

**Mowbray Primary School Early Years**

**How to support your child develop their Mathematical understanding**

Across Nursery and Reception, there are key learning milestones which your child must meet in mathematics. These are mostly related to number work, shape and measurement. In order to support your child with their learning, we have prepared a list of some of these key milestones along with things you can do to help your child to develop the skill at home.

The skills and activities below are not the total amount of core skills your child needs. However, they do represent the key basics which will help us to develop their mathematical understanding of different concepts such as addition and subtraction. They are things you can easily add into day to day life or into play situations with your child. They are not intended to be sessions where you and your child “do maths”. If you can – take photos or record your child doing the activities and send them into school as part of our Home Learning Link.

**Number and Counting**

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| **Mastered By** | **Key Skill** | **How to help** |
| **3 Years** | Know number names to 5 initially and then 10 and then beyond 10 | Singing number rhymes  Reading stories with numbers in them |
| **3 Years** | Can match the same amount of a small number of objects | Can compare 4 teddy bears and 4 books and know they are the same amount |
| **3 Years** | Can make (without talking about it) a small group of a same number of objects | E.g. when shown a group of 3 teddy bears, they can make a group of 3 other things without counting them out loud. |
| **3 Years** | Can keep 1 number to 1 object counting going for a small group of objects that have been laid out in a line | E.g. lay 4 cars out in a line and count with (or ask your child to count) the cars. They can correctly count them 1, 2, 3, 4 while pointing to them. If you ask them to do it again they will usually restart from number 1. |
| **4 Years** | Counting by using a number name for each object (up to 5 objects) | Counting objects that can be touched (e.g. counting the number of stairs as they go to bed, pieces of Lego in a box, fish fingers on a plate etc.)  Progress to counting things that can’t be seen (e.g. how many different sounds can they hear etc.)  Progress to counting things that can’t be moved (e.g. pictures on a computer screen, objects in photographs etc.) |
| **4 Years** | Knowing that the last number counted gives the total number of things | Counting objects they can touch and using sentences to reinforce this (e.g. 1,2,3,4 pieces of Lego, that means there are 4 pieces of Lego altogether etc.) |
| **4 Years** | Recognising small quantities (up to 4) without needing to count each object to get to the total | Play games with dice or dominoes  Matching a number symbol with a number of things (e.g. picture of the number 4 matched to 4 items) |
| **4 Years** | Knowing the total number doesn’t change even if the objects are rearranged. | Counting a number of objects (e.g. 3 cars) and then moving them apart (e.g. 2 cars and 1 car) and testing to see if there is still the same total number.  Showing three fingers on one hand, then changing it to two fingers on one hand and one finger on the other…are there still three? |
| **4 Years** | When given a specific number, the child collect that amount of objects from a larger pile | Show the number (e.g. 5) and ask the child to collect 5 objects from a larger pile (e.g. collect 5 pieces of Lego from a larger pile of Lego) |
| **4 Years** | Compare groups of objects and be able to describe them as more / less than | E.g. Two amounts (e.g. apples and oranges from the fruit bowl) which is more or less… the apples or the oranges.  When playing in a park asking if there are more swings there than slides etc. |
| **4 Years** | Identify groups with the same amount of things | E.g. showing 5 fingers and asking if they can find a group of 5 other things in it?  A group of 4 red cars and different groups of other amounts of cars –which one also has just 4 cars etc. |
| **5 Years** | Instantly recognising small quantities (up to 5) without needing to count each object to get to the total | Play games with dice or dominoes  Matching a number symbol with a number of things (e.g. picture of the number 4 matched to 4 items) |
| **5 Years** | Counts a number of objects and can find the number just before or just after a particular number | Can count 5 objects and can tell you the next one would be 6 or if there was one less there would be 4. |
| **5 Years** | Draws and represents a number of objects up to 10 | Can draw a picture contain a number of objects up to 10 objects. Give lots of opportunities to draw a number of things (e.g. asking them to draw 10 footballs etc.) |
| **5 Years** | Accurately counts and produces sets up to 10 and beyond 20 and can keep track of which objects have been counted and which have not been counted. | Counting larger amounts of objects and tracks themselves whether the object has been counted or not (this ensures objects are not counted twice).  Drawing or producing amounts of things to 10, then 20 and then 30 and then asking what number would be next or would be just before. |
| **5 Years** | Recognises errors in counting when others are counting and can eliminate most errors in their own counting. | Model counting activities with your child and deliberately make errors. Check the error by adding objects to the counting (e.g. 1,2,3,5 … oh let’s check to see if there is actually 5 {and actually count the objects out})  Encourage your child to self-check counting activities to look for errors and then correct them (e.g. counting out the number of sweets in a bag and ask your child to check that is correct.) |