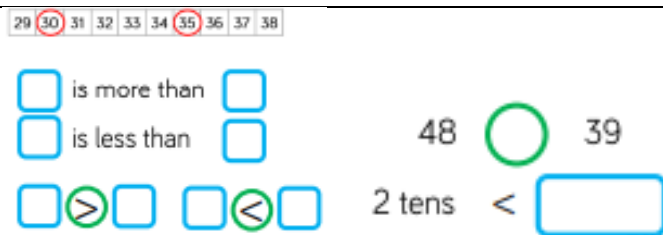


- recognise the place value of each digit in a two-digit number (tens, ones)

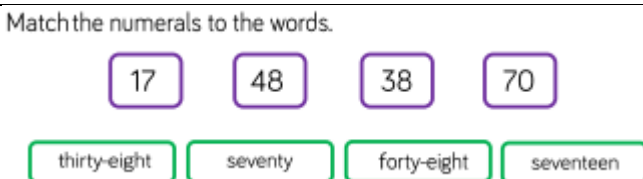
- identify, represent and estimate numbers using different representations, including the number line



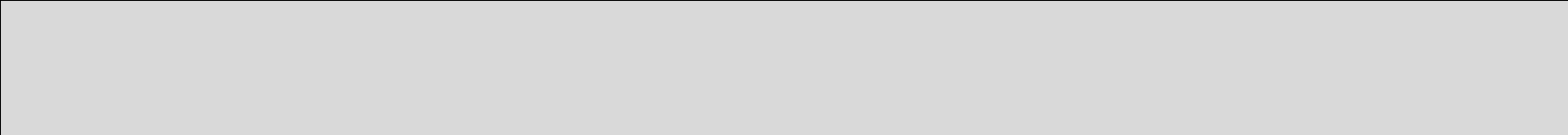
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs



- read and write numbers to at least 100 in numerals and in words

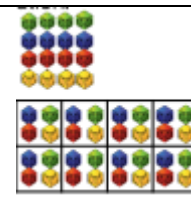
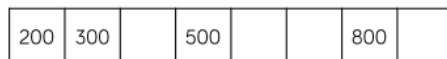


- use place value and number facts to solve problems.



### Year 3

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number



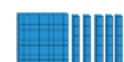
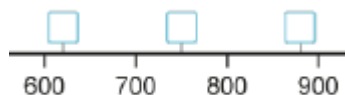
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)



Representation	Number

Hundreds	Tens	Ones

- compare and order numbers up to 1000 identify, represent and estimate numbers using different representations



Circle the greatest number in each pair.

Nine hundred and two

920

500 and 63

568

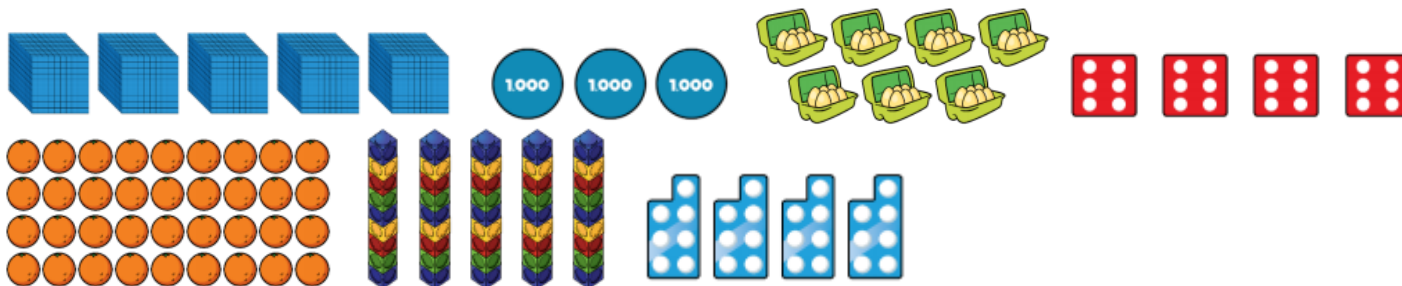
$$600 + 70 + 4 > 600 + \underline{\quad} + 4$$

- read and write numbers up to 1000 in numerals and in words

- solve number problems and practical problems involving these ideas.

