



# Maths – Spring 1 (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:

- Colour recognition
- Chinese New Year - Ordinal Numbers

## Ideas for home:

- **Patterns** - Make a pattern using a variety of objects
- **Shapes** - Talk about shapes of everyday objects
- **Counting in rote** - Count out loud from 1-10 as you climb the stairs

## Number:

### 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.

### 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.

### 40-60 months

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
  - Counts up to three or four 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.
  - Counts out up to six objects from a larger group.
  - Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
  - Counts an irregular arrangement of up to ten objects.
  - Estimates how many objects they can see and checks by counting them.
  - Uses the language of 'more' and 'fewer' to compare two sets of objects.
  - Finds the total number of items in two groups by counting all of them.
  - Says the number that is one more than a given number.
  - Finds one more or one less from a group of up to five objects, then ten objects.
  - In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

**(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**

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.

- Selects a particular named shape.
- Can describe their relative position such as '*behind*' or '*next to*'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Beginning to use everyday language related to money.

**(Objectives are met through continuous provision and focused activities)**

# Maths –Weekly Focused Activities

## Week 1: (3days) Number

- Counting in rote
- Number recognition

## Week 2: Number

- Little Red Riding Hood - Counting objects(1-1 correspondence) Link to Numicon pieces
- Number recognition

## Week 3: SSM

- Making colour patterns using linking elephants/camels and Numicon

## Week 4: Number

- Assessment week - number recognition

## Week 5: SSM

- Shape recognition
- Using shapes to make pictures/arrangements

## Week 6: SSM

- Positional Language

## Week 7: Number

- Chinese New Year - Ordinal numbers, ordering animals from Chinese New Year story