Key stage 1

Year 1

Year 2

Strand	Sub-strand	Progression statement	Examples (Working towards expectations)	Examples (Meeting expectations)	Examples (Exceeding expectations)	Progression statement	Examples (Working towards expectations)	Examples (Meeting expectations)	Examples (Exceeding expectations)
1) Number and place value	a) Count	**1.1.a.1 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number**	The pupil can count forwards from 1 to 100.	The pupil can count forwards from 94 to 120 and backwards from 125.	The pupil can count forwards from 180 to 220 and backwards from 205.	**2.1.a.1 Count in tens from any number, forward and backward** (^)	The pupil can count forward in tens from 5.	The pupil can count up in tens from 43.	The pupil can count backward in 20s from 120.
		1.1.a.2 Given a number, identify one more and one less	The pupil can answer 9 when asked 'I have eaten 8 grapes and eat one more. How many have I eaten?'	The pupil can answer 27 when asked 'I have 28 grapes and eat one of them. How many are left?'	The pupil can answer 27 when asked 'I have 29 grapes and eat two of them. How many are left?'	2.1.a.2 Identify ten more or ten less than any given number (+)	The pupil can pick the number 14 as being ten less than 24 from a set of two-digit numbers.	The pupil can identify the numbers 96 and 116 as being ten less and ten more than 106.	The pupil can explain how to work out the number ten less than 44.
		1.1.a.3 Count in multiples of twos, fives and tens (^)	The pupil can count beads in twos.	The pupil can count beads in groups of two, five and ten.	The pupil can predict whether a given number will be in the sequence when they count in twos, fives and tens.	**2.1.a.3 Count in steps of 2, 3, and 5 from 0, forward and backward** (^)	The pupil can continue the sequence 2, 4, 6 … to determine whether 22 is an even number.	The pupil can continue the sequence 3, 6, 9 … to determine whether the number 41 is in it.	The pupil can count up in 3s from any number.
	b) Represent numbers	**1.1.b.1 Read and write numbers to 100 in numerals** (^)	The pupil can record familiar numbers and identify numbers beyond 20.	The pupil can record the page number in their reading book and identify a friend's house from the number.	The pupil can write the counting sequence in numerals and complete a jigsaw of the 100 square.	2.1.b.1 Recognise the place value of each digit in a two-digit number (tens, ones)	The pupil can count out the number of counters represented by any two-digit number up to 20.	The pupil can count out the number of counters represented by any two-digit number.	The pupil can solve problems such as 'Find the two-digit number such that the tens digit is 7 more than the ones digit and the ones digit is an odd number'.
		1.1.b.2 Read and write numbers from 1 to 20 in words (^)	The pupil can match the numeral 5 to the word 'five' and fill in the missing word or numeral for numbers to 10.	The pupil can match the numeral 13 to the word 'thirteen' and fill in the missing word or numeral for numbers to 20.	The pupil can arrange the words for the numbers to 20 in alphabetical order and then replace them with their numerals.	2.1.b.2 Read and write numbers to at least 100 in numerals and words	The pupil can find a given page in a book with 40 pages and write it in words.	The pupil can form a two-digit number from two digit cards and write it in words.	The pupil can make all the possible two-digit numbers using 2, 5 and 7 and arrange them in alphabetical order.

		1.1.b.3 Identify and represent numbers using objects and pictorial representations including the number line (^)	The pupil can make numbers below ten using manipulatives.	The pupil can place numbers on an empty number line.	The pupil can represent and recognise numbers from a wide variety of representations.	2.1.b.3 Identify, represent and estimate numbers to 100 using different representations, including the number line, and partitioning in different ways (+)	The pupil can partition 54 as 50 + 4 and show this using at least one type of manipulative.	The pupil can partition 54 as 50 + 4 and 40 + 14 and 52 + 2, showing these on a number line and using concrete objects.	The pupil can find partitions of 54 and relate them to addition and subtraction, choosing the most efficient partition for a particular mental calculation, justifying their choice.
