



Objectives in black are National Curriculum statutory requirements; objectives in blue are non-statutory ready to progress criteria.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. <p>1NPV-1 Count within 100, forwards and backwards, starting with any number.</p> <ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. <p>1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</p> <ul style="list-style-type: none"> Given a number, identify one more and one less. Identify and represent numbers using objects & 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. <p>1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$</p>	<ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward. Recognise the place value of each digit in a two-digit number (tens, ones). <p>2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.</p> <ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems. <p>2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.</p>	<ul style="list-style-type: none"> 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). <p>3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.</p> <p>3NPV-2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.</p> <ul style="list-style-type: none"> Compare and order numbers up to 1000 . Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. 	<ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number. Count backwards through zero to include negative numbers. Recognise the place value of each digit in a four-digit number (THTU, HTU, TU, and U). <p>4NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.</p> <p>4NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.</p> <p>4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.</p>	<ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit . <p>5NPV-1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.</p> <p>5NPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.</p> <ul style="list-style-type: none"> Count forwards or backwards in steps of powers of 10 for any 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, 1000, 10 000 and 100 000. 	<ul style="list-style-type: none"> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. <p>6NPV-1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).</p> <p>6NPV-2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning.</p> <ul style="list-style-type: none"> 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. <p>6NPV-3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts.</p>

		<p>3NPV-3 Reason about the location of any <i>three</i>-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.</p> <p>3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.</p>	<ul style="list-style-type: none"> • Order and compare numbers beyond 1000. • Identify, represent and estimate numbers using different representations. • Round any number to the nearest 10, 100 or 1000. • Solve number and practical problems that involve all of the above and with increasingly large positive numbers. <p>4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Solve number problems and practical problems that involve all of the above. <p>5NPV-3 Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.</p> <p>5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.</p> <p>5NPV-5 Convert between units of measure, including using common decimals and fractions.</p> <ul style="list-style-type: none"> • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. 	<p>6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.</p>
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