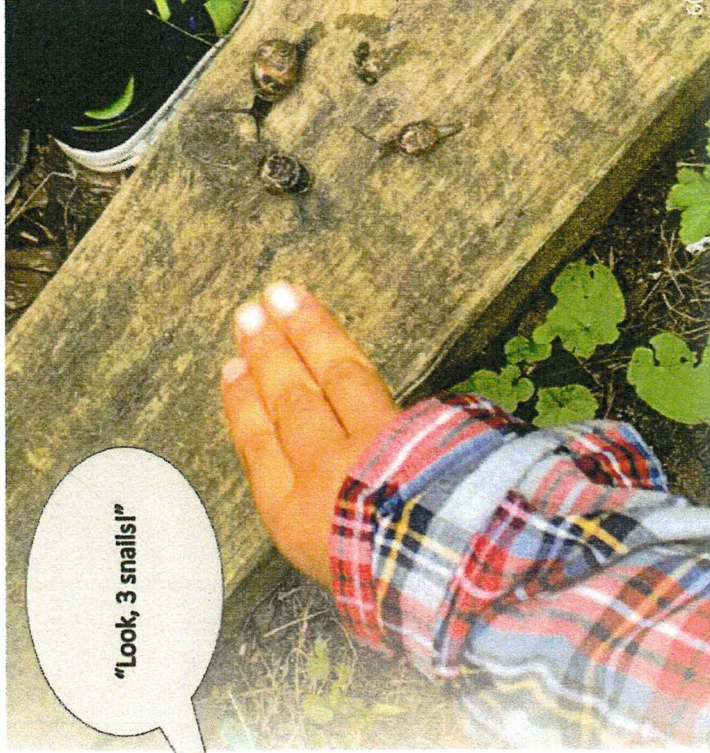


## 3 & 4-year-olds: Mathematics

- I can quickly recognise groups of up to 3 objects, without having to count them individually (this is called 'subitising').
- I can say numbers in order past five.
- I can say one number for each item in order: 1,2,3,4,5.
- I know that the last number I reach when counting a small set of objects tells me how many there are in total (this is called the 'cardinal principle').
- I can show 'finger numbers' up to 5.
- I can match the correct numeral (number symbol) to the right amount, up to 5, e.g. point to the number 3 when I count 3 snails.



## How you can help me learn...

- Point out the number of things rather than just the names, e.g. "We have two apples!"
- Give me lots of opportunities to count for a real reason and always emphasise the last number – "There are 3 cookies."
- Cut out a large shape from a cereal box (circle, triangle), then cut that shape into 2-4 smaller pieces to make a simple puzzle.
- When we're at the park, use words like 'up', 'under', and 'between' to talk about what we see. Make playdough with me.

Sing number rhymes, play games, complete jigsaws, notice numbers and patterns in the environment, Let them help with shopping, setting the table, pairing socks etc...  
Cook together

### Useful websites;

#### EY Maths –Karen Wilding on YouTube

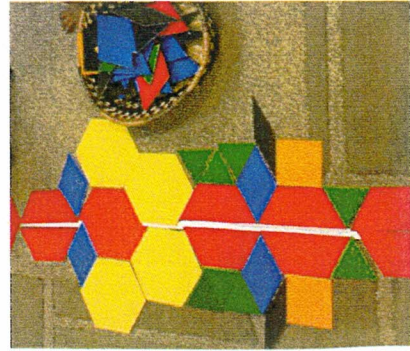
<https://www.youtube.com/watch?v=4KtjCNjY4&list=UUF7b31eemNHd1Om6UIG6eiQ&index=67>

#### Nrich – Cambridge University Early Maths

<https://nrich.maths.org/early-years>

#### BBC Numberblocks

<https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks>



- I like to experiment with making my own marks and symbols as well as numerals.
- I can use mathematical words to compare amounts 'more than', 'fewer than'.
- I like to explore 2D (flat) and 3D (solid) shapes. I can talk about shapes using everyday words like 'pointy'. I can use mathematical words like: 'sides', 'corners', 'straight', 'flat', 'round'.
- I can understand position through words alone, e.g. "The bag is under the table." – with no pointing.
- I can describe a familiar route.
- I can talk about routes and locations, using words like 'in front of' and 'behind'.



- I can make comparisons between objects relating to size, length, weight and capacity.
- I can choose the right shape when building, e.g. triangular prism for a roof.
- I can combine shapes to make new ones - an arch, a bigger triangle etc.
- I can talk about and identify patterns that I see around me, e.g. stripes on clothes, designs on wallpaper. I use everyday language like 'pointy', 'spotty', 'blobs' etc.
- I can make and extend ABAB patterns – stick, leaf, stick, leaf.
- I can spot an error in a repeating pattern and correct it.
- I am learning to use words such as 'first', 'then' 'after' to describe a pattern of events.