## Year 4

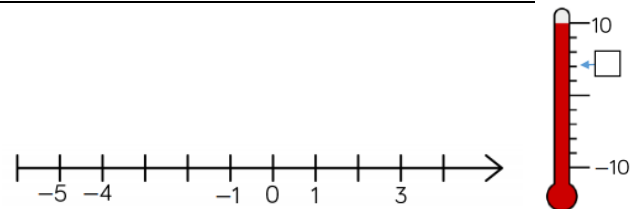
- count in multiples of 6, 7, 9, 25 and 1000



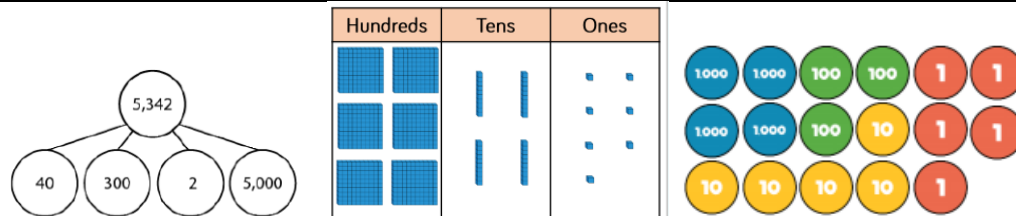
- find 1000 more or less than a given number

1,000 less	Number	1,000 more

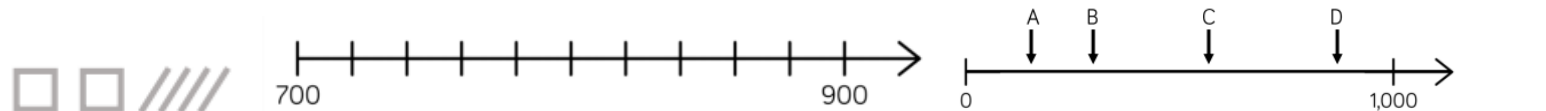
- count backwards through zero to include negative numbers



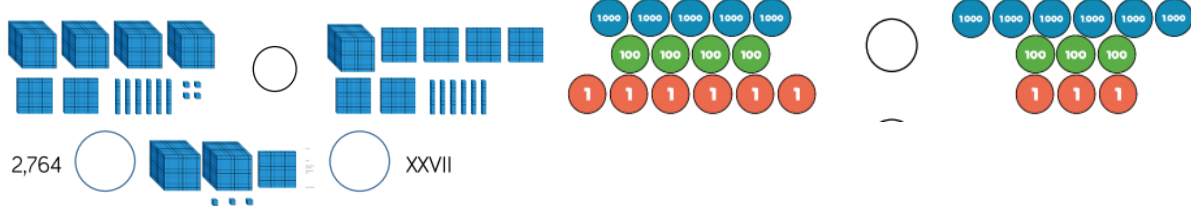
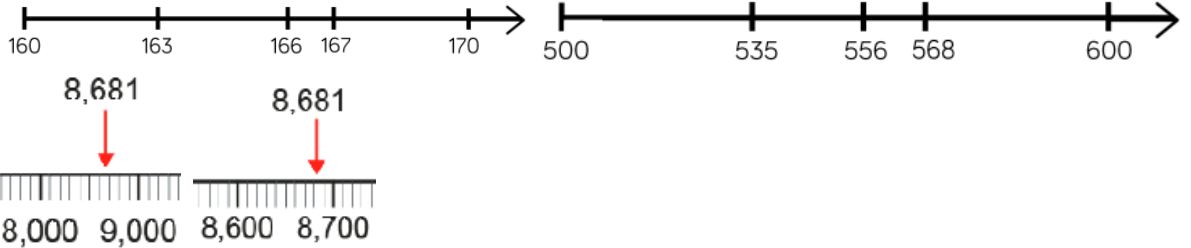
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)



