



Progression of knowledge & skills				
Year 1	Year 2	Year 3		
 <u>N.C. Link</u> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s given a number, identify 1 more and 1 less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 in numerals and words 	 <u>N.C. Link</u> Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward Recognise the place value of each digit in a two-digit number (10s, 1s) Identify, represent and estimate numbers using different_representations, including the number line Compare and order numbers from 0 up to 100; use <, > and = signs Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems 	 N.C. Link Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) Compare and order numbers up to 1,000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1,000 in numerals and in words Solve number problems and practical problems involving these ideas 		
When is this topic taught in our school? Autumn: Week 1 and 2 (total two weeks) Autumn: Week 9 – 11 (total two weeks)	When is this topic taught in our school? Autumn: Week 1 and 2 (total one and a half weeks)	When is this topic taught in our school? Autumn: Week 1 and 2 (total two weeks)		
 Curriculum prioritisation: Previous Reception experiences and counting within 100 Comparison of quantities and part–whole relationships Numbers 0 to 20 Addition and subtraction facts within 10 Unitising and coin recognition 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using <> and =. 1NF–1 Develop fluency in addition and subtraction facts within 10. 	 Curriculum prioritisation: Numbers 10 to 100 Fluently add and subtract within 10 2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. 2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10. 2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice. 	 Curriculum prioritisation: Adding and subtracting across 10 Numbers to 1,000 2, 4, 8 times tables 3NPV-1 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. 3NPV-2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning. 		







Bierton CE Combined School Maths Curriculum Map: Number and Place Value

 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. 		 3NPV-3 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. 3NPV-4 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. 3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice. 3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. 3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).
Year 4	Year 5	Year 6
N.C. Link	<u>N.C. Link</u>	<u>N.C. Link</u>
 Count in multiples of 6, 7, 9, 25 and 1,000 	• Read, write, order and compare numbers to at	• Read, write, order and compare numbers up to
 Find 1,000 more or less than a given number 	least 1,000,000 and determine the value of each	10,000,000 and determine the value of each digit
 Count backwards through 0 to include negative numbers 	digit • Count forwards or backwards in steps of powers	 Round any whole number to a required degree of accuracy
Recognise the place value of each digit in a four-	of 10 for any given number up to 1.000.000	• Use negative numbers in context, and calculate
digit number (1,000s, 100s, 10s, and 1s)	• Interpret negative numbers in context, count	intervals across 0
• Order and compare numbers beyond 1,000	forwards and backwards with positive and	 Solve number and practical problems that involve
 Identify, represent and estimate numbers using 	negative whole numbers, including through 0	all of the above
different representations	• Round any number up to 1,000,000 to the nearest	
• Round any number to the nearest 10, 100 or 1,000	10, 100, 1,000, 10,000 and 100,000	
• Solve number and practical problems that involve	Solve number problems and practical problems that involve all of the above	
all of the above and with increasingly large	Read Roman numerals to 1 000 (M) and recognize	
positive numbers	years written in Roman numerals	





