



Thomas Russell Infants' School
Number: Place Value Progression Document

Key of Text Colours

EYFS Development Matters (DM) & NC Objectives

NC Objective appears elsewhere within the same topic progression document

NC Objective also appears in another topic progression document

Nursery 3-4 year olds	Reception	Early Learning Goals	Year 1	Year 2	Year 3
COUNTING					
Fast recognition of up to 3 objects, without having to count them individually (subitising)	Count objects, actions and sounds Subitise Count beyond ten	Have a deep understanding of numbers to 10, including the composition of each number Subitise up to 5. Verbally count to 20. Recognising the pattern of the counting system	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number		
Recite numbers past 5 Say one number for each item in order 1, 2, 3, 4, 5					
			Count, read and write numbers to 100 in numerals; Count in multiples of twos, fives and tens	Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward or backward	Count from 0 in multiples of 4, 8, 50 and 100
			Given a number, identify one more and one less		Find 10 or 100 more or less than a given number



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COMPARING NUMBERS					
Compare quantities using language 'more than', 'fewer than'	Compare numbers Understand the one more than/one less than relationship between consecutive numbers	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity	Use the language of: equal to, more than, less than (fewer), most, least	Compare and order numbers from 0 up to 100, use <, > and = signs	Compare and order numbers up to 1000
IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS					
Link numerals and amounts for example, showing the right number of objects to match the numeral up to 5 Show 'finger numbers' up to 5 Knows that the last number said when counting a small set of objects tells you how many there are in total (cardinal principle)	Link the number symbol (numeral) with its cardinal number value		Identify and represent numbers using objects and pictorial representations including the number line	Identify, represent and estimate numbers using different representations including the number line	Identify, represent and estimate numbers using different representations



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READING AND WRITING NUMBERS					
Link numerals and amounts eg right number of objects to match numeral 5	Link the number symbol (numeral) with its cardinal value		Read and write numbers from 1 to 20 in numerals and words	Read and write numbers to at least 100 in numerals and in words	Read and write numbers up to 1000 in numerals and in words
Experiment with their own symbols and marks as well as numerals					
UNDERSTANDING PLACE VALUE					
	Explore the composition of numbers to 10	Have a deep understanding of numbers to 10 including the composition of each number Verbally count beyond 20 recognising the pattern of the counting system	Begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations (non-statutory)	Recognise the place value of each digit in a two-digit number (tens, ones)	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)