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| **Foundation Stage** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Children count reliably with numbers from 1 to 20, place them in order**  **Say which number is one more or one less than a given number**  **They solve problems** | **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.** | **Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward**  ***Add or subtract 1 or 10 or 100 is in addition and subtraction***  **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**  **Recognise the place value of each digit in a two-digit number (tens, ones)**  **Use place value and number facts to solve problems.** | **Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number**  ***Add or subtract 1, 10 or 100 is in addition and subtraction***  **Identify, represent and estimate numbers using different representations**  **Compare and order numbers up to 1000**  **Read and write numbers up to 1000 in numerals and in words**  **Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)**  **Solve number problems and practical problems involving these ideas.** | **Count backwards through zero to include negative numbers**  **Count in multiples of 6, 7, 9, 25 and 1000**  **Find 1000 more or less than a given number**  **Identify, represent and estimate numbers using different representations**  **Order and compare numbers beyond 1000**  **Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)**  **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 numeral system changed to include the concept of zero and place value.** | **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**  **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, 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** | **Use negative numbers in context, and calculate intervals across zero**  **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**  **Solve number and practical problems that involve all of the above.** |

**Numbers and the Number System – National Curriculum 2014**

**Rounding**

**Solving problems**

**Quantity value of digits**

**Identifying and representing numbers**

**Adding or subtracting 1,10, 100, 1000…**

**Counting**