



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

**Progression of knowledge & skills**

Year 1	Year 2	Year 3
<b><u>N.C. Link</u></b>	<b><u>N.C. Link</u></b>	<b><u>N.C. Link</u></b>
<ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>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</li> <li>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</li> <li>Read and write numbers from 1 to 20 in numerals and words</li> </ul>	<ul style="list-style-type: none"> <li>Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward</li> <li>Recognise the place value of each digit in a two-digit number (10s, 1s)</li> <li>Identify, represent and estimate numbers using different representations, including the number line</li> <li>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>Read and write numbers to at least 100 in numerals and in words</li> <li>Use place value and number facts to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)</li> <li>Compare and order numbers up to 1,000</li> <li>Identify, represent and estimate numbers using different representations</li> <li>Read and write numbers up to 1,000 in numerals and in words</li> <li>Solve number problems and practical problems involving these ideas</li> </ul>
<p><b><u>When is this topic taught in our school?</u></b>  <b>Autumn:</b> Week 1 and 2 (total two weeks)  <b>Autumn:</b> Week 9 – 11 (total two weeks)</p>	<p><b><u>When is this topic taught in our school?</u></b>  <b>Autumn:</b> Week 1 and 2 (total one and a half weeks)</p>	<p><b><u>When is this topic taught in our school?</u></b>  <b>Autumn:</b> Week 1 and 2 (total two weeks)</p>
<p><b><u>Curriculum prioritisation:</u></b></p> <ul style="list-style-type: none"> <li>○ <b>Previous Reception experiences and counting within 100</b></li> <li>○ <b>Comparison of quantities and part-whole relationships</b></li> <li>○ <b>Numbers 0 to 20</b></li> <li>○ <b>Addition and subtraction facts within 10</b></li> <li>○ <b>Unitising and coin recognition</b></li> <li>• 1NPV–2 Reason about the <b>location of numbers to 20 within the linear number system</b>, including <b>comparing using &lt; &gt; and =</b>.</li> <li>• 1NF–1 Develop fluency in <b>addition and subtraction facts within 10</b>.</li> </ul>	<p><b><u>Curriculum prioritisation:</u></b></p> <ul style="list-style-type: none"> <li>○ <b>Numbers 10 to 100</b></li> <li>○ <b>Fluently add and subtract within 10</b></li> <li>• 2NPV–1 Recognise the <b>place value of each digit in two-digit numbers</b>, and <b>compose and decompose two-digit numbers using standard and non-standard partitioning</b>.</li> <li>• 2NPV–2 Reason about the <b>location of any two-digit number in the linear number system</b>, including <b>identifying the previous and next multiple of 10</b>.</li> <li>• 2NF–1 Secure fluency in <b>addition and subtraction facts within 10</b>, through continued practice.</li> </ul>	<p><b><u>Curriculum prioritisation:</u></b></p> <ul style="list-style-type: none"> <li>○ <b>Adding and subtracting across 10</b></li> <li>○ <b>Numbers to 1,000</b></li> <li>○ <b>2, 4, 8 times tables</b></li> <li>• 3NPV–1 Know that <b>10 tens are equivalent to 1 hundred</b>, and that <b>100 is 10 times the size of 10</b>; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.</li> <li>• 3NPV–2 Recognise the <b>place value of each digit in three-digit numbers</b>, and <b>compose and decompose three-digit numbers using standard and non-standard partitioning</b>.</li> </ul>



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<ul style="list-style-type: none"> <li>• 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.</li> </ul>		<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.</li> <li>• 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.</li> <li>• 3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).</li> </ul>
<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p align="center"><u><b>N.C. Link</b></u></p> <ul style="list-style-type: none"> <li>• Count in multiples of 6, 7, 9, 25 and 1,000</li> <li>• Find 1,000 more or less than a given number</li> <li>• Count backwards through 0 to include negative numbers</li> <li>• Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)</li> <li>• Order and compare numbers beyond 1,000</li> <li>• Identify, represent and estimate numbers using different representations</li> <li>• Round any number to the nearest 10, 100 or 1,000</li> <li>• Solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> </ul>	<p align="center"><u><b>N.C. Link</b></u></p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</li> <li>• Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</li> <li>• Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0</li> <li>• Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000</li> <li>• Solve number problems and practical problems that involve all of the above</li> <li>• Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals</li> </ul>	<p align="center"><u><b>N.C. Link</b></u></p> <ul style="list-style-type: none"> <li>• Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit</li> <li>• Round any whole number to a required degree of accuracy</li> <li>• Use negative numbers in context, and calculate intervals across 0</li> <li>• Solve number and practical problems that involve all of the above</li> </ul>



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<ul style="list-style-type: none"> <li>• Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value</li> </ul>		
<p><b><u>When is this topic taught in our school?</u></b>  <b>Autumn:</b> Week 1 -3 (total three weeks)</p>	<p><b><u>When is this topic taught in our school?</u></b>  <b>Autumn:</b> Week 1 -3 (total three weeks)</p>	<p><b><u>When is this topic taught in our school?</u></b>  <b>Autumn:</b> Week 1 (total one week)</p>
<p><b><u>Curriculum prioritisation:</u></b></p> <ul style="list-style-type: none"> <li>○ Numbers to 10,000</li> <li>○ 3, 6, 9 times tables</li> <li>○ 7 times table and patterns</li> <li>○ Understanding and manipulating multiplicative relationships</li> <li>○ Division with remainders</li> <li>• 4NPV–1 Know that 10 hundreds are equivalent 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 4NF–1 Recall multiplication and division facts up to 12×12, and recognise products in multiplication tables as multiples of the corresponding number.</li> </ul>	<p><b><u>Curriculum prioritisation:</u></b></p> <ul style="list-style-type: none"> <li>○ Decimal fractions</li> <li>○ Fractions</li> <li>○ Converting units</li> <li>• 5NPV–1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths 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.</li> <li>• 5NPV–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.</li> <li>• 5NPV–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.</li> <li>• 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.</li> <li>• 5NPV–5 Convert between units of measure, including using common decimals and fractions.</li> <li>• 5NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).</li> </ul>	<p><b><u>Curriculum prioritisation:</u></b></p> <ul style="list-style-type: none"> <li>○ Numbers up to 10,000,000</li> <li>• 6NPV–1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).</li> <li>• 6NPV–2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning.</li> <li>• 6NPV–3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts.</li> <li>• 6NPV–4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.</li> </ul>



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- 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 opportunities**

- Year 5 – Space – Hidden Figures (Black Mathematicians)
- Year 6 – WW2 – Alan Turing and the Enigma Code

**Achievement for All**

As stated in our vision and pedagogy, at Bierton CE Combined School, we aspire for all children to achieve and ‘keep up’ rather than ‘catch up’. In order to promote this, we implement a range of strategies throughout the school.

Strategies:

- Live marking and feedback within each lesson identifies children who require support and clarification of misconceptions
- Pre-teaching interventions at the start of the school day
- Interventions during the school day
- Focused support in class
- Additional opportunities provided to help children make connections and consolidate their learning
- Continued use of concrete manipulatives to embed core facts

**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 possible alterations for when certain objectives will be taught.