



Place value: Overview



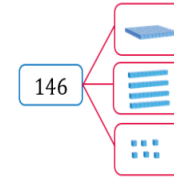
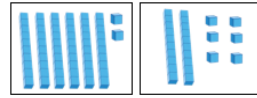
"One more than three is four"



"15 is one more than 14. 14 is one less than 15."

"Sixty two is greater than twenty six."

$$62 > 26$$



Concepts: Representing, Counting, Comparing, Problem solving and rounding

"Ten greater than 146 is 156. The tens digit increases by one which makes 5 tens."
 $146 < 156$

Reception

- Develop an understanding of zero
- Develop number sense (one-one correspondence, cardinality, ordinality and conservation of number, subitising and abstraction)
- Identify and represent numbers : 0-10 (progressing to 20)
- **Count on and back reliably: 0-50**
- **Say which number is one more or one less than a given number**

Year 1

- Read and write numbers in numerals: 0-100 and words: 0-20
- Identify and represent numbers: 0-20 (progressing to 100)
- **Count to and across, forwards and backwards in ones, count in twos, fives, and ten: 0-100**
- **Identifying one more one less: 0-100**

Year 2

- Read and write in numerals and words; recognise the place value of each digit: 0-100 (0-1000)
- Identify, represent and estimate numbers : 0-100 (progressing to 1000)
- **Count in twos, threes, fives and tens; forward and backward: 0-100**
- **Compare and order number; use <, > and = signs: 0-100 (0-1000)**
- **Use place value and number facts to solve problems**

Year 3

- Read and write in numerals and words; recognise the place value of each digit: 0-1000 (10,000)
- Identify, represent and estimate numbers using different representations: 0-1000 (progressing to 10,000)
- **Count from 0 in multiples of 4, 8 50 and 100; find 10 or 100 (1000) more or less than a given number**
- **Compare and order numbers: 0-1000 (10,000)**
- **Round numbers to the nearest 10 and 100 (1000)**
- **Solve number problems and practical problems involving these ideas**

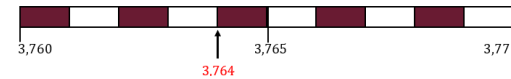
3 125 496



3 126 954

"My number is less than your number because..."

| Hundred thousands | Ten thousands | Thousands | Hundreds | Tens | Ones |
|-------------------|---------------|-----------|----------|------|------|
| 3 | 1 | 2 | 5 | 4 | 9 |
| 1 | 3 | 2 | 4 | 2 | 0 |



| Thousands | Hundreds | Tens | Ones |
|-----------|----------|------|------|
| 3 | 1 | 2 | 5 |
| 1 | 3 | 2 | 4 |

Year 6

- Read, write, **order and compare** numbers; recognise the place value of each digit: 0- 10,000,000
- **Use negative numbers in context, and calculate intervals across zero**
- **Round any whole number to a required degree of accuracy**
- **Solve number and practical problems that involve all of the above**

Year 5

- Read, write, **order and compare** numbers; recognise the place the value of each digit: 0-1,000,000 and beyond
- Read Roman numerals: 0-1,000
- **Count forwards or backwards in steps of powers of 10: 0-1,000,000**
- **Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero (calculate intervals across zero)**
- **Round any number to the nearest 10, 100, 1,000, 10,000 and 100,000: 0-1,000,000**
- **Solve number problems and practical problems that involve all of the above**

Year 4

- Recognise the place value of each digit: 0-10,000
- Identify, represent and estimate numbers using different representations: 0-10,000
- Read Roman numerals: 0-100
- **Count in multiples of 6, 7, 9, 25 and 1000; find 1000 more or less than a given number**
- **Count backwards through zero: negative numbers**
- **Compare and order numbers: beyond 1000**
- **Round any number to the nearest 10, 100 or 1000**
- **Solve number and practical problems involving these ideas, with increasingly large positive numbers**



Place value: Concept breakdown

- Notes:
- Our progression map in Place Value covers **integer** (whole number) place value only, please see the Fractions, Decimals and Percentages progression map for decimal place value.
 - Statutory Curriculum requirements are in **bold**

