Progression in Number and Place Value

	Counting	Comparing Numbers	Identifying, Representing and Estimating Numbers
R	• Identify groups with the same number of things (1:1 counting) • Say number words in sequence (initially to 5 and then 10 and then numbers crossing boundaries 19/20 and 29/30 • Tag each object with one number word. • Know the last number counted gives the total so far.	• identify and use the language of more than and less than between two numbers. • Know the one more/ one less than relationship between counting numbers. • Know an amount does not change if things are rearranged (so long as none have been added or taken away) • To compare numbers and reason. (e.g.) have two boxes and decide which they would keep and why?	• To subitise small quantities without having to count 1:1. • Identify smaller numbers within a number (conceptual subitising-seeing groups and combining to make a total) • numbers can be partitioned into different pairs of numbers. • a number can be partitioned into more than two number
Y1	• 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 from 10 • given a number, identify one more and one less	• use the language of: equal to, more than, less than (fewer), most, least	• identify and represent numbers using objects and pictorial representations including the number line
Y2	• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward	• compare and order numbers from 0 up to 100; use <, > and = signs	• identify, represent and estimate numbers using different representations, including the number line
Y3	• count from 0 in multiples of 4, 8, 50 and 100; • find 10 or 100 more or less than a given number	• compare and order numbers up to 1000	• identify, represent and estimate numbers using a variety of representations
Y4	• count backwards through zero to include negative numbers in tenths and hundredths • count in multiples of 6, 7, 9, 25 and 1000 • find 1000 more or less than a given number	• order and compare numbers beyond 1000 • *compare numbers with the same number of decimal places up to two decimal place.* (See Fractions)	• identify, represent and estimate numbers using a variety of representations

Progression in Number and Place Value

Y5	• interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • count forwards or backwards in steps of powers of 10 for any given number up to 1000 000	• read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (See Reading and Writing Numbers)	
Y6	• use negative numbers in context, and calculate intervals across zero	• read, write, order and compare numbers up to 10 000000 and determine the value of each digit (See Reading and Writing Numbers)	

	Reading and Writing Numbers (Inc Roman Numerals)	Understanding Place Value
R	• match a number symbol with a number of things.	
Y1	• read and write numbers from 1 to 20 in numerals and words.	
Y2	• read and write numbers to at least 100 in numerals and in words	• recognise the place value of each digit in a two-digit number (tens, ones)
Y3	• read and write numbers up to 1000 in numerals and in words • *tell and write the time from an analogue clock, including using Roman numerals from to XII, and 12-hour and 24- hour clocks* (See Measurement)	• recognise the place value of each digit in a three- digit number (hundreds, tens, ones)
Y4	• 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.	• recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • 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 (See Fractions)
Y5	• read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (See Comparing Numbers) • read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	• read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (See Reading and Writing Numbers) • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (See Fractions)

Progression in Number and Place Value

Y6	• read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (See Understanding Place Value)	• read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (See Reading and Writing Numbers) • 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 place (See Fractions)

Progression in Number and Place Value

	Rounding	Problem Solving
R		
Y1		
Y2		• use place value and number facts to solve problems including previous years learning
Y3		• solve number problems and practical problems involving these ideas including previous years learning
Y4	• round any number to the nearest 10, 100 or 1 000 • round decimals with one decimal place to the nearest whole number (See Fractions)	• solve number and practical problems that involve all of the above and with increasingly large positive numbers including previous years learning
Y5	• round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000 • round decimals with two decimal places to the nearest whole number and to one decimal place (See Fractions)	• solve problems that involve all of the above including previous years learning
Y6	• round any whole number to a required degree of accuracy up to 2 decimal places. • solve problems which require answers to be rounded to specified degrees of accuracy (See Fractions)	• Solve problems that involve all of the above including previous years learning