	c) Order and compare	1.1.c.1 Use the language of: equal to, more than, less than (fewer), most, least (^)	The pupil can identify the largest or smallest of a set of numbers below ten and compare two of them, saying which is smaller. They use the language of 'first' and 'second'.	The pupil can compare three numbers using sets of counters, making statements such as 12 is more than 5; 27 is the number with the most counters; 5 is fewer counters than 12. They use the language of 'first', 'second' and 'third'.	The pupil can sort sets of objects (or pictures of them on cards) using a Venn diagram labelled 'smaller than or equal to 12' and 'greater than or equal to 12', correctly identifying the cards which belong to both sets. They use the language of ordinal numbers up to ninth and tenth.	**2.1.c.1 Compare and order numbers from 0 up to 100; use <, > and = signs**	The pupil can choose the larger number out of 28 and 64 and place the correct sign (< or >) between 8 and 32.	The pupil can order the numbers 13, 31, 3 and 30 and place the correct sign (<, > or =) in statements such as between 34 and 17 and between 45 and 34 + 11.	The pupil can solve problems involving ordering numbers in the context of measures and solve missing number problems such as '1 + 36 < 73, what values could I have?'
	d) Solve number problems	1.1.d.1 Solve number problems with number and place value from the Year 1 curriculum (+)	The pupil can solve problems such as 'There are three people on the bus. One more gets on, how many are on the bus now?', with supporting equipment.	The pupil can solve problems such as 'There are five birds in a nest. One flies off, how many are left?'	The pupil can solve problems such as 'I am thinking of a number. It is greater than seven and smaller than ten. I don't say it when I count in multiples of two. What is my number?'	**2.1.d.1 Solve number problems with number facts and place value from the Year 2 curriculum** (+)	The pupil can solve problems such as 'I have two cards. One shows the digit 2 and the other shows the digit 5. What is the largest two-digit number I can make by putting them side by side?', with prompting.	The pupil can solve problems such as 'I have two cards. One shows the digit 4 and the other shows the digit 8. What is the largest two-digit number I can make by putting them side by side?'	The pupil can make up problems such as 'I have two cards. One shows the digit 4 and the other shows the digit 7. What is the largest two-digit number I can make by putting them side by side?', and justify their answer.

		Lower key stage 2							
		Year 3				Year 4			
Strand	Sub-strand	Progression statement	Examples (Working towards expectations)	Examples (Meeting expectations)	Examples (Exceeding expectations)	Progression statement	Examples (Working towards expectations)	Examples (Meeting expectations)	Examples (Exceeding expectations)
1) Number and place value	a) Count	**3.1.a.1 Count from 0 in multiples of 100** (^)	The pupil can chant the sequence 100, 200, 300 ...	The pupil can chant the sequence 200, 400, 600 ...	The pupil can count up to identify numbers that occur in both the sequence of 200s and the sequence of 300s.	**4.1.a.1 Count in multiples of 1000; count backwards through zero to include negative numbers** (^)	The pupil can chant the sequence 1000, 2000, 3000 … and 3, 2, 1, 0, –1 ..., with prompting.	The pupil can chant the sequence 3000, 6000, 9000, 12,000 … and 2, 1, 0, –1, –2 …	The pupil can count backwards in thousands from 2500 to include negative numbers.
		3.1.a.2 Find 10 or 100 more or less than a given number (^)	The pupil can work out ten more than 23.	The pupil can work out ten less than 372 or a 100 more than 604.	The pupil can work out 20 more than 186 or 300 less than 902.	4.1.a.2 Find 1000 more or less than a given number	The pupil can work out 1000 more than 432.	The pupil can work out 1000 more than 3468.	The pupil can reduce any four-digit number to zero by subtracting the appropriate number of thousands, hundreds, tens and ones.