Bierton CE Combined School

Maths Curriculum Map: Number and Place Value

that over time, the numeral system changed to include the concept of 0 and place value When is this topic taught in our school? When is this topic taught in our school? Autumn: Week 1-3 (total three weeks) When is this topic taught in our school? Autumn: Week 1-3 (total three weeks) Curriculum prioritysistion: Numbers to 10,000 > 3, 6, 5 times tables > > Decimal fractions > > Times table and patterns > > Converting units > > Understanding and manipulating multiplicative relationships > Division with remainders > > Converting units > > Olivision with remainders > Division with remainders > SNPV-1 Know that 10 hundredths are equivalent to 1 lenth, and that 1.00 bis 10 times the size of 0.01. Know that 10 hundredths are equivalent to 1 lenth, and that 0.1 is 10 times the size of 0.01. Snow that 10 hundredths are equivalent to 1 lenth, and that 0.1 is 10 times the size of 0.01. Snow that 10 hundredths are equivalent to 1 lenth, and that 0.1 is 10 times the size of 0.01. Snow that 10 hundredths are equivalent to 1 lenth, and that 0.1 is 10 times the size of 0.01. Snow that 10 hundredth sare equivalent to 1 tenth, and compose and decompose and decompose and decompose and bacempose and decompose and bace muber sus standard and non-standard partitioning. • SNPV-3 Reason about the location of any numbers, and compose and next multiple of 1 and 0.1 and rounding to the nearest of each. • SNPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked, 10 equal parts, and read scales/number l	 Read Roman numerals to 100 (I to C) and know 		
include the concept of 0 and place value When is this topic taught in our school? When is this topic taught in our school? Autumn: Week 1 -3 (total three weeks) Curriculum prioritisation: > Numbers to 10,000 > 3, 6, 9 times tables > Times table and patterns > Understanding and manipulating multiplicative relationships > Division with remainders > Division with remainders > Division with remainders of 100, apply this to identify and work out how many 100s there are in other four-digit multiples of 100. < ANPV-2. Recognise the place value of each digit in four-digit numbers, and compose and decompose numbers with up to 2 decimal places, and decompose four-digit numbers using standard and non-standard partitioning. < ANPV-2. Recognise the place value of each digit in four-digit numbers in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and counding to the nearest of each. < ANPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. < SNP-4 Divide 1 into 2, 4, 5 and 10 equal parts.	that over time, the numeral system changed to		
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 a) 6, 9 times tables b) 7 times tables c) 7 times table and patterns c) Understanding and manipulating multiplicative relationships c) Division with remainders c) ANPV-1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 10 hundredths are equivalent to 1 one, and that 1 is 10 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, 1 hundredth or 1 thousandth times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01. c) SNPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places, and compose four-digit numbers, and compose and decompose numbers with up to 2 decimal places, and partitioning. c) SNPV-3 Reason about the location of any fourdigit number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. c) SNPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. c) SNPV-4 Divide 1,000 with 2, 4, 5 and 10 equal parts. c) SNPV-4 Divide 1,000 with 2, 4, 5 and 10 equal parts. c) SNPV-4 Divide 1,000 with 2, 4, 5 and 10 equal parts. c) SNPV-4 Divide 1,000 with 2, 4, 5 and 10 equal parts. c) SNPV-4 Divide 1,000 with 2, 4, 5 and 10 equal parts. c) SNPV-4 Divide 1,000 with 2, 4, 5 and 10 equal parts. c) SNPV-4 Divide 1,000 with 2, 4, 5 and 10 equal parts. c) SNPV-5 Convert between units of measure, including using common decimals and fractions. c) SNPV-5 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). 	• Numbers to 10,000	 Decimal fractions 	 Numbers up to 10,000,000
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 by Charactering and manipulating multiplicative relationships c) Division with remainders e) ANPV-1 Know that 10 hundreds are equivalent to 1 is 10 times the size of 0.1. Know that 10 hundredths are equivalent to 1 one, and that 1 is 100 hundredths are equivalent to 1 one, and that 1 is 100 hundredths are equivalent to 1 one, and that 1 is 10 hundredths are equivalent to 1 one, and that 1 is 10 hundredths are equivalent to 1 one, and that 1 is 10 hundredths are equivalent to 1 to 1 hundredth or 1 hundredth hundred	 7 times table and patterns 	 Converting units 	powers of 10 from 1 hundredth to 10 million, and
 relationships one, and that 1 is 10 times the size of 0.1. Know dNPV-4 Now that 10 hundreds are equivalent to 1 tone, and that 1 is 100 times the size of 0.0.1. Know that 100 hundredths are equivalent to 1 tone, and that 1 is 100 times the size of 0.0.1. Know that 100 hundredths are equivalent to 1 tone, and that 1 is 100 times the size of 0.0.1. Know that 100 hundredths are equivalent to 1 tone, and that 0 is 10 times the size of 0.0.1. Know that 100 hundredths are equivalent to 1 tenth, and that 0 is 10 times the size of 0.0.1. Know that 100 hundredths are equivalent to 1 tenth, and that 0 is 10 times the size of 0.0.1. Know that 100 hundredths are equivalent to 1 tenth, and that 0 is 10 times the size of 0.0.1. Know that 100 hundredths are equivalent to 1 tenth, and that 0 is 10 times the size of 0.0.1. Know that 100 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.0.1. Know that 100 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.0.1. Know that 100 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.0.1. Know that 100 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.0.1. Know SNPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and nonstandard partitioning. SNPV-3 Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each. SNPV-4 Divide 1 into 2, 4, 5 and 10 equal parts. SNPV-5 Convert between units of measure, including using common decimals and fractions. SNP-2 Apply place-value knowledge to known additive and multiplication tables as multiples of the corresponding number. 	 Understanding and manipulating multiplicative 	• 5NPV–1 Know that 10 tenths are equivalent to 1	use this to make a given number 10, 100, 1,000, 1
 b) Division with remainders 4) APV-1 Know that 10 hundreds are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01. 4) APV-2 Recognise the place value of each digit in numbers, and compose and decompose and decompose and decompose and compose and ono-standard partitioning. 4) APV-3 Reason about the location of any fourdigit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. 4) APV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 4) APV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 4) APV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 5) SNV-2 Convert between units of measure, including using common decimals and fractions. 5) SNV-5 Convert between units of measure, including using common decimals and fractions. 5) SNV-5 Convert between units of measure, including using common decimals and fractions. 5) SNV-5 Convert between units of measure, including using common decimals and fractions. 5) SNV-5 Convert between units of measure, including using common decimals and fractions. 5) SNV-5 Convert between units of measure, including using common decimals and fractions. 5) SNV-5 Convert between units of measure, including using common decimals and fractions. 5) SNV-5 Convert between units of measure, including using common decimals and fractions. 5) SNV-5 Convert between units of measure, including using common decimals and fractions. 5) SNV-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). 	relationships	one, and that 1 is 10 times the size of 0.1. Know	tenth, 1 hundredth or 1 thousandth times the size
 4MPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 100 times the size of 0.01. 4mPV-2 Recognise the place value of each digit in numbers and compose numbers with up to 2 decimal places, and compose numbers, and compose and decompose numbers with up to 2 decimal places, and compose numbers using standard and non-standard partitioning. 4MPV-3 Reason about the location of any fourdigit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. 4MPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. 4MPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. 5MPV-5 Convert between units of measure, including using common decimals and fractions. 5MPV-5 Apply place-value knowledge to known additive and multiplication tables as multiples of the corresponding number. 	 Division with remainders 	that 100 hundredths are equivalent to 1 one,	(multiply and divide by 10, 100 and 1,000).
 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. 4NPV-2 Recognise the place value of each digit in numbers, and compose and decompose numbers with up to 2 decimal places, and compose four-digit numbers, and compose and decompose numbers with up to 2 decimal places, and compose four-digit numbers using standard and non-standard partitioning. 4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. 4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. 4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of measure, including using common decimals and fractions. 5NPV-5 Convert between units of measure, including using common decimals and fractions. 5NPV-2 Apply place-value knowledge to known additive and multiplication nables as multiples of the corresponding number. 	• 4NPV–1 Know that 10 hundreds are equivalent	and that 1 is 100 times the size of 0.01. Know	• 6NPV–2 Recognise the place value of each digit
