

Number: Number and Place Value with Reasoning

| +COUNTING | | | | | |
|--|---|---|--|---|--|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 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 |
| 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 1000 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 | | |
| <p>Spot the mistake: 5,6,8,9 What is wrong with this sequence of numbers?</p> <p>True or False? I start at 2 and count in twos. I will say 9</p> <p>What comes next? 10+1 = 11 11+1= 12 12+1 = 13</p> | <p>Spot the mistake: 45,40,35,25 What is wrong with this sequence of numbers?</p> <p>True or False? I start at 3 and count in threes. I will say 13?</p> <p>What comes next? 41+5=46 46+5=51 51+5=56</p> | <p>Spot the mistake: 50,100,115,200 What is wrong with this sequence of numbers?</p> <p>True or False? 38 is a multiple of 8?</p> <p>What comes next? 936-10= 926 926 -10 = 916 916- 10= 906</p> | <p>Spot the mistake: 950, 975,1000,1250 What is wrong with this sequence of numbers?</p> <p>True or False? 324 is a multiple of 9?</p> <p>What comes next? 6706+ 1000= 7706 7706 + 1000 = 8706 8706 + 1000 = 9706</p> | <p>Spot the mistake: 177000,187000,197000,217000 What is wrong with this sequence of numbers?</p> <p>True or False? When I count in 10's I will say the number 10100?</p> <p>What comes next? 646000-10000= 636000 636000 -10000 = 626000 626000- 10000 = 616000</p> | <p>Spot the mistake: -80,-40,10,50 What is wrong with this sequence of numbers?</p> <p>True or False? When I count backwards in 50s from 10 I will say -200</p> <p>True or False? The temperature is -3. It gets 2 degrees warmer. The new temperature is -5?</p> |

Number: Number and Place Value with Reasoning

| COMPARING 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 1000 | 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) |
| | | | | | |
| | | | <i>compare numbers with the same number of decimal places up to two decimal places</i> (copied from Fractions) | | |
| Do, then explain Look at the objects. (in a collection). Are there more of one type than another? How can you find out? | Do, then explain 37 13 73 33 3 If you wrote these numbers in order starting with the smallest, which number would be third? Explain how you ordered the numbers. | Do, then explain 835 535 538 388 508 If you wrote these numbers in order starting with the smallest, which number would be third? Explain how you ordered the numbers. | Do, then explain 5035 5053 5350 5530 5503 If you wrote these numbers in order starting with the largest, which number would be third? Explain how you ordered the numbers. | Do, then explain 747014 774014 747017 774077 744444 If you wrote these numbers in order starting with the smallest, which number would be third? Explain how you ordered the numbers. | Do, then explain Find out the populations in five countries. Order the populations starting with the largest. Explain how you ordered the countries and their populations. |
| IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS | | | | | |
| 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 | | |

Number: Number and Place Value with Reasoning

READING AND WRITING NUMBERS (including Roman Numerals)

| | | | | | |
|--|---|---|---|--|---|
| 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 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, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Understanding Place Value) |
| | | <i>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)</i> | | read Roman numerals to 1000 (M) and recognise years written in Roman numerals. | |

UNDERSTANDING PLACE VALUE

| | | | | | |
|--|--|--|--|--|---|
| | 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) <i>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (copied from Fractions)</i> | 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) <i>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)</i> |
| | | | <i>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)</i> | | |
| | Do, then explain Show the value of the digit 2 in these numbers? | Do, then explain Show the value of the digit 3 in these numbers? | Do, then explain Show the value of the digit 4 in these numbers? | Do, then explain Show the value of the digit 5 in these numbers? | Do, then explain Show the value of the digit 6 in these numbers? |



Number: Number and Place Value with Reasoning

National Centre
for Excellence in the
Teaching of Mathematics

| | | | | | |
|-----------------|---|--|--|---|--|
| | <p>32 27 92 Explain how you know.</p> <p>Make up an example Create numbers where the units digit is one less than the tens digit. What is the largest/smallest number?</p> | <p>341 503 937 Explain how you know.</p> <p>Make up an example Create numbers where the digit sum is three. Eg 120, 300, 210 What is the largest/smallest number?</p> | <p>3041 4321 5497 Explain how you know.</p> <p>Make up an example Create four digit numbers where the digit sum is four and the tens digit is one. Eg 1210, 2110, 3010 What is the largest/smallest number?</p> | <p>350114 567432 985376 Explain how you know.</p> <p>Make up an example Give further examples Create six digit numbers where the digit sum is five and the thousands digit is two. Eg 3002000 2102000 What is the largest/smallest number?</p> | <p>6787555 95467754 Explain how you know.</p> <p>Make up an example Create seven digit numbers where the digit sum is six and the tens of thousands digit is two. Eg 4020000 What is the largest/smallest number?</p> |
| ROUNDING | | | | | |
| | | | <p>round any number to the nearest 10, 100 or 1 000</p> | <p>round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000</p> | <p>round any whole number to a required degree of accuracy</p> |
| | | | <p><i>round decimals with one decimal place to the nearest whole number</i> (copied from Fractions)</p> | <p><i>round decimals with two decimal places to the nearest whole number and to one decimal place</i> (copied from Fractions)</p> | <p><i>solve problems which require answers to be rounded to specified degrees of accuracy</i> (copied from Fractions)</p> |
| | | | <p>Possible answers A number rounded to the nearest ten is 540. What is the smallest possible number it could be?</p> <p>What do you notice? Round 296 to the nearest 10. Round it to the nearest 100. What do you notice? Can</p> | <p>Possible answers A number rounded to the nearest thousand is 76000 What is the largest possible number it could be?</p> <p>What do you notice? Round 343997 to the nearest 1000. Round it to the nearest 10000. What do you notice?</p> | <p>Possible answers Two numbers each with two decimal places round to 23.1 to one decimal place. The total of the numbers is 46.2. What could the numbers be?</p> <p>What do you notice? Give an example of a six digit number which rounds to the</p> |

Number: Number and Place Value with Reasoning

| | | | | | |
|--|--|--|--------------------------------------|--|--|
| | | | you suggest other numbers like this? | Can you suggest other numbers like this? | same number when rounded to the nearest 10000 and 100000 |
|--|--|--|--------------------------------------|--|--|

Number: Number and Place Value with Reasoning

| 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 |