		3.1.a.3 Count from 0 in multiples of 4, 8 and 50 (^)	The pupil can make some progress with the 4, 8, 12 … sequence	The pupil can chant the sequence 8, 16, 24 …	The pupil can count up to identify numbers that occur in both the sequence of 8s and the sequence of 50s.	**4.1.a.3 Count in multiples of 6, 7, 9 and 25** (^)	The pupil can count up in 6s using their knowledge of counting up in 3s and can begin the sequences for 7, 9 and 25.	The pupil can decide whether a number is a multiple of 6 by counting up in 6s or a multiple of 7, 9 or 25 by counting up in 7s, 9s or 25s.	The pupil can identify whether numbers are in more than one of the sequences of 6, 7, 9, 25 and others with which they are familiar.
	b) Represent numbers	**3.1.b.1 Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)**	The pupil can identify the hundreds digit when presented with a three-digit number.	The pupil can arrange three digit cards, e.g. 3, 4 and 7, to make the largest possible number and can justify their choice of 743 using the language of hundreds, tens and ones	The pupil can solve problems such as 'Arrange the digit cards 4, 5 and 8 to make the number closest to 500' and can justify their choice using the language of place value.	4.1.b.1 Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones)	The pupil can identify the thousands digit when presented with a three-digit number.	The pupil can arrange four digit cards showing 3, 4, 6 and 7 to make the smallest possible number and can justify their choice of 3467 using the language of thousands, hundreds, tens and ones.	The pupil can solve problems such as 'Arrange the digit cards 1, 4, 5 and 8 to make the number closest to 6000' and can justify their choice using the language of place value.
		3.1.b.2 Read and write numbers up to 1000 in numerals and in words	The pupil can find a given page in a book of 200 pages and write it in words.	The pupil can form a three-digit number from three digit cards and write it in words.	The pupil can solve problems such as 'Given two numbers up to 1000, find another that is between them alphabetically.'	4.1.b.2 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	The pupil can convert Roman numerals from I to X to our number system.	The pupil can convert a number expressed in Roman numerals below 100 and explain why they are difficult to calculate with.	The pupil can explain why Roman numerals are not a place value system and how zero makes a place value system work.

		3.1.b.3 Identify, represent and estimate numbers to 1000 using different representations and partitioning in different ways (+)	The pupil can represent some numbers beyond 100 in different ways and partition them in at least one way.	The pupil can partition 462 in several ways and draw an appropriate diagram to show each of them.	The pupil can partition a three-digit number and use that to work out its complement to 1000, explaining their reasoning using the language of place value.	4.1.b.3 Identify, represent and estimate numbers to 10 000 using different representations	The pupil can choose between 60 and 6000 to estimate the number of people in a crowd.	The pupil can choose between 6, 60, 600 and 6000 to estimate the size of a crowd.	The pupil can solve problems such as 'Write in order of size: the number of people watching Arsenal play at the Emirates stadium; the number of cubic centimetres in a cubic metre and the distance in miles to the moon'.
	c) Order and compare	3.1.c.1 Compare and order numbers up to 1000	The pupil can choose the smaller number out of 306 and 360.	The pupil can place the correct sign (=, < and >) in statements such as between 304 and 187 and between 425 and 394.	The pupil can solve problems in the context of measurement such as ordering the heights of mountains.	**4.1.c.1 Order and compare numbers beyond 1000**	The pupil can choose the smaller number out of 3000 and 1300.	The pupil can place the correct sign (=, < and >) in statements such as between 3004 and 3040 and between 4500 and 4050 + 450.	The pupil can solve problems in the context of measurement such as ordering the lengths of rivers.
