Maths Skills Progression
Croscombe C of E & Stoke St Michael Primary Federation

Number & Numerical Patterns	Number, Place Value and Rounding					
Early Learning Goals	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
• Have a deep understanding of number to 10, including the composition of each number. • Subitise (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. • 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.	• 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.	• 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.	• 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 and in words. • Solve number problems and practical problems involving these ideas	• 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.	• 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. • 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. • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	• 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.