Number and number notation

Foundation Phase – Range	Nursery	Reception	Year 1	Year 2	KS2 - Range	Year 3	Year 4
Develop an interest in number **Recognise that some numbers/numerals will have personal meaning/significance to them and others**	Anticipate, follow, respond to and join in with familiar number games, songs, stories, activities and rhymes. Use maths in day-to-day activities and in their play. Join in rote counting of numbers 1 to 10.	Rote count to beyond 10 and onwards from a given small number. Read and write numbers up to 10.	Know number names and recite them in order to at least 20, Continuing the count forwards or backwards from a given number.	Say the number names and order numbers up to 100, continuing the count forwards or backwards from a given number.	**Understand number and number notation** ***Count, read, write and order whole numbers***	Say the number names in order to at least 1000.	
Understand number and number notation:	Show an awareness of number activities, recite, sign or indicate one or more numbers to 5 and count or indicate 2 objects. Count reliably up to 3 objects.	Count reliably at least 10 everyday objects.	Count reliably at least 20 objects.	Count sets of objects reliably up to 100 by grouping in 2s, 5s or 10s.		Count larger collections by grouping them.	
use number names accurately, matching the symbol to the sound ***count, read, write, compare and order numbers, and appreciate the conservation of numbers***	Recognise and name numbers 1 – 3. Record numbers by making marks or drawing pictures.	Recognise numerals and try to record numerals 1 to 9. Order a given set of numbers. Represent work with objects or pictures and discuss it.	Read, write and order numbers from 0 to at least 20. Represent work using symbols and simple diagrams.	Read and write and order whole numbers to at least 100.		Read, write and order numbers to at least 1000.	Read, write and order whole numbers to at least 10,000 in figures and words; know what each digit represents.
use number naturally in play and daily activities ***experiment with numbers, and observe numbers and patterns in the environment and everyday life***			Know what each digit represents in numbers 10 to 20.	Know what each digit in a two-digit number represents, including 0 as a place holder.	***Understand place value in relation to the position of digits; multiply and divide numbers by 10 and 100*** ***Identify negative numbers and decimals on a number line*** ***Use negative numbers in the context of temperature, and decimals in the context of money and measures***	Know what each digit in a 3-digit number represents and use place value up to 1000 to make approximations.	Multiply and divide any positive integer up to 1000 by 10 and understand the effect. Recognise negative numbers in the context of temperature.
Investigate patterns and relationships: ***Match pairs of objects in practical contexts, leading to an understanding of one-to-one correspondence.***	Begin to develop an understanding of 1-1 correspondence by matching pairs of different objects or pictures.	Use language such as more or less, to compare two given numbers.	Compare two given numbers, say which is more/less and give a number in between.	Use and begin to read the vocabulary of comparing and ordering numbers. Use the = sign to represent equality.	**Investigate patterns and relationships:** ***Deepen understanding of one-to-one correspondence***	Read and begin to write the vocabulary of comparing and ordering the numbers, including ordinal numbers to at least 100.	Use and interpret mathematical symbols correctly, including less than (<), greater than (>), equals (=).
Explore patterns in number tables and sequences.		Count in tens from a given tens number. Begin to count in twos.	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. Create number patterns. Recognise multiples of 10, 5 and 2.	Recognise sequences of numbers. 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.	***Explore features of numbers, including number bonds, factors, multiples, even and odd numbers, primes, squares and square roots, and sequences of whole numbers.***	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.	Count on or back in 10s, 100s, 1000s from any whole number up to 10,000. Count on and back in 2s,3s,4s, 5s to 100. 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 2,3,4,5 and 10 times table. Know some tests of divisibility.
				Round numbers less than 100 to the nearest 10.	**Calculate in a variety of ways** ***Round answers to calculations to an appropriate degree of accuracy***	Round any two-digit number to the nearest 10 and any three-digit number to the nearest 100.	Round any 2 or 3 digit number to the nearest 10 or 100.