



Ferndale Primary and Nursery School

3-4 Years-Maths

- Displays fast recognition of up to 3 objects, without having to count them individually ('subitising'). (Number)
- Recites numbers past 5. (Number)
- Can say one number for each item in order: 1,2,3,4,5. (Number)
- Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (Number)
- Can show 'finger numbers' up to 5. (Number)
- Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5. (Number)
- Is experimenting with his/her own symbols and marks as well as numerals. (Number)
- Is able to solve real world mathematical problems with numbers up to 5.(Number)
- Can compare quantities using language such as; 'more than', 'fewer than'. (Number)
- Can talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round'. (Numerical Patterns)
- Understands position through words alone, e.g. "The bag is under the table," - with no pointing. (Numerical Patterns)
- Can describe a familiar route. (Numerical Patterns)
- Is able to discuss routes and locations, using words like 'in front of' and 'behind'. (Numerical Patterns)
- Can make comparisons between objects relating to size, length, weight and capacity. (Numerical Patterns)
- Selects shapes appropriately; flat surfaces for building, a triangular prism for a roof etc. (Numerical Patterns)
- Combines shapes to make new ones; an arch, a bigger triangle etc. (Numerical Patterns)



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- Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/She uses informal language like 'pointy', 'spotty', 'blobs' etc. (Numerical Patterns)
 - Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf. (Numerical Patterns)
 - Notices and corrects an error in a repeating pattern. (Numerical Patterns)
- Is beginning to describe a sequence of events

Language Enrichment	First Hand Experiences	Purpose and Real Life	NEXT STEP FOCUS
<ul style="list-style-type: none"> • Displays to inform • Mathematical games for free choice choosing • Focus activities (Stable order principle, follow the 8 steps) 	<ul style="list-style-type: none"> • Recognising numerals in the environment • Number songs • Number stories • Mathematical vocab • Pattern work and matching 	<ul style="list-style-type: none"> • Cooking • Making own snacks • Playdough (halves, weight etc) • Finding and understanding quantity (can you find me....) 	<ul style="list-style-type: none"> • Recognise 3 or more objects • Count and understand numbers 1-5 • Follow the 8 mathematical steps (1-3 used in nursery, depending on understanding) • Can complete a repeating pattern



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Number, sequence,
pattern, repeating,
quantity, compare,
add, identify, length,
weight, preposition,
under, front, shape,
circle, square,
rectangle, triangle
(triangular)

