

Purston Infant School – Progress Grid

Number: Number & Place Value

	Three and Four-Year Olds	Reception	ELG	Area	Year 1	Year 2
COUNTING	<ul style="list-style-type: none"> Recite numbers past 5 Say one number name for each item in order:1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). 	<ul style="list-style-type: none"> Counts objects, actions and sounds Count beyond ten. 	<ul style="list-style-type: none"> Verbally count beyond 20. Recognising the pattern of the counting system. 	COUNTING	<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number 	<ul style="list-style-type: none">
					<ul style="list-style-type: none"> count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens 	<ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward
					<ul style="list-style-type: none"> given a number, identify one more and one less 	<ul style="list-style-type: none">

COMPARE AND ORDER NUMBERS	Three and Four-Year Olds	Reception	ELG	Year 1		Year 2
	<ul style="list-style-type: none"> Compare quantities using language: 'more than', 'fewer than'. 	<ul style="list-style-type: none"> Compare numbers 	<ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. 	COMPARING NUMBERS	<ul style="list-style-type: none"> use the language of: equal to, more than, less than (fewer), most, least 	<ul style="list-style-type: none"> compare and order numbers from 0 up to 100; use and = signs
IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS	<ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. 	<ul style="list-style-type: none"> Subitise. Link the number symbol (numeral) with its cardinal number value 	<ul style="list-style-type: none"> Subitise (recognising quantities without counting) up to 5. 	IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS	<ul style="list-style-type: none"> identify and represent numbers using objects and pictorial representations including the number line 	<ul style="list-style-type: none"> identify, represent and estimate numbers using different representations, including the number line

READING AND WRITING NUMBERS	<ul style="list-style-type: none"> Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. 	<ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value. 		READING AND WRITING NUMBERS	<ul style="list-style-type: none"> read and write numbers from 1 to 20 in numerals and words. 	<ul style="list-style-type: none"> read and write numbers to at least 100 in numerals and in words
UNDERSTANDING PLACE VALUE		<ul style="list-style-type: none"> Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. 	<ul style="list-style-type: none"> Have a deep understanding of numbers to 10, including the composition of each number. 	UNDERSTANDING PLACE VALUE		<ul style="list-style-type: none"> recognise the place value of each digit in a two-digit number (tens, ones)
SOLVE PROBLEMS	<ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5. 			PROBLEM SOLVING		<ul style="list-style-type: none"> use place value and number facts to solve problems