

## Progression in Counting – National Curriculum 2014

### Early Years

- count objects up to 10
- count reliably up to 20

### Year 1

- 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 2s, 5s and 10s from different multiples to develop recognition of patterns in the number system (for example, odd and even numbers)

### Year 2

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward to at least 100: develop further recognition of number patterns
- count in multiples of 3 to support later understanding of a third
- count using the context of money
- count using the context of time
- count using the context of length, mass and capacity
- count in fractions (halves, quarters and thirds) up to 10, starting from any number and using the  $\frac{1}{2}$  and  $\frac{2}{4}$  equivalence on the number line (for example,  $1\frac{1}{4}$ ,  $1\frac{1}{2}$ ,  $1\frac{3}{4}$ , 2).

### Year 3

- count from 0 in multiples of 4, 8, 50 and 100 to at least 1000 (not necessarily starting at zero!)
- count in 1s, 10s and 100s up to 1000 (link to measures: money, length, mass and capacity)
- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

**ENSURE THAT LINKS (WHERE APPROPRIATE) ARE MADE WITH  
MONEY, TIME, LENGTH, MASS AND CAPACITY**

### Year 4

- count in multiples of 6, 7, 9, 25 and 1,000 (link to measures: money, length, mass and capacity)
- become fluent with numbers beyond 1,000, including counting in 10s and 100s, maintaining fluency in other multiples through varied and frequent practice
- count backwards through 0 to include negative numbers
- count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
- count using simple decimals, both forwards and backwards (link to money and measures)

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### Year 5

- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 including using numbers in context (link to measures: money, length, mass and capacity)
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- practise counting forwards and backwards in simple fractions
- extend counting from year 4, using decimals and fractions including bridging 0, for example on a number line

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**Year 6**

- pupils use the whole number system, saying numbers accurately (negative, decimals) up to 10,000  
– fractions, decimals, negative numbers

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