

# Place Value

## Year 1

- Count in multiples of twos, fives and tens from 0.
- Identify one more and one less of a given number.
- 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

## Year 3

- 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 1000.
- Identify, represent and estimate numbers using different representations. (
- Read and write numbers up to 1000 in numerals.
- Read and write numbers up to 1000 in words.
- Solve number problems and practical problems involving these ideas.

## Year 2

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
- Recognise the place value of each digit in a two-digit number (tens, ones).
- Identify, represent and estimate numbers using different representations, including the number line.
- Compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs.
- - Continue to focus on in Hi5
- Read and write numbers to at least 100 in numerals.
- Read and write numbers to at least 100 in words.
- Use place value and number facts to solve problems
- Partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones.
- Use reasoning about numbers and relationships to solve more complex problems and explain his/her thinking e.g.  $29 + 17 = 15 + 4 = ?$  'Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc. (Number and
- Recall the multiples of 10 below and above any given 2 digit number e.g. say that for 67 the multiples are 60 and 70. (Number and Place Value) - Continue to focus on in Hi5

## Year 4

- Count in multiples of 6, 7, 9, 11 and 12, 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 (thousands, hundreds, tens, and ones).
- Order and compare numbers beyond 1000.
- Identify, represent and estimate numbers using different representations including measures.
- 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.
- 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.

### Year 5

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. what is the value of the '7' in 276,541?
- Find the difference between the largest and smallest whole numbers that can be made from using three digits.
- 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, including through zero.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- Solve number problems and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, interpreting negative numbers and rounding.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

### Year 6

- 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 ordering and comparing numbers to 10 000 000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero.
- Demonstrate an understanding of place value including decimals e.g.  $28.13 = 28 + ? + 0.03$ .