- identify, represent and estimate numbers using different representations

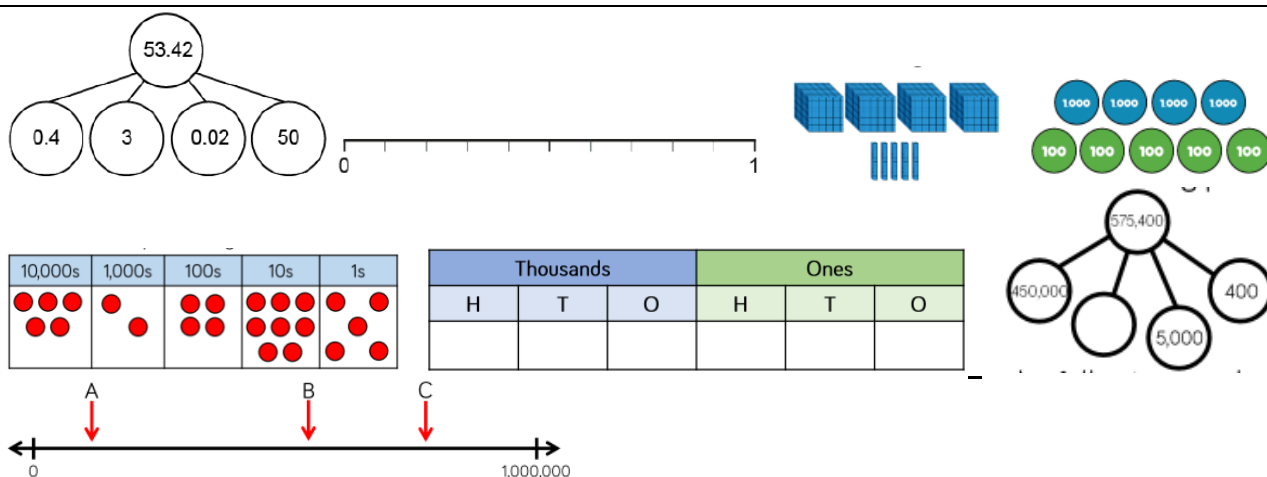




<ul style="list-style-type: none"> <li>order and compare numbers beyond 1000</li> </ul>																	
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## Year 5

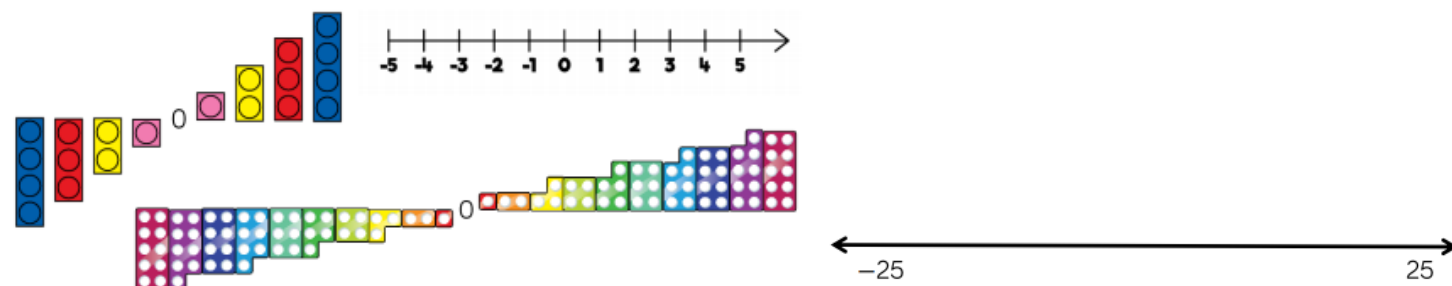
- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit












- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000

100,000	200,000	300,000	400,000	500,000	600,000	700,000	800,000	900,000
10,000	20,000	30,000	40,000	50,000	60,000	70,000	80,000	90,000
1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero



<ul style="list-style-type: none"><li>round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li></ul>	<table><tr><th>Start Number</th><th>Rounded to the nearest 10</th><th>Rounded to the nearest 100</th><th>Rounded to the nearest 1,000</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Start Number	Rounded to the nearest 10	Rounded to the nearest 100	Rounded to the nearest 1,000												
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XLIV	XLV		XLVII														
		LVI	LVII														
LXIV		LXVI	LXVII														

## Year 6

<ul style="list-style-type: none"><li>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li></ul>	<table><tr><th>M</th><th>HTh</th><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr><tr><td>●</td><td></td><td>●●●</td><td>●</td><td>●●●</td><td>●</td><td>●●</td></tr></table> <table><tr><th>M</th><th>HTh</th><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr><tr><td>●●</td><td>●</td><td>●</td><td>●</td><td>●●●</td><td>●</td><td>●●</td></tr></table> <div>○</div> <table><tr><th>M</th><th>HTh</th><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr><tr><td>●●</td><td>●</td><td>●</td><td>●</td><td>●●●</td><td>●</td><td>●●</td></tr></table>	M	HTh	TTh	Th	H	T	O	●		●●●	●	●●●	●	●●	M	HTh	TTh	Th	H	T	O	●●	●	●	●	●●●	●	●●	M	HTh	TTh	Th	H	T	O	●●	●	●	●	●●●	●	●●
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