



St Peter's Catholic Primary School

Progression of skills: Number

Number and Place Value

COUNTING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Count objects, actions and sounds.	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 beyond ten.	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 1000000	
Verbally count beyond 20, recognising the pattern of the counting system.	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 numbers	use the language of: equal to, more than, less than (fewer),	compare and order numbers from 0 up to 100; use <, > and	compare and order numbers up to 1000	order and compare numbers beyond 1000	read, write, order and compare numbers to at least	read, write, order and compare numbers up to



St Peter's Catholic Primary School

Progression of skills: Number

Number and Place Value

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	most, least	= signs		compare numbers with the same number of decimal places up to two decimal places (copied from Fractions)	1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)	10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)
IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS						
Subitise	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		
Link the number symbol (numeral) with its cardinal number value.						
ELG Subitise						



St Peter's Catholic Primary School

Progression of skills: Number

Number and Place Value

READING AND WRITING NUMBERS (including Roman Numerals)						
EYFS	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 1 000 in numerals and in words	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, 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)
			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)		read Roman numerals to 1 000 (M) and recognise years written in Roman numerals.	
UNDERSTANDING PLACE VALUE						
Understand the 'one more than/one less than' relationship between		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	read, write, order and compare numbers to at least 1 000 000 and determine the value	read, write, order and compare numbers up to 10 000 000 and determine the value



St Peter's Catholic Primary School

Progression of skills: Number

Number and Place Value

<i>consecutive numbers.</i>				<i>ones)</i>	<i>of each digit (appears also in Reading and Writing Numbers)</i>	<i>of each digit (appears also in Reading and Writing Numbers)</i>
<i>Explore the composition of numbers to 10.</i>				<i>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 (copied from Fractions)</i>	<i>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (copied from Fractions)</i>	<i>identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1 000 where the answers are up to three decimal places (copied from Fractions)</i>
<i>Have a deep understanding of numbers to 10, including the composition of each number.</i>						



St Peter's Catholic Primary School

Progression of skills: Number

Number and Place Value

ROUNDING						
EYFS	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
				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						
Solve real world mathematical problems with numbers up to 5.		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