Number: Number and Place Value

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SUBITISING								
Pre FS1	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	develop fast recognition of up to 3 objects, without having to count them individually ('subitising')	subitise up to 5						
COUNTING								
Pre FS1	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence count in everyday contexts, sometimes skipping numbers - '1-2-3-5' take part in finger rhymes with numbers	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')	count objects, actions and sounds link the number symbol (numeral) with its cardinal number value count beyond 10 verbally count beyond 20, recognising the pattern of the counting system	count within 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	count in steps of 2, 3, and 5 from 0, and in tens	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	

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			numerals count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers	from any number, forward or backward			of 10 for any given number up to 1000 000	
					divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.	divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts	divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts	divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.
		understand the 'one more than/one less	given a number, identify one more and one		find 10 or 100 more or less than a given	find 1000 more or less than a given number		

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		than' relationship between consecutive numbers	less		number			
	COMPARING NUMBERS							
compare amounts, saying 'lots', 'more' or 'same'	compare quantities using language: 'more than', 'fewer than'	compare quantities up to 10 in different contexts, recognising 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 reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	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	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)
						compare numbers with the same number of decimal places up to two decimal places (copied from Fractions)		
IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS								
	show 'finger	explore and	identify and	identify,	identify,	identify,		

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	numbers' up to 5	represent patterns within numbers up to 10	represent numbers using objects and pictorial representations including the number line	represent and estimate numbers using different representations, including the number line	represent and estimate numbers using different representations	represent and estimate numbers using different representations		

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<table>
<tr><th colspan="9">READING AND WRITING NUMBERS (including Roman Numerals)</th></tr>
<tr><th>Pre FS1</th><th>FS1</th><th>FS2</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr><td rowspan="2"></td><td>link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5

experiment with their own symbols and marks as well as numerals</td><td rowspan="2"></td><td rowspan="2">read and write numbers from 1 to 20 in numerals and words.</td><td rowspan="2">read and write numbers to at least 100 in numerals and in words</td><td>read and write numbers up to 1 000 in numerals and in words</td><td rowspan="2">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.</td><td>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Comparing Numbers)</td><td rowspan="2">read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Understanding Place Value)</td></tr>
<tr><td>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)</td><td>read Roman numerals to 1 000 (M) and recognise years written in Roman numerals.</td></tr>
<tr><th colspan="9">UNDERSTANDING PLACE VALUE</th></tr>
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				recognise the place value of each digit in a two-digit number (tens, ones) compose and decompose two-digit numbers using standard and non-standard partitioning	recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compose and decompose three-digit numbers using standard and non-standard partitioning	recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) compose and decompose four-digit numbers using standard and nonstandard partitioning	recognise the place value of each digit in numbers with up to 2 decimal places compose and decompose numbers with up to 2 decimal places using standard and nonstandard partitioning. 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 the place value of each digit in numbers up to 10 million, including decimal fractions compose and decompose numbers up to 10 million using standard and nonstandard partitioning 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)

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						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 ones, tenths and hundredths (copied from Fractions)	*recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents* (copied from Fractions)	*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* (copied from Fractions)
					Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).	Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)	Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth)	

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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
	reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10	reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10	reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each	reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each	reason about the location of any number up to 10 million, including decimal fractions, in the linear number system and round numbers, as appropriate, including in contexts
			round decimals with one decimal place to the nearest whole number (copied from Fractions)	*round decimals with two decimal places to the nearest whole number and to one decimal place* (copied from Fractions)	*solve problems which require answers to be rounded to specified degrees of accuracy* (copied from Fractions)
PROBLEM SOLVING					
	use place value and number facts to solve problems	solve number problems and practical problems involving these ideas.	solve number and practical problems that involve all of the above and with increasingly large positive numbers	solve number problems and practical problems that involve all of the above	solve number and practical problems that involve all of the above