 of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. ANPV-2 Recognise the place value of each digit in numbers, and compose and decompose the place value of each digit in numbers, and compose and decompose numbers with up to 2 decimal places, and compose and decompose and decompose numbers with up to 2 decimal places, and compose and decompose and a	to 1 thousand, and that 1,000 is 10 times the size	that 10 hundredths are equivalent to 1 tenth,	in numbers up to 10 million, including decimal
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 of 100. 4NPV–2 Recognise the place value of each digit in four-digit numbers, and compose and decompose numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places, and compose four-digit numbers, and compose and decompose numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places, and read scales using standard and nonstandard partitioning. 5NPV–3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. 5NPV–4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 5NPV–4 Divide 1,000 with 2, 4, 5 and 10 equal parts. 5NPV–5 Convert between units of 1 with 2, 4, 5 and 10 equal parts. 5NPV–5 Convert between units of measure, including using common decimals and fractions. 5NPV–5 Apply place-value knowledge to known additive and multiplication tables as multiples of the corresponding number. 	many 100s there are in other four-digit multiples	• 5NPV–2 Recognise the place value of each digit	up to 10 million using standard and non-standard
 4NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. 4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. 4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 5NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of 1,000 with 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of 1 with 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of 1 with 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of 1 with 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of 1 with 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of 1 with 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of 1 with 2, 4, 5 and 10 equal parts. 5NPF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). 	of 100.	in numbers with up to 2 decimal places, and	partitioning.
 in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. 4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. 5NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 5NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 5NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 5NPV-4 Divide 1,000 with 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of measure, including using common decimals and fractions. 5NPV-5 Convert between units of measure, including using common decimals and fractions. 5NPF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). 	• 4NPV–2 Recognise the place value of each digit	compose and decompose numbers with up to 2	• 6NPV–3 Reason about the location of any number
 decompose four-digit numbers using standard and non-standard partitioning. 4NPV-3 Reason about the location of any four- digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. 5NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of measure, including using common decimals and fractions. 5NPV-5 Convert between units of measure, including using common decimals and fractions. 5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). 	in four-digit numbers, and compose and	decimal places using standard and nonstandard	up to 10 million, including decimal fractions, in
 and non-standard partitioning. 4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. 5NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 5NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 5NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of neasure, including using common decimals and fractions. 5NF-2 Apply place-value knowledge to known additive and multiplication tables as multiples of the corresponding number. SNF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). 	decompose four-digit numbers using standard	partitioning.	the linear number system, and round numbers, as
 4NPV-3 Reason about the location of any fourdigit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. 4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts. 5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of measure, including using common decimals and fractions. 5NPV-5 Convert between units of measure, including using common decimals and fractions. 5NPV-5 Convert between units of measure, including using common decimals and fractions. 5NPV-5 Apply place-value knowledge to known additive and multiplication tables as multiples of the corresponding number. 	and non-standard partitioning.	 5NPV–3 Reason about the location of any 	appropriate, including in contexts.
 digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. 4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts. 5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts. 5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of measure, including using common decimals and fractions. 5NP-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). 	 4NPV–3 Reason about the location of any four- 	number with up to 2 decimals places in the	• 6NPV-4 Divide powers of 10, from 1 hundredth
 including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each. 4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 4NPV-4 Divide 1,000 with 2, 4, 5 and 10 equal parts. 4NF-1 Recall multiplication and division facts up to 12×12, and recognise products in multiplication tables as multiples of the corresponding number. previous and next multiple of 1 and 0.1 and rounding to the nearest of each. 5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of 1 with 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of measure, including using common decimals and fractions. 5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). 	digit number in the linear number system,	linear number system, including identifying the	to 10 million, into 2, 4, 5 and 10 equal parts, and
 multiple of 1,000 and 100, and rounding to the nearest of each. 4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts. 5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of measure, including using common decimals and fractions. 5NP-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). 	including identifying the previous and next	previous and next multiple of 1 and 0.1 and	read scales/number lines with labelled intervals
 nearest of each. 4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts. 4NF-1 Recall multiplication and division facts up to 12×12, and recognise products in multiplication tables as multiples of the corresponding number. 5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of measure, including using common decimals and fractions. 5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). 	multiple of 1,000 and 100, and rounding to the	rounding to the nearest of each.	divided into 2, 4, 5 and 10 equal parts.
 4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts. 4NF-1 Recall multiplication and division facts up to 12×12, and recognise products in multiplication tables as multiples of the corresponding number. 5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). 	nearest of each.	• 5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts,	
 parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. 4NF-1 Recall multiplication and division facts up to 12×12, and recognise products in multiplication tables as multiples of the corresponding number. 1 with 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of measure, including using common decimals and fractions. 5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). 	• 4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal	and read scales/number lines marked in units of	
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 4NF-1 Recall multiplication and division facts up to 12×12, and recognise products in multiplication tables as multiples of the corresponding number. 5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). 	multiples of 1,000 with 2, 4, 5 and 10 equal parts.	 5NPV–5 Convert between units of measure, 	
to 12×12, and recognise products in multiplication tables as multiples of the corresponding number.• 5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).	• 4NF–1 Recall multiplication and division facts up	including using common decimals and fractions.	
multiplication tables as multiples of the corresponding number.additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).	to 12×12, and recognise products in	 5NF–2 Apply place-value knowledge to known 	
corresponding number. facts by 1 tenth or 1 hundredth).	multiplication tables as multiples of the	additive and multiplicative number facts (scaling	
	corresponding number.	facts by 1 tenth or 1 hundredth).	

