

St Teresa's Catholic Primary School

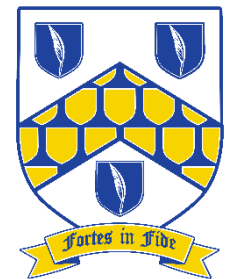
Number and Place Value Progression Map

Respect – Resilience – Read – Retain

'Do the little things well'



St Teresa's Catholic Primary School



COUNTING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children to know number names, initially to five, then ten, and extending to larger numbers, including crossing boundaries 19/20 and 29/30.	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
Counting back	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 1000	count forwards or backwards in steps of powers of 10 for any given number up to 1000 000	
Counting: tagging each object with one number word. Children count things in irregular arrangements.	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		
Counting: tagging each object with one number word. Children to count out or 'give' a number of things from a larger group, not just to count the number that are there.						
Knowing the 'one more than/one less than' relationship between counting						

numbers						
COMPARING NUMBERS						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>More than / less than. Compare collections and begin to talk about which group has more things.</p> <p>Identifying groups with the same number of things . Opportunities to see that groups could consist of equal numbers of things.</p> <p>Comparing numbers and reasoning. Opportunities to apply their understanding by comparing actual numbers and explaining which is more.</p> <p>Children can compare numbers that are far apart, near to and next to each other.</p> <p>opportunities to see and begin to generalise the 'one more</p>	<p>use the language of: equal to, more than, less than (fewer), most, least</p>	<p>compare and order numbers from 0 up to 100; use and = signs</p>	<p>compare and order numbers up to 1000</p>	<p>order and compare numbers beyond 1000</p>	<p>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)</p>	<p>read, write, order and compare numbers up to 10 000000 and determine the value of each digit (appears also in Reading and Writing Numbers)</p>

than/one less than' relationship between sequential numbers.

IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Subitising, recognising how many things are in a group without having	identify and represent numbers using objects and pictorial representations	identify, represent and estimate numbers using different representations,	identify, represent and estimate numbers using different representations	identify, represent and estimate numbers using different representations		

to count them one by one.	including the number line	including the number line				
Conservation: knowing that the number does not change if things are rearranged (as long as none have been added or taken away)						

READING AND WRITING NUMBERS (inc Roman Numerals)

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Link the number symbol (numeral) with its cardinal number value.	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)
			<i>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)</i>	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

Explore the composition of numbers to 10. To see small numbers within a larger collection. A number can be partitioned into different pairs of numbers.	Recognise the place value of each digit in a two digit number (tens and ones) – teens numbers.	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	recognise and use	identify the value of each

A number can be partitioned into more than two numbers

Partition a number of things into two groups, and to recognise that those groups can be recombined to make the same total.

Explore a range of ways to partition a whole number. Identifying the pairs of numbers that make a total.

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)

thousandths and relate them to tenths, hundredths and decimal equivalents
(copied from Fractions)

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)

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.
			<i>round decimals with one decimal place to the nearest whole number</i> (copied from Fractions)	<i>round decimals with two decimal places to the nearest whole number and to one decimal place</i> (copied from Fractions)	<i>solve problems which require answers to be rounded to specified degrees of accuracy</i> (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
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