

Maths – Autumn 2 (Nursery)

Planning is flexible as we are always ready to seize upon any opportunities/new experiences which may arise or children's interests

Learning Challenge/Cross curricular links:

- Light and dark
- Autumn

Number

30-50 months

Uses some number names and number language spontaneously.

- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

22-36 months

Selects a small number of objects from a group when asked, for example, '*please give me one*', '*please give me two*'.

- Recites some number names in sequence.
- Creates and experiments with symbols and marks representing ideas of number.
- Begins to make comparisons between quantities.
- Uses some language of quantities, such as '*more*' and '*a lot*'.
- Knows that a group of things changes in quantity when something is added or taken away.

40-60 months

Recognises some numerals of personal significance

Recognises numerals to 5

Counts up to 3 or 4 objects by saying one number name for each item

Counts actions or objects which cannot be moved

Counts objects to 10 and beginning to count beyond 10

(Objectives are met through continuous provision and focused activities)

Shape, Space and Measures:

22-36 months

Notices simple shapes and patterns in pictures.

- Beginning to categorise objects according to properties such as shape or size.
- Begins to use the language of size.
- Understands some talk about immediate past and future, e.g. '*before*', '*later*' or '*soon*'.
- Anticipates specific time-based events such as mealtimes or home time.

30-50 months

Shows an interest in shape and space by playing with shapes or making arrangements with objects.

- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. '*round*' and '*tall*'.

40-60 months

Orders two or three items according to length or height

Uses familiar objects and common shapes to recreate patterns

Daily Maths Activities

- Days of the week - Today is
- Counting children in key person group
- Modelling counting as opportunities arise

(Objectives are met through continuous provision and focused activities)

Maths –Weekly Focused Activities

Week 1:

- General settling back after half term
- Developing 1:1 counting – making magic potions

Week 2:

- Number recognition, ordering spiders webs 0-5 (6-10 where appropriate)

Week 3:

Shape and Space- Ordering owl babies according to size, comparing size
Matching spines on hedgehogs to correct numeral

Week 4:

- Reciting numbers to 10
- Number recognition and counting to 5 - counting conkers

Week 5: Assessment week

Week 6: ordering number 1 to 5

Number recognition to 10

Week 7: Shape and Space – following a pattern using Christmas baubles