SIERTON				
Bierton CE Combined School				
X	Maths Curriculum Map: Number and	Place Value		
• 4NF-2 Solve division problems, with two-digit				
dividends and one-digit divisors, that involve				
remainders.				
 4NF–3 Apply place-value knowledge to known 				
additive and multiplicative number facts (scaling				
facts by 100).				
	Cultural Capital opportunitie	S		
• Year 5 – Space – Hidden Figures (Black Mathematic	ians)			
• Year 6 – WW2 – Alan Turing and the Enigma Code				
	Achievement for All			
As stated in our vision and pedagogy, at Bierton C	E Combined School, we aspire for all chil	dren to achieve and 'keep up' rather than 'catch up'. In		
order to promote this, we implement a range of s	trategies throughout the school.			
Strategies:				
Live marking and feedback within each lesson ic	entifies children who require support an	d clarification of misconceptions		
Pre-teaching interventions at the start of the scl	nool day	·		
 Interventions during the school day 				
 Focused support in class 				
Additional opportunities provided to help childr	en make connections and consolidate th	eir learning		
 Continued use of concrete manipulatives to emi 	ped core facts	0		
Opportunities beyond the National Curriculum				
Children in Early Years and Key Stage 1 have access	to Numbots.			
Children in Year 2 begin to use Times Table Rock Stars in the Spring Term.				
Children in Key Stage 2 have access to Numbots and Times Table Rock Stars.				
Maths Medley / Fun with Numbers after school clubs offer enrichment activities.				
 Maths No Problem provides 'white space' days to explore topics in further detail. 				
Cross-curricular opportunities provided in other subjects (e.g. statistics in Science and topic).				
Children throughout the school celebrate Number Day				
 Challenges provided throughout the year to promote enthusiasm and engagement. 				
Year 6 children participate in Young Enterprise.				
Please refer to our long term plan for reference to poss	ible alterations for when certain objectives v	vill be taught.		

BIERTON