	d) Solve number problems	**3.1.d.1 Solve number problems and practical problems with number and place value from the Year 3 curriculum** (*)	The pupil can solve problems such as 'I have 156 plastic cubes and give away 10 of them. How many do I have left?'	The pupil can solve problems such as 'A path is 750 cm long. It is to be paved with slabs of length 50 cm. How many slabs are needed?'	The pupil can solve problems such as 'I have 362 plastic cubes and boxes that will hold 50, 20, 8 or 4 at a time. What is the fewest number of boxes I need to box all of them?'	4.1.d.1 Solve number and practical problems with number and place value from the Year 4 curriculum, with increasingly large positive numbers (*)	The pupil can solve problems such as 'A number has been rounded to the nearest hundred to get 500. What could that number be?'	The pupil can solve problems such as 'A number has been rounded to the nearest hundred to get 3000. What is the largest whole number it could be?'	The pupil can solve problems such as 'I am a number between 3000 and 4000. I am a multiple of 25 and of 9. When I am rounded to the nearest hundred my digits add to 7. What number am I?'
	e) Round Numbers	3.1.e.1 Round whole numbers up to 100 to the nearest 10 (+)	The pupil can round 18 to the nearest 10 with supporting number line.	The pupil can round 28 to the nearest 10.	The pupil can explain why 28 rounds to 30 and 23 rounds to 20 to the nearest 10.	**4.1.e.1 Round whole numbers to 10,000 to the nearest 10, 100 or 1000** (*)	The pupil can round 678 to the nearest ten.	The pupil can round 8076 to the nearest hundred.	The pupil can round 8074 to the nearest 50.

		Upper key stage 2							
		Year 5				Year 6			
Strand	Sub-strand	Progression statement	Examples (Working towards expectations)	Examples (Meeting expectations)	Examples (Exceeding expectations)	Progression statement	Examples (Working towards expectations)	Examples (Meeting expectations)	Examples (Exceeding expectations)
1) Number and place value	a) Count	**5.1.a.1 Count forwards and backwards with positive and negative whole numbers, including through zero** (^)	The pupil can continue the sequence –1, 0, 1 …	The pupil can continue the sequence –3, –2, –1 …	The pupil can solve problems such as 'Does the sequence –11, –6, –1 … pass through 91?'	**6.1.a.1 Calculate intervals across zero** (^)	The pupil can work out the difference between –8 and zero.	The pupil can work out the difference between 4 and –5.	The pupil can work out the connection between finding the difference between negative numbers and subtracting them.
		5.1.a.2 Count forwards or backwards in steps of powers of 10 for any given number to 1 000 000	The pupil can count backwards from 34,875 in steps of 1000.	The pupil can count backwards from 962,471 in steps of 100,000, 10,000, 1000, 100 and 10.	The pupil can reduce any six-digit number to zero by subtracting the appropriate number of each of the appropriate powers of 10.	6.1.a.2 Consolidate counting forwards or backwards in steps of powers of 10 for any given number to 1 000 000 (+)	The pupil can count backwards from 374,920 in steps of 10,000.	The pupil can count backwards from 902,401 in steps of 100,000, 10,000, 1000, 100 and 10.	The pupil can reduce any number to zero by subtracting the appropriate number of each of the appropriate powers of 10.
		5.1.a.3 Continue to count in any multiples of 2 to 10, 25 and 50 (+)	The pupil can count up in 6s and 9s using their knowledge of counting up in 3s, and in 8s using their knowledge of counting up in 2s and 4s.	The pupil can decide whether a number is a multiple of any number by counting up in multiples of that number.	The pupil can identify whether numbers are in more than one of the sequences with which they are familiar, developing strategies for deciding.	6.1.a.3 Consolidate counting in multiples of 2, through to 10, 25 and 50 (+)	The pupil can count up in 6s, 9s and 12s using their knowledge of counting up in 3s, and in 12s using their knowledge of counting up in 4s and 6s.	The pupil can decide whether a number is a multiple of any number by counting up in multiples of that number, developing more efficient strategies than enumerating every multiple.	The pupil can identify whether numbers are in more than one of the sequences with which they are familiar, developing efficient strategies for deciding.
	b) Represent numbers	5.1.b.1 **Read and write numbers to at least 1 000 000 and determine the value of each digit** (^)	The pupil can read and write numbers to 1,000,000 that are multiples of 100.	The pupil can form a number with up to six digit cards and write it in words.	The pupil can write the number of megabytes on a memory stick in words and numerals.	6.1.b.1 Read and write numbers to 10 000 000 and determine the value of digits (^)	The pupil can read and write numbers to ten million that are multiples of 100.	The pupil can form a number with up to seven digit cards and write it in words.	The pupil can relate megabytes, gigabytes and terabytes and express each in terms of the others.
