Mathematical vocabulary			
Three and four year olds	Communication and language		• Use a wider range of vocabulary. • Understand 'why' questions, like: 'Why do you think the caterpillar is so fat?'
Reception	Communication and language		• Learn new vocabulary. • Use new vocabulary throughout the day.
ELG	Communication and language	Speaking	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Number and place value: Counting			
Three and four year olds	Mathematics		• Recite numbers past 5. • Say one number name 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.
Reception	Mathematics		• Count objects, actions and sounds. • Count beyond ten.
ELG	Mathematics	Numerical patterns	• Verbally count beyond 20, recognising the pattern of the counting system.

Identifying, representing and estimating numbers			
Three and four year olds	Mathematics		• Fast recognition of up to 3 objects, without having to count them individually (subsitising). • 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.
Reception	Mathematics		• Subsitise • Link the number symbol (numeral) with its cardinal number value
ELG	Mathematics	Number	• Subsitise (recognising quantities without counting) up to 5.
Reading and writing numbers			
Three and four year olds	Mathematics		• 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.
Reception	Mathematics		• Link the number symbol (numeral) with its cardinal number value.
Compare and order numbers			
Three and four year olds	Mathematics		• Compare quantities using language: 'more than, fewer than.'
Reception	Mathematics		• Compare numbers.
ELG	Mathematics	Numerical patterns	• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Understanding place value			
Reception	Mathematics		• Understand the 'one mare than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10.
ELG	Mathematics	Number	• Have a deep understanding of numbers to 10, including the composition of each number.

Solve problems		
Three and four year olds	Mathematics	• Solve real world mathematical problems with numbers up to 5.

Addition and subtraction			
Mental calculations			
Reception	Mathematics		• Automatically recall number bonds for numbers 0-10
ELG	Mathematics	Number	• 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.
Solve problems			
ELG	Mathematics	Numerical patterns	• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.
Reception	Mathematics		• Subitise • Link the number symbol (numeral) with its cardinal number value.

Measurement: Describe, measure, compare and solve (all strands)		
Three and four year olds	Mathematics	• Make comparisons between objects relating to size, length, weight and capacity.
Reception	Mathematics	• Compare length, weight and capacity.

Telling the time		
Three and four year olds	Mathematics	• Begin to describe a sequence of events, real or fictional, using words, such as 'first' 'then'

Properties of shape: Recognise 2D and 3D shapes and their properties		
Three and four year olds	Mathematics	• Talk about and explore 2D and 3D shapes using informal and mathematical language: sides, corners, straight, flat, round. • Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc.
Reception	Mathematics	• Select, rotate and manipulative shapes in order to develop spatial reasoning skills.
Compare and classify shapes		
Reception	Mathematics	• Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.

Position and direction: Position, direction and movement		
Three and four year olds	Mathematics	• Understand position through words alone – for example, "The bag is under the table," – with no pointing • Describe a familiar route • Discuss routes and location, using words like 'in front of' and 'behind.'
Reception	Understanding the world	• Draw information from a single map.
Patterns		
Three and four year olds	Mathematics	• 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.

		• Extend and create ABAB patterns – stick, leaf, stick, leaf.
		• Notice and correct an error in a repeating pattern.
Reception	Mathematics	• Continue, copy and create repeating patterns.

Statistics: Record, present and interpret data.		
Three and four year olds	Mathematics	• Experiment with their own symbols and marks, as well as numerals.