Statutory requirements

Number and place value

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children at the expected level of	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
ReceptionChildren at the expected level of development will:(Number ELG)have a deep understanding of number to 10, including the composition of each numbersubitise (recognise quantities without counting) up to 5(Numerical Patterns ELG)verbally count beyond 20, recognising the pattern of the counting systemcompare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity	Year 1 Pupils should be taught to: 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	Year 2Pupils should be taught to:count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backwardrecognise the place value of each digit in a two-digit number (tens, ones)identify, represent and estimate numbers using different representations, including the number linecompare and order numbers from 0 up to 100; use <, > and = signsread and write numbers to at least 100 in sumeries and	Year 3 Pupils should be taught to: 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 (hundreds, tens, ones) Compare and order numbers up to 1,000 identify, represent and estimate numbers using different representations read and write numbers up to 1,000 in numerals and in words	Year 4Pupils should be taught to:count in multiples of 6, 7, 9, 25and 1,000find 1,000 more or less than agiven numbercount backwards through zeroto include negative numbersrecognise the place value ofeach digit in a four-digitnumber (thousands, hundreds,tens, and ones)order and compare numbersbeyond 1,000identify, represent andestimate numbers usingdifferent representationsround any number to thenearest 10, 100 or 1,000solve number and practicalproblems that involve all of theabove and with increasinglylarge positive numbers	Year 5 Pupils should be taught to: 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 powers 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 through zero round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 solve number problems and practical problems that involve all of the above	Year 6 Pupils should be taught to: 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
than or the same as the other quantity		numbers to at least 100 in numerals and in words use place value and number facts to solve problems	solve number problems and practical problems involving these ideas	above and warminereasingly large positive numbersthat involve all of the aboveread Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place valueread Roman numerals to 1,000 (M) and recognise years writter in Roman numerals	that involve all of the above read Roman numerals to 1,000 (M) and recognise years written in Roman numerals	the above

Notes and guidance (non-statutory)

Number and place value

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3 and 4-year-olds: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	Pupils practise counting (1, 2, 3), ordering (for example, first, second, third), or to indicate a quantity (for example, 2	Using materials and a range of representations, pupils practise counting, reading, writing and comparing numbers to at	Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100.	Using a variety of representations, including measures, pupils become fluent in the order and place	Pupils identify the place value in large whole numbers.	Pupils use the whole number system, including
Recite numbers past 5. Say one number for each item in order:	apples, 2 centimetres), including solving simple	least 100 and solving a variety of related problems	They use larger numbers to at	value of numbers beyond 1,000,	They continue to use number in context, including	and writing numbers
1,2,3,4,5. Know that the last number reached when	they are fluent.	count in multiples of three to support their later understanding of a third.	least 1,000, applying partitioning related to place value using varied and	tens and hundreds, and maintaining fluency in other multiples through varied and frequent practice.	measurement. Pupils extend and apply their understanding of the number system to the decimal	accurately.
counting a small set of objects tells you how many there are in total ('cardinal principle').	Pupils begin to recognise place value in numbers beyond 20 by reading,					
Show 'finger numbers' up to 5.	comparing numbers up to	to 100, pupils are	complex	They begin to extend	fractions that they	
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	100, supported by objects and pictorial representations.	ntroduced to larger numbers to develop further their recognition of patterns	problems, building on work in year 2	their knowledge of the number system to include the decimal	have met so far. They should	
Experiment with their own symbols and marks as well as numerals.	They practise counting as reciting numbers and	and represent them in different ways, including	(for example, 146 = 100 and 40 and 6; 146 =	that they have met so far.	recognise and describe linear number sequences,	
Compare quantities using language: 'more than', 'fewer than'.	counting as enumerating objects, and counting in twos, fives and tens from	Pupils should partition	Using a variety	They connect estimation and	including those involving fractions and decimals, and	
Reception: Count objects, actions and sounds.	different multiples to develop their recognition of patterns in the number	numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$) to	of representations, including those	rounding numbers to the use of measuring instruments.	find the term-to- term rule	
Subitise.	and even numbers),	support subtraction.	related to measure, pupils	Roman numerals	They should recognise and	
Link the number symbol (numeral) with its cardinal number value.	including varied and frequent practice through increasingly complex	They become fluent and apply their knowledge of	continue to count in ones, tens and	should be put in their historical context so	describe linear number sequences	
Count beyond ten.	questions.	numbers to reason with, discuss and solve	hundreds, so that they	there have been	(for example, 3, $3\frac{1}{2}$	
Compare numbers.	They recognise and create repeating patterns	problems that emphasise the value of each digit in	become fluent in the order and	whole numbers and that the important	those involving fractions and	
Understand the 'one more than/one less than' relationship between consecutive numbers.	with objects and with shapes.	two-aigit numbers.	place value of numbers to 1,000.	concepts of zero and place value were	decimals, and find the term-to-term rule in words (for	
Explore the composition of numbers to 10.		They begin to understand zero as a place holder.		period of time.	example, add $\frac{1}{2}$	

