

WREN PARK MATHS OVERVIEW – NUMBER AND PLACE VALUE

COUNTING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
verbally count beyond 20, recognising the pattern of the counting system.	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number			count backwards through zero to include negative numbers	interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	use negative numbers in context, and calculate intervals across zero
	count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward	count from 0 in multiples of 4, 8, 50 and 100;	count in multiples of 6, 7, 9, 25 and 1000	count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	
	given a number, identify one more and one less		find 10 or 100 more or less than a given number	find 1000 more or less than a given number		
COMPARING NUMBERS						
compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the	use the language of: equal to, more than, less than (fewer), most, least	compare and order numbers from 0 up to 100; use <, > and = signs	compare and order numbers up to 1000	order and compare numbers beyond 1 000 <i>compare numbers with the same number of decimal places up to two decimal places (copied from Fractions)</i>	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)

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other quantity.						
IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS						
subitise (recognise numbers without counting) numbers up to 5	identify and represent numbers using objects and pictorial representations including the number line	identify, represent and estimate numbers using different representations, including the number line	identify, represent and estimate numbers using different representations	identify, represent and estimate numbers using different representations		
link the number symbol (numeral) with its cardinal number value.						

READING AND WRITING NUMBERS (including Roman Numerals)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	read and write numbers from 1 to 20 in numerals and words.	read and write numbers to at least 100 in numerals and in words	read and write numbers up to 1000 in numerals and in words		read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Comparing Numbers)	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit

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			<i>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (copied from Measurement)</i>	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.	read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	(appears also in Understanding Place Value)
UNDERSTANDING PLACE VALUE						
have a deep understanding of numbers to 10, including the composition of each number		recognise the place value of each digit in a two-digit number (tens, ones)	recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)
				<i>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths (copied from Fractions)</i>	<i>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (copied from Fractions)</i>	<i>identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places (copied from Fractions)</i>

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ROUNDING						
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				round any number to the nearest 10, 100 or 1 000	round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000	round any whole number to a required degree of accuracy
				<i>round decimals with one decimal place to the nearest whole number</i> (copied from Fractions)	<i>round decimals with two decimal places to the nearest whole number and to one decimal place</i> (copied from Fractions)	<i>solve problems which require answers to be rounded to specified degrees of accuracy</i> (copied from Fractions)
PROBLEM SOLVING						
		use place value and number facts to solve problems	solve number problems and practical problems involving these ideas.	solve number and practical problems that involve all of the above and with increasingly large positive numbers	solve number problems and practical problems that involve all of the above	solve number and practical problems that involve all of the above

By the end of KS1

The principal focus of number and place value teaching in KS1 is to ensure that children develop confidence and mental fluency with whole numbers, counting and place value. By the end of year 2, we aim for children at Wren Park to know the number bonds to 20 and be precise in using and understanding place value as well as reading and spelling the relevant mathematical vocabulary.

By the end of LKS2

The principal focus of number and place value teaching in lower KS2 is to ensure that children become increasingly fluent with whole numbers, including number facts and the concept of place value. By the end of year 4, we aim for children at Wren Park to be able to order and compare numbers beyond 1,000 as well as identify the place value of each digit. Children will also begin to round numbers, work with negative numbers and be introduced to reading and writing Roman numerals up to 100 (C). Wren Park children will be able to use their increasing knowledge to solve problems and explain their reasoning.

By the end of KS2

The principal focus of number and place value teaching in upper KS2 is to extend children's understanding of the number system and place value to include larger integers. By the end of year 6, we aim for children at Wren Park to be able to read, write, order and compare numbers up to 10,000,000 as well as round any whole number. Children will read and write Roman numerals to 1000 (M) and use negative numbers in context. We aim for children to be able to use their understanding of number and place value to solve number and practical problems confidently and explain their reasoning using the relevant mathematical vocabulary.