Bitterley Church of England Primary School

"Be courageous; be strong. Do everything in love" (1 Corinthians 16:13-14)

Coverage and progression of place value across year groups

	1	2	3	4	5	6
Autumn 1	**Place value count** • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count numbers to 100 in numerals; count in multiples of twos, fives and tens **Place value represent** • identify and represent numbers using objects and pictorial representations • read and write numbers to 100 in numerals • read and write numbers from 1 to 20 in numerals and words **Place Value Use and compare** • given a number, identify one more and one less **1NPV-1 Count within 100, forwards and backwards, starting with any number.** 6 – Count on from any number 8 – Count backwards	**Place value count** • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward **Place value represent** • read and write numbers to at least 100 in numerals and in words • identify, represent and estimate numbers using different representations, including the number line **Place Value Use and compare** • recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use <, > and = signs **Place value problems /rounding** • use place value and number facts to solve problems **2NPV-1 Recognise the place value of each digit in two-digit**	**Place value count** • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number **Place value represent** • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words **Place Value Use and compare** • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 **Place value problems /rounding** • solve number problems and practical problems involving these ideas **3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply**	**Place value count** • count in multiples of 6, 7, 9, 25 and 1000 • count backwards through zero to include negative numbers **Place value represent** • identify, represent and estimate numbers using different representations • 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 **Place Value Use and compare** • 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 **Place value problems /rounding**	**Place value count** • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • count forwards and backwards with positive and negative whole numbers, including through zero **Place value represent** • read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit • read Roman numerals to 1000 (M) and recognise years written in Roman numerals **Place Value Use and compare** • (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit **Place value problems /rounding** • interpret negative numbers in	**Place value represent** • read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit **Place Value Use and compare** • (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit **Place value problems /rounding** • 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 **6NPV-1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1**

	within 10 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = 11 – Fewer, more, same 12 – Less than, greater than, equal to 13 – Compare numbers 14 – Order objects and numbers 15 – The number line	**numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.** **3 – Recognise tens and ones** 4 – Use a place value chart 5 – Partition numbers to 100 7 – Flexibly partition numbers to 100 8 – Write numbers in expanded form **2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10** 9 – 10s on the number line to 100 10 – 10s and 1s on the number line to 100 11 – Estimate numbers on the number line	**this to identify and work out how many 10s there are in other three-digit multiples of 10** 4 – Hundreds **3NPV-2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.** 5 – Represent numbers to 1,000 6 – Partition numbers to 1,000 7 – Flexible partitioning of numbers to 1,000 8 – Hundreds, tens and ones **3NPV-3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10** 9 – Find 1, 10 or 100 more or less 10 – Number line to 1,000 11 – Estimate on a number line to 1,000 12 – Compare numbers to 1,000 13 – Order numbers to 1,000 **3NPV-4 Divide 100 into 2, 4, 5 and 10**	• 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 **4NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100** 4 – Thousands **4NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.** 5 – Represent numbers to 10,000 6 – Partition numbers to 10,000 7 – Flexible partitioning of numbers to 10,000 **4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the**	context • 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	**thousandth times the size (multiply and divide by 10, 100 and 1,000).** 4 – Powers of 10 **6NPV-2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning.** 1 – Numbers to 1,000,000 2 – Numbers to 10,000,000 3 – Read and write numbers to 10,000,000 **6NPV-3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts.** 6 – Compare and order any integers 7 – Round any integers **6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled**

			equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. 10 – Number line to 1,000 11 – Estimate on a number line to 1,000 14 – Count in 50s	**previous and next multiple of 1,000 and 100, and rounding to the nearest of each.** 8 – Find 1, 10, 100, 1,000 more or less 9 – Number line to 10,000 10 – Estimate on a number line to 10,000 11 – Compare numbers to 10,000 12 – Order numbers to 10,000 14 – Round to the nearest 10 15 – Round to the nearest 100 16 – Round to the nearest 1,000 17 – Round to the nearest 10,000 **4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.** 9 – Number line to 10,000 10 – Estimate on a number line to 10000		**intervals divided into 2, 4, 5 and 10 equal parts.** 5 – Number line to 10,000,000
Autumn 2			**3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10**			

			10 – Make connections			
Autumn 3			**Place value count** • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number **3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10** 4 – Multiples of 5 and 10			
Autumn 4				**Place value count** • count in multiples of 6, 7, 9, 25 and 1000 • count backwards through zero to include negative numbers		
Autumn 5						**6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.** 5 – Number line to 10,000,000
Spring 1	**Place value count** • count to and across 100, forwards and backwards, beginning			**4NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the**		

	with 0 or 1, or from any given number • Count numbers to 100 in numerals; count in multiples of twos, fives and tens **Place value represent** • identify and represent numbers using objects and pictorial representations • read and write numbers to 100 in numerals • read and write numbers from 1 to 20 in numerals and words **Place Value Use and compare** • given a number, identify one more and one less **1NPV-1 Count within 100, forwards and backwards, starting with any number.** 1 – Count within 20 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = 8 – The number line to 20 9 – Use a number line to 20 11 – Compare numbers to 20 12 – Order numbers to 20			**size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100** 3 – Multiply by 10 4 – Multiply by 100 5 – Divide by 10 6 – Divide by 100		
Spring 2			**3NPV-1 Know that 10 tens are equivalent**			

			to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10 5 – Equivalent lengths (metres and centimetres) 6 – Equivalent lengths (centimetres and millimetres) **3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.** 1 – Measure in metres and centimetres 2 – Measure in millimetres 3 – measure in centimetres and millimetres			
Spring 3	**Place value count** • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count numbers to 100 in numerals; count in multiples of twos, fives and tens **Place value represent** • identify and represent numbers using objects and pictorial				**5NPV-1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01** 1 – Decimals up to 2 decimal places	**6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.** 5 – Multiply by 10, 100 and 1,000 6- Divide by 10, 00 and 1000

	representations • read and write numbers to 100 in numerals • read and write numbers from 1 to 20 in numerals and words **Place Value Use and compare** • given a number, identify one more and one less **1NPV-1 Count within 100, forwards and backwards, starting with any number.** 1 – Count from 20 to 50 3 – Count by making groups of tens 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = 6- The number line to 50				**5NPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.** 1 – Decimals up to 2 decimal places **5NPV-3 Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.** 8 – Order and compare decimals (same number of decimal places) 9 – Order and compare any decimals with up to 3 decimal places 10 – Round to the nearest whole number 11 – Round to 1 decimal place **5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.** 2 – Equivalent fractions and decimals (tenths)	

					3 – Equivalent fractions and decimals (hundredths) 15 – Equivalent fractions, decimals and percentages	
Summer 1						
Summer 2						
Summer 3						
Summer 4	**Place value count** • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count numbers to 100 in numerals; count in multiples of twos, fives and tens **Place value represent** • identify and represent numbers using objects and pictorial representations • read and write numbers to 100 in numerals • read and write numbers from 1 to 20 in numerals and words **Place Value Use and compare** • given a number, identify one more and one less **1NPV-1 Count within 100, forwards and backwards, starting with any number.**				**Place value count** • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • count forwards and backwards with positive and negative whole numbers, including through zero	

Summer 5					**5NPV-5 Convert between units of measure, including using common decimals and fractions.**	