Haughton School Mathematics Number and Place Value Progression Map (Skills)

I can recreate and describe a simple repeating pattern using words, symbols or gestures. (Maths-PK2)

I can respond appropriately to the question 'How many?'

I can respond to mathematical vocabulary.

I can use numbers to 5 in familiar activities and games.

I can recognise numerals from 1 - 5.

I can recognise the numerals 1, 2 and 3 during a range of activities.

I can count reliably up to 3 and make sets of up to three objects.

I can say the number names to 5 in the correct order (Maths-PK2)

I can demonstrate an understanding of the concept of numbers up to 5 (Maths-PK2)

I can join in with counting in new songs, stories and games, which contain a repetitive counting element.

I can demonstrate some understanding of the sequence of numbers, joining in with counting in familiar rhymes and songs.

I can use 'one to one' correspondence when pairing objects. (Maths-PK1)

I can join in by saying, signing or indicating at least one of the numbers in a familiar number rhyme.

I can copy a simple drumbeat.

I begin to use one-to-one correspondence in practical activities.

I can show and name one finger then show another and name the quantity as two.

I can indicate one or two by copying an adult.

I demonstrate an understanding of the concept of more. (Maths-PK1)

2+3=5

I can recognise numerals 1 to 9 and relate each numeral to the correct quantity.

I can say who has more or less when comparing two different amounts and check my answers by counting.

I can begin to estimate larger quantities and then check their answers by counting.

I can estimate the number of objects required for a particular activity.

I can respond appropriately to key vocabulary and questions.

I can describe a simple repeating pattern using words, symbols or gestures.

I can demonstrate an understanding that the number of objects remains the same when they are rearranged providing nothing has been added or taken away (Maths-PK4)

I demonstrate an understanding that the numeral always represents the quantity.

I can rote count to beyond ten.

I can identify the larger and smaller group of 2 sets of objects

I can, with help, rote count familiar objects or people up to 10 and beyond.

I can identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10. (Maths-PK3)
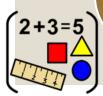
I can count up to ten objects.

I can demonstrate an understanding that the last number counted represents the total number of the count (Maths-PK3)
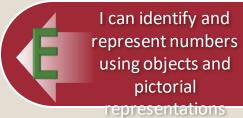
I can count at least 5 objects reliably.

I can collect a small number of items upon request.

I can match the pattern on a dice to the numeral.

I can join in with rote counting to 10.

2+3=5

HAUGHTON SCHOOL

I can identify and represent numbers using objects and pictorial representations including the number line.

I can count, read and write numbers 1 to 100 in multiples of ten.

I can count, read and write numbers 1 to 100 in multiples of five.

I can count, read and write numbers 1 to 100 in multiples of two.

I can count forwards from 1 to 50.

I can count forwards to 100 (YR1) (Maths-PK5)

I can count backwards to 0 or 1 (YR1) (Maths-PK5)

I can count across 100.

I can count, read and write numbers 1 to 100 in numerals (Maths-PK5)

Y1

I can count backwards from 20 to 0 (Maths-PK4)

I can count forwards from 1 to 20 (Maths-PK4)

I can read and write numerals from 0 to 9 (Maths-PK4)

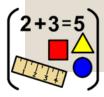Given a number, I can identify one more and one less.

E

I can continue the rote count onwards from a given small number.

I can use ordinal numbers (1st, 2nd, or 3rd) when describing the position of objects, people or events.

I can estimate a small number.

I understand that a numeral always represents that quantity.

S

2+3=5

N I can find 10 or 100 more or less than a given number.

I can count from 0 in multiples of 50 and 100.

I can count from 0 in multiples of 4 and 8.

Y3

I can partition any two digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus (Maths-PK6)

I can read and write numbers to at least 100 in numerals and in words.

I can partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them (Maths-PK5)

I can count in steps of 3 both forwards and backwards.

I can identify, represent and estimate numbers using different representations, including the number line.

I can compare and order numbers from 0 up to 100 using the <, > and = signs.

I can demonstrate an understanding of place value of 10s and 1s in a 2-digit number using resources to support them if necessary.

I can identify the tens and units digits in a two-digit number.

I can count in steps of 10 both forwards and backwards. (YR2) (Maths-PK5)

I can count in steps of 5 both forwards and backwards (YR2) (Maths-PK5)

Y2

I can count in steps of 2 both forwards and backwards (YR2) (Maths-PK5)

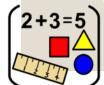I can read and write numbers from 1 to 20 in numerals and words.

E I can use the term 'equals' or 'equal to' correctly.

I can use the terms more than and less than (fewer) correctly.

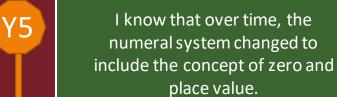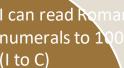I can use the terms most and least correctly.

2 + 3 = 5

I can count forwards or backwards in steps of powers of 10 from any given number up to 1 000 000.

I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.

Y5

I know that over time, the numeral system changed to include the concept of zero and place value.

I can read Roman numerals to 100 (I to C)

I can solve number and practical problems with increasingly large positive numbers.

I can round any 4-digit numbers to both the nearest 10, the nearest 100 and the nearest 1000.

I can round any 3-digit numbers to both the nearest 10 and the nearest 100.

I can round 2-digit numbers to the nearest 10.

I can order and compare numbers beyond 1000.

I can identify the thousands, hundreds, tens and units digits in a 4-digit number.

I can count backwards through zero to include negative numbers.

I can find 1000 more or less than a given number.

I can count in multiples of 25 and 1000.

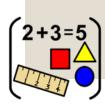**Y4**

I can count in multiples of 6, 7 and 9.

I can identify the hundreds, tens and units digits in a three-digit number.
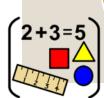
I can compare and order whole numbers up to 1000.

I can read and write numbers up to 1000 in numerals and in words.

I can solve number problems and practical problems.

N

2+3=5

I can use negative numbers in context

I can round any whole number to a required degree of accuracy.

I can compare and order numbers up to 10 000 000.

I can read and write numbers up to 10 000 000.

Y 6

I can recognise years written in Roman numerals.

I can count forwards and backwards with positive and negative whole numbers through zero.

I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.

I can solve number problems and practical problems.

I can read Roman numerals to 1000

2+3=5