Pathway to understanding:

Mathematics



3 & 4 year olds will be learning to...

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- b) Recite numbers past 5.
- c) Say one number for each item in order: 1,2,3,4,5.
- d) Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- e) Show 'finger numbers' up to 5.
- f) Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- g) Experiment with their own symbols and marks as well as numerals.
- h) Solve real world mathematical problems with numbers up to 5.
- i) Compare quantities using language: 'more than', 'fewer than'
- j) Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- k) Understand position through words alone for example, "The bag is under the table," with no pointing.
- I) Describe a familiar route.
- m) Discuss routes and locations, using words like 'in front of' and 'behind'.
- n) Make comparisons between objects relating to size, length, weight and capacity.
- o) Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- p) Combine shapes to make new ones an arch, a bigger triangle, etc.
- q) Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc
- r) Extend and create ABAB patterns stick, leaf, stick, leaf.
- s) Notice and correct an error in a repeating pattern
- t) Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Development Matters



Boughton Heath Academy Early Years Foundation Stage

Children in reception will be learning to...

- a) Count objects, actions and sounds.
- b) Subitise
- c) Link the number symbol (numeral) with its cardinal number value.
- d) Count beyond ten.
- e) Compare numbers.
- f) Understand the 'one more than/one less than' relationship between consecutive numbers.
- g) Explore the composition of numbers to 10.
- h) Automatically recall number bonds for numbers 0–5 and some to 10.
- i) Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- k) Continue, copy and create repeating patterns.
- I) Compare length, weight and capacity.

Development Matters

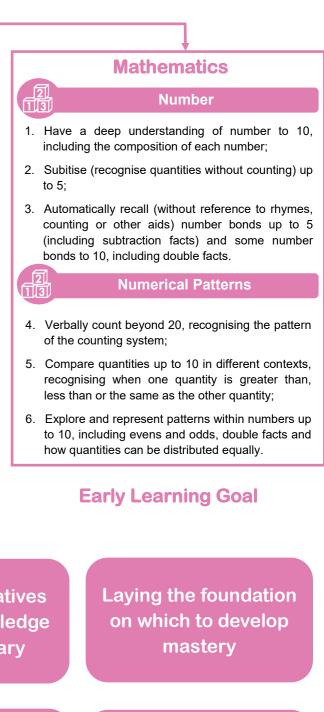
Developing a strong grounding in number

Using manipulatives to secure knowledge and vocabulary

Developing spatial reasoning via shape, space and measure Developing positive attitudes and interests in mathematics

Number

Numerical Patterns



Discovering patterns, relationships and connections through 'having a go'