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| **Step 0-3** | **Reacts to changes of amounts when those amounts are significant (More than double).**  **May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers.**  **Look for things that have moved out of sight.**  **Comparison**  **Responds to words like lots or more.**  **Counting**  **Says some counting words.**  **May engage in counting-like behaviour, making sounds and pointing and saying some numbers in sequence.**  **Cardinality**  **Uses number words, like one or two and sometimes responds accurately when asked to give one or two things.** |
| **Step 4-6** | **4. Comparison**   * **Beginning to compare and recognise changes in numbers of things, using words like more, lots of or ‘same’.**   **Counting**   * **Begins to say numbers in order, some of which are in the right order (ordinarily).**   **Cardinality**   * **In everyday situations, take or give two or three objects from a group.** * **Beginning to notice numerals (number symbols).** * **Beginning to count on their fingers.**     **5. Comparison**   * **Compares two small groups of up to five objects, saying when there are the same number of objects in each group e.g. You’ve got 2, I’ve got two. Same!**   **Counting**   * **May enjoy counting verbally as far verbally as far as they can go.** * **Points or touches (tags) each item, saying one number for each item, using the stable order 1, 2, 3, 4, 5.** * **Uses some number names and number language within play, and may show fascination with large numbers.** * **Begins to recognise numbers 0 to 10.**   **Cardinality**   * **Subsidises one, two and three objects without counting.** * **Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle).** * **Link numerals with amounts up to 5 and maybe beyond.** * **Explores using a range of their own marks and signs to which they ascribe mathematical meanings.**   **Composition**   * **Through play and exploration, beginning to learn that the numbers are made up (composed) of smaller numbers.** * **Beginning to use understanding of number to solve practical problems in play meaningful activities.** * **Beginning to recognise that each counting number is one more than the one before.** * **Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same**   **6. Comparison**   * **Uses number names and symbols when comparing numbers, showing interest in large numbers.** * **Estimate of numbers of things, showing understanding of relative size.**   **Counting**   * **Enjoy reciting numbers from 0 -10 (and beyond) and back from 10-0.** * **Increasingly confident at putting numerals in order 0-10 (ordinality).**   **Cardinality**   * **Engages in subsidising numbers to four and maybe five.** * **Counts out up to 10 objects from a larger group.** * **Matches the numeral with a group of items to show how many there are (up to 10).**   **Composition**   * **Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.** * **Begins to conceptually subsidise larger numbers by subsidising smaller numbers, e.g. sees six raisins on a plate as three and three.** * **In practical activities, add one and subtracts one with numbers to 10.**   **Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and +** |
| **Step 7** | **Have a deep understanding of number to 10, including the composition of each number;**   * **Subsidise (recognise quantities without counting) up to 5;** * **Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.**   **Numerical Patterns**   * **Verbally count beyond 20, recognising the pattern of the counting system;** * **Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;** * **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.** |
| **Y1** | **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.** |
| **Y2** | **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**  **Read and write numbers to at least 100 in numerals and in words**  **Use place value and number facts to solve problems.** |
| **Y3** | **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**  **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.** |
| **Y4** | **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 (thousands, hundreds, tens, and ones)**  **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**  **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** |
| **Y5** | **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 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 all of the above**  **Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.** |
| **Y6** | **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.** |

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