		Number and Place Value	**When Vocabulary is first introduced**
EYFS	Early mathematical experiences (Autumn)	• match equal sets using one-to-one correspondence • match unequal sets using one-to-one correspondence • compare objects according to size • compare sets without counting • order objects according to length or height • order sets without counting	Balance Before Below Between Compare Count Double
	Pattern and early number (Autumn)	• recognise, create and describe patterns • describe and create patterns that are the same and different • count 1, 2 or 3 objects reliably • recognise if a number of objects is the same or different (working with numbers 1, 2 and 3) • count one, two or three objects, images or sounds reliably • recognise the numerals 1, 2 and 3 • create representations for numbers 1, 2 and 3	Equal Fewer First Half Last Less More Next Number line Number track
	Numbers within 6 (Autumn)	• say which number is one more or one less than a given number • estimate a number of objects and check by counting • count reliably with numbers from 1 to 6 • Create representations for numbers 1- 6 • place numbers 1-6 in order • say which number from 1-6 is one more or one less than a given number • recognise the numerals 1-6 • understand the conservation of number	Order Pair Pattern Second Sequence Set Sort Zero
	Numbers within 10 (Spring)	• say which number is one more or one less than a given number • estimate a number of objects and check by counting • count reliably with numbers from 1 to 10 \	

		• develop an understanding of zero • create representations for numbers 0-10 • place numbers 0-10 in order • recognise the numerals 0-10 • use ordinal numbers: 1st, 2nd...last • understand the conservation of numbers	
	Number patterns within 15 (Spring)	• say which number is one more or one less than a given number • estimate a number of objects and check by counting • count reliably with numbers from 0 to 15 • Create representations for numbers 0-15 • place numbers from 0-15 in order • considering equal and unequal groups	
	Number patterns within 20 (Summer)	• count reliably with numbers from one to 20 • place numbers from 0-20 in order • say which number is one more or one less than a given number • solve practical problems that involve grouping and sharing • Create representations for numbers 0-20 • estimate a number of objects and check by counting, considering equal and unequal groups	
	. Number patterns beyond 20	• say which number is one more or one less than a given number • solve problems including grouping and sharing • estimate a number of objects and check by counting	

		• count reliably to 50 • explore counting on and back from any number within 50 • place numbers from 0-50 in order • estimate a number of objects and check by counting • solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups	
Year 1	Numbers to 10 (Autumn) Numbers to 20 (Autumn) Numbers to 50 (Spring) Numbers 50 to 100 and beyond (Summer)	• count to ten, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 10 in numerals and words • 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 • given a number, identify one more and one less • count in multiples of two • double and halve numbers within 10 • estimate numbers within 10 count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers from 1 to 20 in numerals and words • 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 • count in multiples of two and five • double and halve numbers within 20 • count to fifty, forwards and backwards, beginning with 0 or 1, or from any given number; count in multiples of two, five and ten. • count, read and write numbers from 1 to 20 in numerals and words • 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 • given a number, identify one more and one less • recognise the place value of each digit in a two-digit number (tens, ones) (Y2)	Approximate Chronological Decreasing Digit Estimate Even number Increasing Odd number Partition Place Value Quantity Represent Rule Unit (I regrouped ten ones for one unit of ten)

		• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; count on and back in two, five and ten. • count, read and write numbers from 1 to 20 in numerals and words; read and write numbers to at least 100 in numerals • 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 • recognise the place value of each digit in a two-digit number (tens, ones) (Y2)	
Year 2	Number within 100 (Autumn) Number within 1000 (Summer)	• use place value and number facts to solve problems • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers to 100 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 • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • use place value and number facts to solve problems • identify, represent and estimate numbers to 1000 using different representations (Y3) • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3) • compare and order numbers up to 1000 (Y3) • read and write numbers up to 1000 in numerals and in words (Y3) • count from 0 in multiples of 100; find 10 or 100 more or less than a given number (Y3)	Column Consecutive

Year 3			Numeral
	Number sense and exploring calculation strategies (Autumn)	• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • recognise the place value of each digit (tens, ones), compare and order numbers up to 100 • find 10 more or less than a given number • read and write numbers up to 100 in numerals and in words • solve number problems and practical problems involving these ideas	Place holder Roman numeral Round
	Place value (Autumn)	• identify, represent and estimate numbers using different representations, including the number line • add and subtract amounts of money to give change, using both £ and p in practical contexts	
	Exploring calculation strategies and place value (Summer)	•identify, represent and estimate numbers using different representations • 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 • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas • count from 0 in multiples of 50 and 100 • add and subtract numbers mentally • find 1000 more or less than a given number; recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) (Y4) • order and compare numbers beyond 1000 (Y4) • round any number to the nearest 10, 100 or 1000 (Y4)	

Year 4	Reasoning with 4-digit numbers (Autumn)	• find 1000 more or less than a given number • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1000 • count in multiples of 6, 7, 9, 25 and 1000	Integer Negative number Interval Positive number Decimal fraction
	Reasoning with patterns and sequences (Summer)	• 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 • count backwards through zero to include negative numbers • recognise and use square numbers, and the notation for squared (2) (Y5)	

Year 5	Reasoning with large whole numbers (Autumn)	• 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 powers of 10 for any given number up to 1 000 000 • 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	Negative integer
Year 6	Integers & Decimals (Autumn)	• 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 • solve problems involving addition and subtraction • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Degree of accuracy