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| **Y1** | **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.** |
| **Y2** | **Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and**  **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.** |
| **Y3** | **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**  **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.** |
| **Y4** | **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 numeral system changed to include the concept of zero and place value** |
| **Y5** | **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 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, including 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.** |
| **Y6** | **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.** |

**MATHS: NUMBER AND PLACE VALUE**

KS1

Y1

Count to and across 100, forwards and backwards, beginning with

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