		5.1.b.2 Read Roman numerals to 1000 (M) and recognise years written in Roman numerals	The pupil can interpret the numbers from 1 to 20 using Roman numerals, and interpret the year 1900 written using Roman numerals.	The pupil can interpret the date written using Roman numerals and identify the year a film was made.	The pupil can explain why calculation with large numbers is difficult with Roman numerals.	6.1.b.2 Consolidate reading Roman numerals to 1000 (M) and recognising years written in Roman numerals (+)	The pupil can write the numbers from 1 to 20 using Roman numerals, and write the year 2100 using Roman numerals.	The pupil can write the date using Roman numerals and identify the year a film was made.	The pupil can explain why calculation with large numbers is difficult with Roman numerals and how our place value system is better for doing so.

		5.1.b.3 Interpret negative numbers in context (^)	The pupil can answer questions such as 'Which is colder –5□C or 10□C?'	The pupil can answer questions such as 'Which is colder –2□C or –10□C?'	The pupil can solve problems such as identifying the biggest change in temperature between day and night on the planets in the solar system.	**6.1.b.3 Use negative numbers in context** (^)	The pupil can answer questions such as 'How much colder is –5□C than 10□C?'	The pupil can answer questions such as 'How much warmer is –2□C than –10□C?'	The pupil can solve problems such as ordering the changes in temperature between day and night on the planets in the solar system.
	c) Order and compare	**5.1.c.1 Order and compare numbers to at least 1 000 000** (^)	The pupil can choose the larger number out of 30,000 and 300,000.	The pupil can place the correct sign (=, < and >) in statements such as between 343,434 and 344,344.	The pupil can solve problems involving timelines from the origins of humankind.	6.1.c.1 Order and compare numbers up to 10 000 000 (^)	The pupil can choose the smaller number out of 800,000 and 8,000,000.	The pupil can place the correct sign (=, < and >) in statements such as between 8,282,828 and 28,282,828.	The pupil can solve problems involving ordering the distances in light years to stars and galaxies.
	d) Solve number	5.1.d.1 Solve number problems and practical problems with number and place value from the Year 5 curriculum (*)	The pupil can solve problems such as 'What is the term-to-term rule for the sequence 5, 9, 13 … and write down the next two terms?'	The pupil can solve problems such as 'What is the term-to-term rule for the sequence 14.5, 13, 11.5 … and write down the next two terms?'	The pupil can solve problems such as 'What sequence has the third term 0.3 and the seventh term –1.3?'	6.1.d.1 Solve number problems and practical problems with number and place value from the Year 6 curriculum (*)	The pupil can solve problems such as 'The temperature is zero at 10 a.m. It drops to –4□C by 5 p.m. How much has it dropped?'	The pupil can solve problems such as 'The temperature at sunrise is –5□C and rises to 8□C by midday. How much has it risen?'	The pupil can solve problems such as 'What is 10,000 less than 236.7?'
	e) Round Numbers	5.1.e.1 Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	The pupil can round 7678 to the nearest 100.	The pupil can round 306,812 to the nearest 10,000.	The pupil can identify the largest multiple of 9 that rounds to 250,000 to the nearest 100.	**6.1.e.1 Round whole numbers to 10 000 000 to a required degree of accuracy** (*)	The pupil can round 68 to the nearest 20.	The pupil can round 8,438 to the nearest 50.	The pupil can identify a number over 1000 that rounds to the same number when rounded to the nearest 20 and nearest 50.