



## Mathematics - Number/ Numerical Patterns



### 3 and 4 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.

- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than' and 'fewer than'.



### Ideas to support learning

- **Use number names in everyday context and encourage this in play.**
- **Value children's mark making and ask them to explain it to you.**
- **Practise 'careful counting' at home e.g.** counting sweets, cups, books, pocket money ...etc.
- **Practise 'careful counting' in the environment e.g.** counting red cars, how many lamp posts we see on our way to school...etc.
- **Play games that involve counting e.g.** skittles, tiddly winks, snap, dice games...etc.
- **Sing number songs e.g.** 5 little speckled frogs, 5 current buns, 10 green bottles, 10 fat sausages...etc.





## 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.
- Automatically recall number bonds for numbers 0-5 and some to 10.

## Ideas to support learning



- **Give a reason for counting e.g.** counting candles for a birthday cake.
- **Play games that involve numbers e.g.** snakes and ladders, bingo, board games.
- **Look for numbers in the environment e.g.** door numbers, number plates, remote control.
- **Value children's mark making and ask them to explain it to you.**
- **Compare sets of different objects with the same value e.g.** I have 4 carrots and you have 4 fish fingers.
- **Use your fingers to make five/ten e.g.** hold up 2 fingers and get them to count how many more will make ten.

## Early Learning Goal

**Number-** Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**Numerical Patterns-** 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.