**Examples of what children should be able to do, in relation to each (boxed) Programme of Study statement**

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

* Explain what each digit represents in whole numbers and decimals with up to two places and partition, round and order these numbers.
* Answer problems such as
	+ What is the value of the 7 in 3 274 105?
	+ Write in figures forty thousand and twenty.
	+ A number is partitioned like this:

4 000 000 + 200 000 + 60 000 + 300 + 50 + 8

Write the number. Now read it to me.

* + A car costs more than £8600 but less than £9100. Tick the prices that the car might cost.

£8569 □ £9090 □ £9130 □ £8999 □

**count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000**

* Count from any given number in powers of 10 and decimal steps extending beyond zero when counting backwards; relate the numbers to their position on a number line
* Answer problems such as:
	+ Write the next number in this counting sequence: 110 000, 120 000, 130 000 …
	+ Create a sequence that goes backwards and forwards in tens and includes the number 190. Describe your sequence.
	+ Here is part of a sequence: 30, 70, 110, □, 190, □. How can you find the missing numbers?

**interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0**

* Count from any given number in whole-number and decimal steps extending beyond zero when counting backwards; relate the numbers to their position on a number line.

**round any number up to 1 000 000 to the nearest 10 100 1 000 10 000 and 100 000**

* Explain what each digit represents in whole numbers and decimals with up to two places and partition round and order these numbers and answer questions such as: What is 4773 rounded to the nearest hundred?

**solve number problems and practical problems that involve all of the above**

* Partition decimals using both decimal and fraction notation for example recording 6.38 as 6 + 3⁄10 + 8⁄100 and as 6 + 0.3 + 0.08. They write a decimal given its parts: e.g. they record the number that is made from 4 wholes 2 tenths and 7 hundredths as 4.27. They apply their understanding in activities such as:
	+ Find the missing number in 17.82 – □ = 17.22.
	+ Play ‘Zap the digit’: In pairs choose a decimal to enter into a calculator e.g. 47.25. Take turns to ‘zap’ (remove) a particular digit using subtraction. For example to ‘zap’ the 2 in 47.25 subtract 0.2 to leave 47.05.
* The children explain how they work out calculations showing understanding of the place value that underpins written methods.

**read Roman numerals to 1000 (M) and recognise years written in Roman numerals**

* Recognise Roman numerals in their historical context
* Read and write Roman numerals to one thousand

## Non-Statutory Guidance

Pupils identify the place value in large whole numbers.

They continue to use number in context including measurement. Pupils extend and apply their understanding of the number system to the decimal numbers and fractions that they have met so far.

They should recognise and describe linear number sequences (for example 3, 3½, 4, 4½ …) including those involving fractions and decimals and find the term-to-term rule in words (for example add ½).