

Number: Number and Place Value

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EYFS Development Matters (DM) Objectives & NC Objectives

Key concepts that create solid foundations in EYFS to build upon for the NC Objectives

NC Objective appears elsewhere within the same topic progression document

NC Objective also appears in another topic progression document

| COUNTING | | | | | | | |
|---|--|--|--|---|--|--|--|
| EYFS | ELG | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Count objects, actions and sounds. Subitise Count beyond 10 | Have a deep understanding of numbers to 10, including the composition of each number Subitise to 5. Verbally count to 20, recognizing the pattern of the counting system | 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 1 000 000 | |
| | | 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 | | |

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| COMPARING NUMBERS | | | | | | | |
|---|---|--|---|--|--|--|---|
| Compare numbers | Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other quantity | 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) |
| Understand the one more than/one less than relationship between consecutive numbers | | | | | <i>compare numbers with the same number of decimal places up to two decimal places (copied from Fractions)</i> | | |
| IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS | | | | | | | |
| Link the number symbol with its cardinal number value | Identify and represent numbers with objects and pictorial representations including introduction to a number line | 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 | | |

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| READING AND WRITING NUMBERS (including Roman Numerals) | | | | | | | |
|--|---|--|--|---|---|---|---|
| Link the number symbol with its cardinal value Begin to represent number with own symbols | Practise reading and writing numbers from 1 to 10 in numerals and words. | 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) |
| | | | | <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 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 1000 (M) and recognise years written in Roman numerals. | |
| UNDERSTANDING PLACE VALUE | | | | | | | |
| Explore the composition of numbers to 10 | Have a deep understanding of numbers to 10, including the composition of each number. Verbally count beyond 20, recognizing the | | 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) | <i>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> <i>recognise and use thousandths and</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) |

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| | | | | | | | |
|-----------------|---------------------------------|--|--|--|---|---|--|
| | pattern of the counting system. | | | | | <i>relate them to tenths, hundredths and decimal equivalents (Fractions NC objective)</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 (Fractions NC objective)</i> | | <i>identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1 000 where the answers are up to three decimal places (Fractions NC objective)</i> |
| ROUNDING | | | | | | | |
| | | | | | 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 |
| | | | | | <i>round decimals with one decimal place to the nearest whole number (Fractions NC objective)</i> | <i>round decimals with two decimal places to the nearest whole number and to one decimal place (Fractions NC objective)</i> | <i>solve problems which require answers to be rounded to specified degrees of accuracy (Fractions NC objective)</i> |

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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