| Reception → Year 1 → Year 2 → Year 3 → Year 4 → Year 5 → Year 6 | | | | | | | |
|---|---|--|--|---|---|--|---|
| Understanding and representing number | | | | | | | |
| Representing numbers | Identify and represent numbers 1-10 Unit 2 (1-3); Unit 3 (1-6); Unit 7 (1-10) | Identify and represent numbers using objects and pictorial representations including the number line: 0-20 Unit 1 (within 10); Unit 4 (within 20) | Identify, represent and estimate representations: 0-100 (progressing to 1000) Unit 1 ; Unit 12 (within 1000) | Identify, represent and estimate numbers using different representations: 0-1000 (progressing to 10,000) Unit 2 ; Unit 13 (4-digit numbers) | Identify, represent and estimate numbers using different representations: 0-10,000 Unit 1 | | |
| Using numerals | | Read and write numbers 0-20 in numerals and words: (progressing to 100 in numerals) Unit 1 (within 10); Unit 4 (within 20); Unit 8 (within 50); Unit 12 (within 100) | Read and write in numerals and words (0-100) Unit 1 | Read and write in numerals and words (0-1000) Unit 2 ; | | Read and write in numerals and words: 0-1,000,000 and beyond Unit 1 | Read, write, order and compare numbers; 0-10,000,00 Unit 1 |
| Roman numerals | | | | | Read Roman numerals: 0-100 Unit 13 | Read Roman numerals: 0-1,000 Unit 1 | |
| Understanding value | Develop understanding of numbers to 0-10 ; Subitise to 5 Unit 2 (1-3); Unit 3 (1-6); Unit 4 (zero); Unit 7 (1-10) | | Recognise the place value of each digit: 0-100 (progressing to 0-1000) Unit 1 ; Unit 12 (within 1000) | Recognise the place value of each digit: 0-1000 (progressing to 10,000) Unit 2 ; Unit 13 (4-digit numbers) | Recognise the place value of each digit: 0-10,000 Unit 1 | Recognise the place the value of each digit: 0-1,000,000 and beyond Unit 1 | Recognise the place value of each digit: 0- 10,000,000 Unit 1 |
| Counting | | | | | | | |
| Counting in ones | Count on and back reliably: 0-20 and beyond Unit 2 (1-3); Unit 3 (1-6); Unit 7 (1-10); Unit 11 (1-15); Unit 15 (1-20) | Count to and across, forwards and backwards in ones: 0-100 Unit 1 (within 10); Unit 4 (within 20) | | | Count backwards through zero: negative numbers Unit 13 | | |

Reception



Year 1



Year 2



Year 3



Year 4



Year 5



Year 6

Counting (continued)

Skip-counting

Count in twos, fives and ten: 0-100
[Unit 1](#) and [Unit 4](#) Do Nows and Transitions (2s and 5); [Unit 8](#); [Unit 15](#) (application)

Count in twos, threes, fives and tens; forward and backward: 0-100
[Unit 1](#) (during transitions)

Count from 0 in multiples of 4, 8 50 and 100; find 10 or 100 (1000) more or less than a given number
[Unit 2](#) (50 and 100 during transitions); [Unit 6](#) (4s); [Unit 7](#) (8s)

Count in multiples of 6, 7, 9, 25 and 1000; find 1000 more or less than a given number
[Unit 1](#) (powers of 10, 50s and 25s in transitions); [Unit 3](#)

Count forwards or backwards in steps of powers of 10: 0-1,000,000
[Unit 1](#) (during transitions)

Negative numbers

Count backwards through 0 to include negative numbers
[Unit 13](#)

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
[Unit 9](#) (coordinates context); [Unit 14](#)

Use negative numbers in context, and calculate intervals across zero
[Unit 6](#) (coordinates context) [Additional resources](#)

Comparing

Compare and order

Say which number is one more or one less than a given number within 10
[Unit 3](#); [Unit 7](#)

Identifying one more one less: 0-100; use the language of: equal to, more than, less than (fewer), most, least
[Unit 1](#); [Unit 4](#); [Unit 8](#)

Compare and order number; 0-100 (progressing to 0-1000); use <, > and = signs
[Unit 1](#); [Unit 12](#) (within 1000)

Compare and order numbers: 0-1000 (progressing to 10,000) [Unit 1](#) (to 100); [Unit 2](#); [Unit 13](#) (4-digit numbers)

Compare and order numbers: beyond 1000
[Unit 1](#)

Compare and order numbers; 0-1,000,000 and beyond
[Unit 1](#)

Compare numbers: 0- 10,000,000
[Unit 1](#)

Problem solving and rounding

Rounding

Round numbers to the nearest 10 and 100 (progressing to nearest 1000) [Unit 2](#); [Unit 13](#) (nearest 100)

Round any number to the nearest 10, 100 or 1000
[Unit 1](#)

Round any number to the nearest 10, 100, 1,000, 10,000 and 100,000: 0-1,000,000
[Unit 1](#)

Round any whole number to a required degree of accuracy
[Unit 1](#)

Practical problems

Use place value and number facts to solve problems
[Unit 1](#); [Unit 12](#)

Solve number problems and practical problems involving these ideas
[Unit 2](#)

Solve number and practical problems involving these ideas, with increasingly large positive numbers
[Unit 1](#)

Solve number problems and practical problems that involve all of the above
[Unit 1](#)

Solve number and practical problems that involve all of the above
[Unit 1](#)