Progression of Skills: **Number and Place Value**

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Number and place value	**Number and place value**	**Number and place value**	**Number and place value**	**Number and place value**	**Number and place value**	**Number and place value**	**Number and place value**
Pupils should be taught to: Recite numbers past 5. Say one number name 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 Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Link numerals & 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. Compare quantities using language: 'more than', 'fewer	**Pupils should be taught to:** Count objects, actions and sounds. Count beyond ten. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.. **ELG** Verbally count beyond 20, recognising the pattern of the counting system. Subitise (recognising quantities without counting) up to 5. Compare quantities up to 10 in different contexts, recognising when one quantity is	**Pupils should be taught to:** 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 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	**Pupils should be taught to:** Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations, including the number line Compare and order numbers from 0 up to 100; use <, > and = signs Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems	**Pupils should be taught to:** Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers up to 1000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1000 in numerals and in words Solve number problems and practical problems involving these ideas	**Pupils should be taught to:** Count in multiples of 6, 7, 9, 25 and 1000 Find 1000 more or less than a given number Count backwards through zero to include negative numbers Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers Read Roman numerals to 100 (I to C) and know that over time, the	**Pupils should be taught to:** 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 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 Solve number problems and practical problems that involve all of the above Read Roman numerals to 1000 (M) and recognise years written in Roman numerals	**Pupils should be taught to:** 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

than'. Solve real world mathematical problems with numbers up to 5.	greater than, less than or the same as the other quantity. Have a deep understanding of numbers to 10, including the composition of each number.				numeral system changed to include the concept of zero and place value		