

## Number and number notation

| Year 1  | Year 2   | KS2 - Range   | Year 3  | Year 4   | Year 5   | Year 6  |
|---|--|---|---|--|--|---|
| <p>Know number names and recite them in order to at least 20, continuing the count forwards or backwards from a given number.</p> <p>Count reliably at least 20 objects.</p> <p>Read, write and order numbers from 0 to at least 20.</p> <p>Represent work using symbols and simple diagrams.<br/>Know what each digit represents in numbers 10 to 20.</p> <p>Compare two given numbers, say which is more/less and give a number in between.</p> <p>Count on or back in steps of different sizes and from different numbers - in ones from any small number and in tens from and back to zero, in 2s to 20 and back. Use odd/even in practical contexts. Recognise multiples of 10, 5 and 2.</p> | <p>Say the number names and order numbers up to 100, continuing the count forwards or backwards from a given number.</p> <p>Count sets of objects reliably up to 100 by grouping in 2s, 5s or 10s.</p> <p>Read and write and order whole numbers to at least 100.</p> <p>Know what each digit in a two-digit number represents, including 0 as a place holder.</p> <p>Use and begin to read the vocabulary of comparing and ordering numbers. Use the = sign to represent equality.</p> <p>Recognise sequences of numbers.<br/>Count from 0 or 1 in 2s to 40 and back. Count on or back in ones or tens from any two-digit number. Make general statements about odd/even numbers.</p> <p>Round numbers less than 100 to the nearest 10.</p> | <p><b>Understand number and number notation</b></p> <p><b>Count, read, write and order whole numbers</b></p> <p><b>Understand place value in relation to the position of digits; multiply and divide numbers by 10 and 100</b></p> <p><b>Identify negative numbers and decimals on a number line</b></p> <p><b>Use negative numbers in the context of temperature, and decimals in the context of money and measures</b></p> <p><b>Investigate patterns and relationships:</b></p> <p><b>Deepen understanding of one-to-one correspondence</b></p> <p><b>Explore features of numbers, including number bonds, factors, multiples, even and odd numbers, primes, squares and square roots, and sequences of whole numbers.</b></p> <p><b>Calculate in a variety of ways</b></p> <p><b>Round answers to calculations to an appropriate degree of accuracy</b></p> | <p>Say the number names in order to at least 1000.</p> <p>Count larger collections by grouping them.</p> <p>Read, write and order numbers to at least 1000.</p> <p>Know what each digit in a 3-digit number represents and use place value up to 100 to make approximations.</p> <p>Read and begin to write the vocabulary of comparing and ordering the numbers, including ordinal numbers to at least 100.</p> <p>Count on and back in tens or hundreds from any two- or three-digit number and in twos from any two-digit number and back. Recognise multiples of 2, 5, 10, 50 and 100.</p> <p>Round any two-digit number to the nearest 10 and any three-digit number to the nearest 100.</p> | <p>Read, write and order whole numbers to at least 10,000 in figures and words; know what each digit represents.</p> <p>Multiply and divide any positive integer up to 1000 by 10 and understand the effect.</p> <p>Recognise negative numbers in the context of temperature.</p> <p>Count in steps of 0.1 and order decimals on a number line. Convert pence to pounds, cm to m and record using decimals.</p> <p>Use and interpret mathematical symbols correctly, including less than (&lt;), greater than (&gt;), equals (=).</p> <p>Count on or back in 10s, 100s, 1000s from any whole number up to 10,000.<br/>Count on and back in 2s,3s,4s, 5s to 100.<br/>Recognise, describe and extend number sequences formed by counting on or back in steps of any size, extending beyond zero when counting back.<br/>Recognise multiples in 2,3,4,5 and 10 times table.<br/>Recognise whole numbers that are divisible by 2 and 4.</p> <p>Round any 2 or 3 digit number to the nearest 10 or 100.</p> | <p>Read, write and order whole numbers to at least 1,000,000 in figures and words; know what each digit represents.</p> <p>Order a given set of positive and negative integers.</p> <p>Use understanding of place value to multiply and divide whole numbers up to 10,000 by 10 and 100 and understand the effect.</p> <p>Recognise negative numbers on a calculator.</p> <p>Recognise and order numbers with two decimal places. Begin to convert halves of a metric unit to a smaller unit – 7.5m = 750cm</p> <p>Use the vocabulary of comparing and ordering numbers, including symbols such as &gt;, &lt;, ≤, ≥, =.</p> <p>Recognise, describe and extend number sequences formed by counting on or back in steps of any size, extending beyond zero when counting back. Recognise multiples in the 6,7,8,9 times table. Recognise whole numbers that are divisible by 100, 10, 2, 4 and 5. Recognise square numbers. Identify factors of numbers to 100.</p> <p>Round any 2, 3 or 4 digit number to the nearest 10, 100 or 1000.</p> <p>Round a number with one or two decimal places to the nearest integer.</p> | <p>Use understanding of place value to multiply and divide whole numbers and decimals.</p> <p>Order negative numbers. Use negative numbers in a range of contexts.</p> <p>Order a mixed set of numbers with up to three decimal places.</p> <p>Recognise, describe and extend number sequences formed by counting on or back in whole numbers and decimals, extending beyond zero when counting back. Recognise multiples to at least 10X10. Recognise whole numbers that are divisible by 3,6,8,9 and 25. Recognise squares up to 12X12. Recognise prime numbers up to 100.</p> <p>Round any whole number to the nearest multiple of 10, 100 or 1000.</p> <p>Round a number with two decimal places to the nearest tenth or to the nearest whole number.</p> |