

Maths – Summer 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:

- Minibeasts
- Numbers to 20
- Days of the week (The Very Hungry Caterpillar)

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

Recognises some numerals of personal significance

Recognises numerals 1 to 5

Counts up to three or four objects which cannot be moved

Counts objects to 10 and beginning to count beyond 10

Counts up to six objects from a larger group

Selects the correct numeral to represent 1 to 10 objects

Counts an irregular arrangement of up to 10 objects

Estimates how many objects they can see and checks by counting them

Uses 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

In practical activities and discussion beginning to use vocab involved in addition and subtraction

Records using marks they can interpret and explain

Begins to identify own mathematical problems based on own interests

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

Beginning to use mathematical names for solid 3D shapes and flat 2D shapes and mathematical terms to describe shapes

Selects a particular named shape

Can describe their relative position such as behind or next to

Orders 2 or 3 items by length or height

Orders 2 items by weight or capacity

Uses familiar objects and common shapes to create and recreate patterns and build models

Uses everyday language related to time

Beginning to use everyday language related to money

Orders and sequences familiar events

Measures short periods of times in simple ways

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:

- Ordering caterpillars according to length, developing vocab longest, shortest, longer, shorter

Week 2:

- Colouring caterpillars continuing a repeated pattern
- One more than

Week 3:

Counting spots on ladybirds and matching to correct digit numbers
Beginning simple addition

Week 4:

- Assessment week

Week 5:

* number lines on caterpillars 0-10 or 10-20
Finding missing numbers in a sequence of 3 – first, middle or end

Week 6:

Introduction to symmetry – making symmetrical butterflies