

# Maths – Summer 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:

- Water/pirates – Capacity
- Floating and Sinking (The World)
- Technology – Mouse Island/Beebot

## 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

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.

## Daily Maths Activities

- Days of the week - Today is, Tomorrow is, Yesterday was?
- How many children are here today? How many children are not here today?
- Counting forwards and backwards in different intervals - link to real life experiences e.g. how many straws? How many children are having toast? How many pencils do we need? etc

(Objectives are met through continuous provision and focused activities)

# Maths –Weekly Focused Activities

## Week 1:

- General settling in after hols
- Magnetic fishing game matching numbers and counting
- Follow up to homework, making a bar chart to show class bedtimes

## Week 2:

- Pirate shop - Money – counting coins to match amount on price tag. Focus on number recognition to 20 , one less and ways of making 10

## Week 3:

- Pirate maths – counting orally to 20 and back
- Counting objects to 20
- Counting in two's

## Week 4:

- Lighthouse Keeper's Lunch
- Focus on one more and one less – adding food and taking out of basket
- Beginning subtraction with more able

## Week 5: Assessment week

- Number recognition and counting assessments
- Shape recognition

## Week 6

- Billy's Bucket
- Ordering size of various objects with a seaside theme eg buckets, fish shells etc developing language of size
- Capacity – comparing capacity of various containers developing language