For Nursery and Reception: Red- Development Matters

Green- Birth to Five

Number: Number and Place Value

COUNTING							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recites numbers past 5 May enjoy counting verbally as far as they can go	Enjoys reciting numbers from 10 (and beyond) and back from 10 to 0 Counts beyond 10	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	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 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
Say one number name for each item in order 1,2,3,4,5	Counts objects, actions and sounds	count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens		find 10 or 100 more or less than a given number	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	
Knows that they last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)	Links the number symbol (numeral) with its cardinal number value	given a number, identify one more and one less			find 1000 more or less than a given number		

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Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Points or touches each item, saying one number for each item, using the stable order of 1,2,3,4,5	Counts out up to 10 objects from a larger group						
Uses some number names and number language within play, and may show a fascination with large numbers	Increasingly confident at putting numerals in order 0 to 10 (ordinality)						
	Have a deep						

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	understanding of numbers to 10, including the composition of each number (ELG)						
	Verbally count beyond 20, recognising the pattern of the counting system. (ELG)						
		COMPARING NUMBERS					
Compare quantities using language 'more than' and 'fewer than'	Compares numbers Uses number names and symbols when comparing numbers, showing interest in large 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)
Compares two small groups of up to five objects, saying when there are the same number in each group.	Understand the 'one more than' and 'one less than' relationship between consecutive numbers				*compare numbers with the same number of decimal places up to two decimal places* (copied from Fractions)		
	Compare quantities up to 10 in different						

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E.g You've got two, I've got two. Same!	**contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG)**						
		IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS					
Develop recognition of up to 3 objects, without having to count them individually (subitising)	Subitises Engages in subitising numbers to four and maybe five	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		
Shows 'finger numbers' up to 5	Estimates numbers of things, showing understanding of relative size						
Subitises one, two and three objects (without counting)	Matches the numeral with a group of items to show how many there are (up to 10)						
	Subitise (recognize						

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	quantities without counting) up to 5. (ELG)						
	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG)						

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READING AND WRITING NUMBERS (including Roman Numerals)							
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Links numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Links numerals with amounts up to 5 maybe beyond	Links the number symbol with its cardinal number value to 10	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		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)
Experiments with their own symbols and marks as well as numerals Explores a range of their own marks and signs to which they ascribe mathematical meanings				*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 Roman numerals to 1 000 (M) and recognise years written in Roman numerals.	
Begins to recognise numerals 0 to 10							
UNDERSTANDING PLACE VALUE							

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Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.	Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects		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)	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)
Beginning to recognize that each counting number is one more than the one before.					*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)	*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)

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ROUNDING							
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					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							
			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