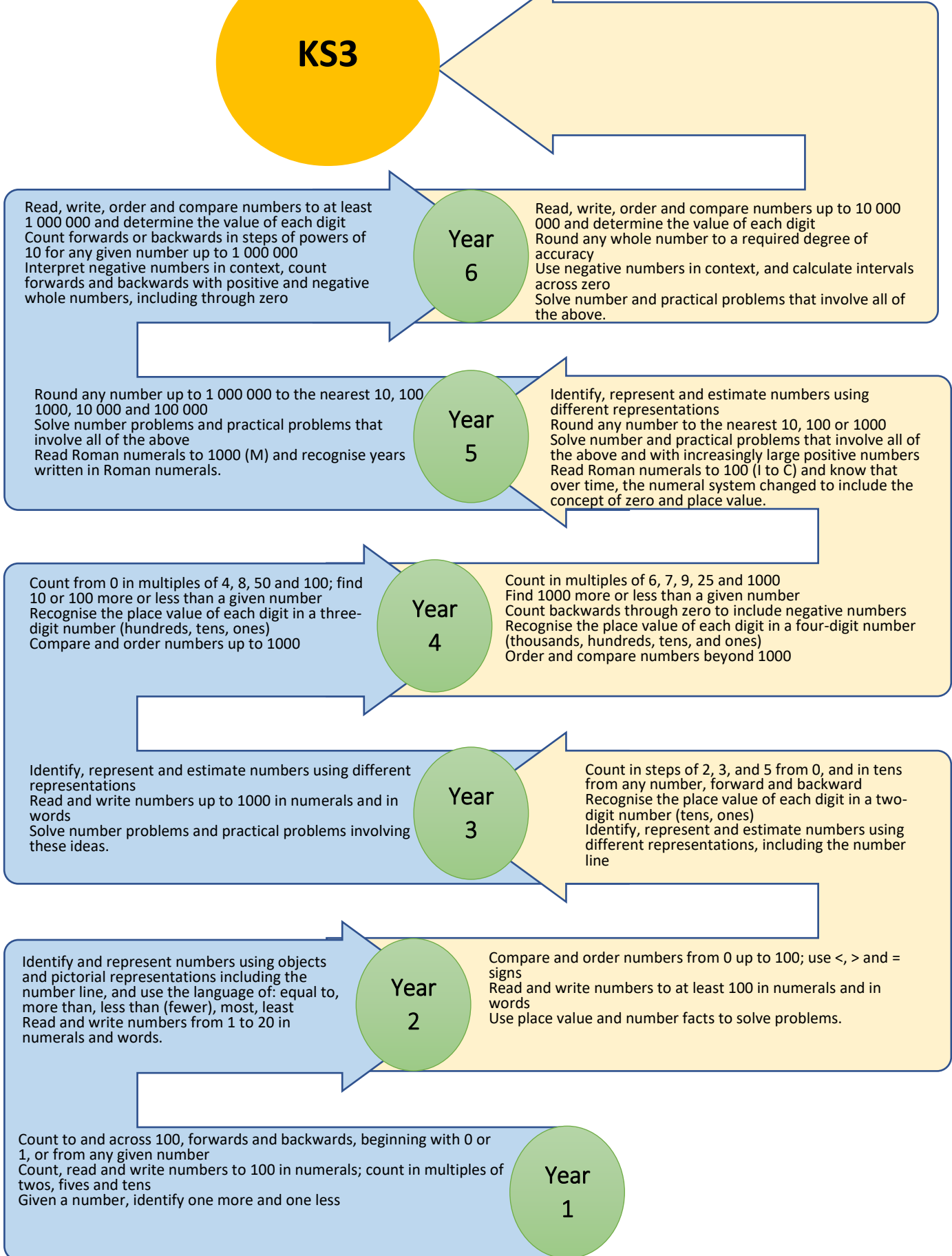


Curriculum & Knowledge Map: Place Value



Curriculum & Knowledge Map: Place Value



EYFS

Birth to Three –

- Combine objects like stacking blocks and cups.
- Put objects inside others and take them out again
- React to changes in amounts up to groups of three.
- Compare amounts by saying lots, more or same.
- Develop counting like behavior
- Count in everyday contexts with sometimes skipping numbers.

Three and Four Year Olds

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number 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').
- 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.
- Compare quantities using language: 'more than', 'fewer than'.

Reception

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.

Early Learning Goals

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.