Winton Primary School   **Maths curriculum**

	TO KNOW AND USE NUMBER		
	Milestone 1	**Milestone 2**	**Milestone 3**
Counting	• *Count to and across 100, forwards and backwards from any given number (Y1)* • **Identify one more and one less (Y1)** • **Count forward and backwards in 2s, 3s, 5s and 10s from 0 (Y2).** • **Count forward and backwards in 10s from any number. (Y2)** • *Count forward and backwards in 2s from 0 as well as beginning with any multiple (Y1)* • *Count forward and backwards in 5s from 0 as well as beginning with any multiple (Y1)* • *Count forward and backwards in 10s from 0 as well as beginning with any multiple (Y1)*	• **Count in multiples of 4 from 0 (Y3)** • **Count in multiples of 8 from 0 (Y3)** • **Count in multiples of 50 from 0 (Y3)** • **Count in multiples of 100 from 0 (Y3)** • **Identify 10 more or 10 less than a given number (Y3)** • **Identify 100 more or 100 less than a given number (Y3)** • **Count in multiples of 6, 7, 9, 25 and 1000 (Y4)** • **Count backwards through 0 to include negative numbers. (Y4)** • **Find 1000 more or less than a given number. (Y4)**	• **Count forwards and backwards in steps of 10, 100, 1000, 10000, 100000, 1000000 (Y5)** • **Interpret negative numbers in context, calculating ion interval across 0**
Representing	• **Read and write numbers from 1 to 20 in numerals and words (Y1)** • **Read and write numbers to 100 in numerals.** ○ **and in words (Y2)** • **Identify, represent and estimate numbers using different representations, including the number line.**	• **Identify, represent and estimate numbers using different representations** • **Read Roman numerals to 100 (I to C)**	• *Write numbers up to 10 000 000 and determine the value of each digit* • **Read Roman numerals to 1000 (M) (Y5)**

In bold – National curriculum objectives for the year group.

In blue - Ready-to-progress criteria identified as the most important conceptual knowledge and understanding that pupils need as they progress to the next year's curriculum.

Comparing	

| Comparing | Use the language of: equal to, more than, less than (fewer), most and least. **Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = (Y1)** Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10 (Y2) **Compare and order numbers up to 100; use <, > and = signs. (Y2)** | Order and compare numbers up to 1000 (Y3) Order and compare numbers beyond 1000 (Y4) | **Order and compare numbers up to 10 000 000** 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 thousandth times the size (multiply and divide by 10, 100 and 1,000) (Y6) 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 (Y6) |

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Place Value	• **Recognise the place value of each digit in a two-digit number (tens, ones)** and compose and decompose two-digit numbers using standard and non-standard partitioning (Y2)
	• **Use place value and number facts to solve problems.**
		• 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 (Y3)
		• 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 (Y4)
		• **Recognise the place value of each digit** in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning (Y3)
		  o **Four-digit number (Y4)**
		• 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 (Y3)
		  o Four-digit number, including the previous and next multiple of 1,000 and 100, and rounding to the nearest of each (Y4)
		• 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 (Y3)
		• **Round any number to the nearest 10, 100 and 1000 (Y4)**
			• **Round any whole number up to 1 000 000 to the nearest 10, 100, 1000. 10 000 and 100,000**
			• 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 (Y6)

Solving problems		• **Solve number and practical problems with increasingly large positive numbers.**	• **Solve number and practical problems involving all of the above.**

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