

Thank you so much for all the photos of children at home with their favourite books. We have made a good start to our book. We would like every child to be in it, so if you haven't sent your photo yet, please do send it to nursery@woodstock.oxon.sch.uk

Last week we enjoyed lots of books about places people live and different kinds of homes as well as enjoying various versions of *The Three Little Pigs*. We will carry on thinking about the story this week as well as looking at materials used for building. We will look at how bricks are made using some clips on the interactive whiteboard and we will be letting the children explore clay for themselves.

We will also be looking at shapes we might see in buildings. Below are some expectations for what 3&4-year-olds will be learning to do in mathematics. This is taken from the document I mentioned a few weeks ago, a booklet that has been written to help parents know what to expect during these vitally important years by focusing on the seven areas of learning and development which are covered in the Early Years Foundation Stage (EYFS). [‘What to expect in the Early Years Foundation Stage: a guide for parents’](#)

I have highlighted areas that link to shape, but as you can see when working with shape lots of the other areas may also be covered. The children only need to be using everyday words to talk about shape, and in nursery playing with shapes and beginning to talk about what they see is the most important thing. However, lots of the children enjoy learning about the shape names and features and those who are ready often pick up some of the vocabulary. When the children are working with 3D shapes, we will be talking about the features using vocabulary such as *straight, curved, sides, faces, edges* and so on. Perhaps you could help your child look for 3D shapes at home and when you are out and about? We will introduce the children to the names *cube, cuboid, triangular prism, sphere, pyramid, cone, and cylinder*. Children often learn 2D shape before 3D and will therefore often say ‘square’ for example when they see a cube. Just remind them that the cube has six square faces. We will also be looking at 2D shapes as we make pictures of houses.

Lastly, please can you check that your child has their spare change of clothes in a bag on their peg. This needs to be a full change of clothes, including socks as if a child has an accident, it can often go down to the socks and shoes. We appreciate children may not have spare shoes and we are happy to send them home in some of our spares or wellies if needs be. We are getting low on spare socks, so if your child has borrowed a pair, please could you return these, thank you.

Best wishes

Ellie Green & Kelly McIlroy



3 & 4-year-olds: Mathematics

- I can quickly recognise groups of up to 3 objects, without having to count them individually (this is called ‘subitising’).
- I can say numbers in order past five.
- I can say one number for each item in order: 1,2,3,4,5.
- I know that the last number I reach when counting a small set of objects tells me how many there are in total (this is called the ‘cardinal principle’).
- I can show ‘finger numbers’ up to 5.
- I can match the correct numeral (number symbol) to the right amount, up to 5, e.g., point to the number 3 when I count 3 snails.
- I like to experiment with making my own marks and symbols as well as numerals.



- I can use mathematical words to compare amounts ‘more than’, ‘fewer than’.
- I like to explore 2D (flat) and 3D (solid) shapes. I can talk about shapes using everyday words like ‘pointy’. I can use mathematical words like: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.
- I can understand position through words alone, e.g. “The bag is under the table.” – with no pointing.
- I can describe a familiar route.
- I can talk about routes and locations, using words like ‘in front of’ and ‘behind’.



- I can make comparisons between objects relating to size, length, weight, and capacity.
- I can choose the right shape when building, e.g., triangular prism for a roof.
- I can combine shapes to make new ones – an arch, a bigger triangle etc.
- I can talk about and identify patterns that I see around me, e.g., stripes on clothes, designs on wallpaper. I use everyday language like ‘pointy’, ‘spotty’, ‘blobs’ etc.
- I can make and extend ABAB patterns – stick, leaf, stick, leaf.
- I can spot an error in a repeating pattern and correct it.
- I am learning to use words such as ‘first’, ‘then’ ‘after’ to describe a pattern of events.

