

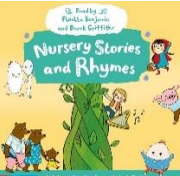





Mathematics			Nursery		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
<b>My Nursery and I</b>	<b>Journeys &amp; Transport</b>	<b>Traditional Tales</b>	<b>Growth and Change</b>	<b>Amazing Animals</b>	<b>Let's Pretend</b>
<ul style="list-style-type: none"> <li>• Together, children will learn and sing a variety of counting songs and rhymes with objects as visual representations of numbers.</li> <li>• Children will focus on recognising numbers to 5 by building up one number and placing them on a number line and counting in a range of ways. Some children will be able to recognise numbers up to 10.</li> <li>• Children will take part in finger rhymes with numbers up to 5 and begin to be able to show on their fingers numbers up to 5.</li> <li>• Children will be given many opportunities in the provision to build and stack and refine their counting skills when they are taking part in these activities.</li> <li>• Children will begin to use the words bigger and smaller to compare objects and towers, guided by an adult to understand what these words mean.</li> <li>• Children will be encouraged to explain events using sequence words like first, next, then.</li> <li>• Children will explore and search for shapes in the environment and begin to</li> </ul>	<ul style="list-style-type: none"> <li>• Children will focus on recognising numbers 1- 5 by association with vehicles, lining them up and ordering them. Some children will be able to recognise numbers up to 10.</li> <li>• Children will take part in finger rhymes with numbers up to 5 or 10 and begin to be able to show on their fingers numbers up to 10.</li> <li>• Children will be given many opportunities in the provision to explore pattern, developing their knowledge and skills in order to identify errors in patterns.</li> <li>• Children will begin to use the words bigger/ big and smaller/ small and tiny to compare the size of vehicles.</li> <li>• Children will be encouraged to explain journeys and events using sequence words like first, next, then (using photos to support).</li> <li>• Children will revisit 2D shape, looking at shapes within vehicles and making shape vehicles. They will continue to learn about the properties of these shapes and language around this.</li> <li>• Children will count how many passengers are in the vehicles, how many we can fit into the different vehicles using small world toys and IWB images.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will take part in finger rhymes with numbers up to 10 and will develop the ability to show numbers on their fingers from 6-10.</li> <li>• Children will be given many opportunities in the provision to explore pattern, developing their knowledge and skills in order to identify errors in patterns.</li> <li>• Children will revisit 2D and 3D shape. They will continue to learn about the properties of these shapes and language around this.</li> <li>• When looking at different decorated Gingerbread men we will use the language of more than or less than to compare the number of toppings/when comparing sets on oven trays. We will challenge ourselves to make sets which are the same.</li> <li>• We will describe the routes (locations using prepositional language) taken by Goldilocks and the Gingerbread man when sharing the stories.</li> <li>• We will learn about weight and capacity when cooking and when making medicine for the fox and when helping Baby bear (whose chair got broken).</li> <li>• We will solve real world mathematical problems when</li> </ul>	<ul style="list-style-type: none"> <li>• Children's learning in counting concepts will continue to be reinforced, including comparing quantities and using language such as more, less and same. They will also build upon opportunities to recognise that when a set is separated it still contains the same amount.</li> <li>• Through provision led activities linked to plants and animals, the children will continue to embed counting skills, counting sets accurately, saying number names in order and matching numbers to sets and solving problems.</li> <li>• Using the Numicon, the children are going to learn what each shape equals in relation to a number. Focused learning will then develop the children's understanding of numbers by using the pieces to learn that numbers are made up of smaller numbers.</li> <li>• Through additional traditional tales, like Jack and the Beanstalk, the children will consolidate their problem solving skills by helping Jack to give the right number of beans, coins etc. to his friends.</li> </ul>	<ul style="list-style-type: none"> <li>• In our maths warm ups, we will be counting animal sounds and actions. We will be consolidating counting to 10 and 20 throughout the term.</li> <li>• When feeding the animals and giving one more food item, children will learn that each counting number is one more than the number before. Using activities of this nature, the children will explore adding 1 and subtracting 1 to find out how numbers/sets change.</li> <li>• Children will begin to develop an understanding of what addition and subtraction means through practical activities.</li> <li>• The children will practise their counting skills, selecting sets of up to 10 from a larger group. Children will begin to subitise numbers up to 5.</li> <li>• We will revisit pattern, by looking at animal patterns. The children will further their learning and understanding of pattern by creating their very own AB patterns. They will do this using animals within provision and natural materials that the animals might use.</li> </ul>	<ul style="list-style-type: none"> <li>• In number, we will be consolidating our number recognition to 10 and learn how to put numbers in order from 0-10.</li> <li>• We will continue to develop our writing of numerals and marks that we can give meaning to.</li> <li>• Within our provision activities, we will continue to develop our counting skills, by counting and matching numbers to sets up to 10.</li> <li>• We will have an introduction to estimating, counting sets of images and objects to check our guesses. Here, we will revisit strategies to ensure accurate counting, such as lining up and crossing out.</li> <li>• We will use our Numicon to revisit and revise our understanding of number and how bigger numbers are made up of small ones. When doing this, we will make links back to addition, working out which number sentence this would create.</li> <li>• During maths warm ups and within our provision, we will be revisiting and revising 3D shapes and their properties, how they are similar to 2D and how they are different.</li> </ul>

## Individually Strong, Collectively Stronger!



<p>talk about shapes being used as part of construction activities. Shapes in pictures based on the children's interests will be discussed and properties of the shapes will be used to further develop their knowledge.</p> <ul style="list-style-type: none"> <li>To reinforce the shape learning, children will cook shape biscuits, name them and discuss simple properties.</li> </ul>	<p>They will match numbers to represent the sets.</p> <ul style="list-style-type: none"> <li>We will learn about positional language when describing where the vehicles are. We will apply this language through games.</li> <li>Children will plan a journey to the big school. We will discuss if we need a mode of transport for this. How will we travel there? Why? Children will explain the steps needed to be successful.</li> </ul>	<p>helping to set the table for The Three Bears. Finding out how many plates, cups and foods we might need for them all to have one.</p> <ul style="list-style-type: none"> <li>We will revisit size, describing the chairs, bowls and bed using words such as massive, huge, tiny and comparative words such as small/smaller/bigger/biggest....</li> <li>During our maths warm ups, we will practise our subitising skills using images and dice.</li> </ul>	<ul style="list-style-type: none"> <li>The children will be exploring height and length when comparing beanstalks, using and understanding new vocabulary of tall, short, taller and shorter.</li> <li>This learning on length will be consolidated by comparing different sized worms to help make a meal for the chicks.</li> <li>In our Maths warm ups, the children will be counting sounds and actions.</li> </ul>	<ul style="list-style-type: none"> <li>The children will revisit weight, consolidating and learning new vocabulary and how to use the scales to test the weights of different animal toys. We will be making predictions about why we think some animals will be heavier/lighter than others.</li> <li>In number, we will be consolidating our number recognition to 10 and learning how to put numbers in order from 0-10.</li> <li>We will continue to develop our writing of numerals when recognising different numbers below 10.</li> </ul>	<ul style="list-style-type: none"> <li>We will be using positional language and words, such as forwards and backwards, to describe a route. During free flow and focused tasks, the children will use the remote control cars. The children will follow a route and begin to direct each other.</li> <li>Within the provision, the children will explore how shapes can be combined to create new ones. They will use small and large shapes as well as polydron to create new shapes.</li> </ul>
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