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| Number Place Value Progression Document | | | | | | | | | | | | | |
| Nursery | Reception | Early Learning Goal | Year 1 | Year 2 | | | | | | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  | Counting | | | | | | | |  |  |  |
| Fast recognition of up to 3 objects, without having to count them individually (subitising) Recite numbers past 5 Say one number for each item in order 1,2,3,4,5 | Count objects, actions and sounds. Subitise Count beyond ten | Have a deep understanding of numbers to 10, including the composition of each number Subitise to 5. Verbally count to 20, recognizing the pattern of the counting system. | 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 |
|  | | | 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 |  |
|  |  |  | 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 |  |  |
| Comparing Numbers | | | | | | | | | | | | | |
| Compare quantities using language “more than” “fewer than” | Compare numbers Understand the one more than/one less than relationship between consecutive numbers | Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other quantity | 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 1000 | order and compare numbers beyond 1000  compare numbers with the same number of decimal places up to two decimal places (Fractions NC Objective) | read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (Objective also shown in Reading and Writing Numbers) | read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (Objective also shown in Reading and Writing Numbers) |
| IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS | | | | | | | | | | | | | |
| Link numerals and amounts for example, showing the right number of objects to match the numeral, up to 5. Show “finger numbers” up to 5 Knows that the last number said when counting a small set of objects tells you how many there are in total (cardinal principle) | Link the number symbol with its cardinal number value | Identify and represent numbers with objects and pictorial representations including introduction to a number line | 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 | | | | | | | |  |  |  |
| Link numerals and amounts eg right number of objects to match numeral 5 Experiment with their own symbols and marks as well as numerals | Link the number symbol with its cardinal value  Begin to represent number with own symbols | Practise reading and writing 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 | ead 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) |
|  |  |  | READING AND WRITING ROMAN NUMERALS | | | | | | | |  |  |  |
|  |  |  |  | | |  | | tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24- hour clocks (Measurement NC Objective) | | | 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 | | | | | | | |  |  |  |
|  | Explore the composition of numbers to 10 | Have a deep understanding of numbers to 10, including the composition of each number. Verbally count beyond 20, recognizing the pattern of the counting system |  | | 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, and ones) | | 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 (Fractions NC Objective) | 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) recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (Fractions NC Objective) | 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 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 places (Fractions NC Objective) |
|  |  |  | Rounding | | | | | | | |  |  |  |
|  |  |  |  | | | | | | | | round any number to the nearest 10, 100 or 1 000  round decimals with one decimal place to the nearest whole number (Fractions NC Objective) | 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 (Fractions NC Objective) | round any whole number to a required degree of accuracy  solve problems which require answers to be rounded to specified degrees of accuracy (Fractions NC Objective) |