Number: Number and Place Value   Whole-School Curriculum Progression Map

COUNTING

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recite numbers past 5. Say one number name for each item in order: 1, 2, 3, 4, 5.	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
Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	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 1 000 000	
		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

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Compare quantities using language: 'more than', 'fewer than'	Compare numbers.	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 1 000	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							
Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5.	Subitise. Link the number symbol (numeral) with its cardinal number value.	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 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.	Subitise (recognising quantities without counting) up to 5.						

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				READING AND WRITING NUMBERS (including Roman Numerals)			
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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.	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 *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 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 Roman numerals to 1000 (M) and recognise years written in Roman numerals.	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Understanding Place Value)
				UNDERSTANDING PLACE VALUE			
	Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.		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) *find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the*	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*	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*

					answer as units, tenths and hundredths (copied from Fractions)	(copied from Fractions)	*1000 where the answers are up to three decimal places* (copied from Fractions)

ROUNDING							
Nursery	Reception	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
GREATER DEPTH							
Learning can be transferred and applied in different contexts. Pupils can explain their understanding to others. Pupils can make connections with other areas of learning and new areas.							