NUMBER Progression *Number and place value*

The Programmes of Study are organised in distinct domains, however, in practise they are not taught so discreetly and are interwoven with other areas, for example place value and the four operations. For further detail on how this achieved through our mastery curriculum, the approximate amount of time spent on each focus termly and specific teaching areas, please see our Maths Sequence of Learning Progressions.

<table>
<tr><th></th><th>Autumn</th><th>Spring</th><th>Summer</th></tr>
<tr><td rowspan="2">Year 1</td><td>Numbers to 10
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
Read and write numbers from 1 to 20 in numerals and words.
Given a number, identify one more and one less
Numbers to 20
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
Read and write numbers from 1 to 20 in numerals and words.</td><td>Numbers to 50
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (twos).
Given a number, identify one more and one less
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ♦ − 9.</td><td>Numbers to 100
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
Given a number, identify one more and one less.
Represent and use number bonds and related subtraction facts within 20.</td></tr>
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Year 2	Autumn	Spring	Summer
	Numbers to 100 • Read and write numbers to at least 100 in numerals and in words • Identify, represent and estimate numbers using different representations, including the number line • Recognise the place value of each digit in a two-digit number (tens, ones). • Compare and order numbers from 0 up to 100; use and = signs. • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.		**Problem solving and efficient methods** • Use place value and number facts to solve problems
Year 3	Autumn	Spring	Summer
	Place value within 1,000 • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • Identify, represent and estimate numbers using different representations. • Read and write numbers up to 1,000 in numerals and in words • Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. • Compare and order numbers up to 1,000. • Solve number problems and practical problems involving these ideas		

Year 4	Autumn	Spring	Summer
	4-digit numbers • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • Round any number to the nearest 10, 100 or 1,000. • Count in multiples of 6, 7, 9, 25 and 1,000. • Identify, represent and estimate numbers using different representations. • 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 • Order and compare numbers beyond 1,000 • Identify, represent and estimate numbers using different representations. • Round any number to the nearest 10, 100 or 1,000. • Solve number and practical problems that involve all of the above and with increasingly large positive numbers • Count in multiples of 6, 7, 9, 25 and 1,000. • Count backwards through zero to include negative numbers. • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.	**Place value, x & ÷** • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	

Year 5	Autumn	Spring	Summer
	Place value within 100,000 • Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. • Round any number up to 100,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 • Solve number problems and practical problems that involve all of the above • Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals **Place value within 1,000,000** • Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. • Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000. • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. • Solve number and practical problems that involve all of the above.		
Year 6	Autumn	Spring	Summer
	Place value to 10,000,000 • Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. • Round any whole number to a required degree of accuracy • Use negative numbers in context, and calculate intervals across zero. • Solve number and practical problems that involve all of the above.		**Place Value** • Solve number and practical problems that involve all of the above (including negative numbers)