

## Place Value Progression

Year group	Objectives
EYFS	<p><b>3 and 4-year-olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> </ul> <p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Compare numbers</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0–5 and some to 10.</li> </ul>
	<p><b><u>Early Learning Goals</u></b></p> <p><u>Number ELG</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><u>Numerical Patterns ELG</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> </ul>

	<ul style="list-style-type: none"> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>• Count, read and write numbers to 100 in numerals, count in multiples of 2s, 5s and 10s</li> <li>• Identify one more and one less</li> <li>• Compare numbers using equal to, more, than, less than, fewer, most, least</li> <li>• Identify and represent numbers using objects and pictorial representations</li> <li>• Read and write numbers from 1-20 in numbers and words</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Counting in steps in 2s, 3s, 5s and 10s from zero in 10s from any number forwards or backwards</li> <li>• Compare and order numbers from 0 to 100 using inequality symbols</li> <li>• Identify, represent and estimate numbers using different representations including the number line</li> <li>• Read and write numbers to at least 100 in numerals and words</li> <li>• Recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>• Use place value and number facts to solve problems</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Count from zero in multiples of 4, 8, 50 and 100</li> <li>• Find 10 or 100 more or less than a given number</li> <li>• Compare and order numbers up to 1000</li> <li>• Identify, represent and estimate numbers using different representations</li> <li>• Read and write numbers up to 1000 in numerals and words</li> <li>• Recognise the place of value of each digit in a three-digit number</li> <li>• Solve number problems and practical problems involving place value</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Count in multiples of 6, 7, 9, 25 and 1000</li> <li>• Count backwards through zero to include negative numbers</li> <li>• Identify, represent and estimate numbers using different representations</li> <li>• Read Roman Numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value</li> <li>• Find 1000 more or less than a given number</li> <li>• Recognise the place value of each digit in a four-digit number</li> <li>• Order and compare numbers beyond 1000</li> </ul>

	<ul style="list-style-type: none"> <li>● Round any number to the nearest 10, 100 or 1000</li> <li>● Solve number and practice problems that involve all of the above with increasingly large, positive numbers</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>● Count forwards or backwards in steps of powers of 10 for any given number up to 1 million</li> <li>● Count forwards and backwards with positive and negative whole numbers including through zero</li> <li>● Read, write, order and compare numbers to at least one million and determine the value of each digit</li> <li>● Read Roman numerals to 1000 and recognise years written in Roman numerals</li> <li>● Interpret negative numbers in context</li> <li>● Round any number up to one million to the nearest 10, 100, 1000, 10000 and 100000</li> <li>● Solve number problems and practical problems involving all of the above</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>● Read, write, order and compare numbers up to ten million and determine the value of each digit</li> <li>● Round any whole number to a required degree of accuracy</li> <li>● Use negative numbers in context and calculate intervals across zero</li> <li>● Solve number and practical problems involving the above</li> </ul>