





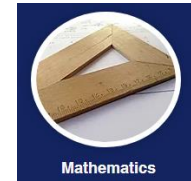


Mathematics			Nursery		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
<b>My Nursery and I</b>	<b>Exploring Autumn/ Let's Explore/ Build it Up/ Christmas</b>	<b>Winter: Winter Wonderland/ Starry Night</b>	<b>Growth: Ready, Steady, Grow/ Puddles and Rainbows, Signs of Spring</b>	<b>Animals: Animal Safari/ Creep, Crawl and Wriggle</b>	<b>Water: Sunshine and Flowers, Splash, On the Beach</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> </ul>	<ul style="list-style-type: none"> <li>• To recite number names in sequence past 5.</li> <li>• To select a small number of objects from a group.</li> <li>• To compare quantities and recognise changes in numbers of things using words such 'more', 'lots', fewer 'less'.</li> <li>• To begin to categorise objects according to their colour.</li> <li>• To begin to categorise objects according to their size - Big and small.</li> <li>• To begin to categorise objects according to their size - tall and short, long and short.</li> <li>• To begin to recognise and name 2D shapes e.g. circle, square triangle.</li> <li>• To begin to categorise objects according to properties such as shape e.g. putting all circles together, all the squares together.</li> <li>• To select a small number of objects from a group e.g. give me 3 cubes.</li> <li>• To talk about and identify patterns in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore shapes in the environment and use informal mathematical vocabulary to talk about the shape of everyday objects, such as round and tall.</li> <li>• To begin to say one number name for each item in order when counting e.g. 1,2,3,4,5</li> <li>• To begin to identify and compare quantities using the words such as 'the same'.</li> <li>• To recognise 2D and 3D shapes in the environment and begins to use new vocabulary to discuss the properties of them.</li> <li>• To recognise and compare changes in quantities and amounts in the number of things using words such as 'more', 'fewer', 'lots', 'less'.</li> <li>• To learn and use new vocabulary to discuss 2d shapes e.g. triangle, curriculum square, rectangle.</li> <li>• To recognise 2D and 3D shapes in the environment and begins to use new vocabulary to discuss the properties of them including everyday objects.</li> </ul>	<ul style="list-style-type: none"> <li>• To separate a group of three or four objects in different ways. (Total is still the same).</li> <li>• To know that numbers identify how many objects are in a set.</li> <li>• To know that a group of things changes in quantity when something is added or taken away.</li> <li>• To say one number name for each item in order when counting e.g. 1,2,3,4,5.</li> <li>• To begin to use the language of shape to categorise objects.</li> <li>• To begin to categorise objects according to their size and shape often using language.</li> <li>• To use the language of size to categorise objects by size – big and small.</li> <li>• To begin to categorise objects according to their size - tall and short, long and short.</li> <li>• To begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> <li>• To experiment with capacity. (Which holds more/less).</li> <li>• To begin to make comparisons using the</li> </ul>	<ul style="list-style-type: none"> <li>• To use positional language in play.</li> <li>• To compare the length of different objects.</li> <li>• To extend and create ABAB patterns using a variety of objects, and notice and correct an error in a repeating pattern.</li> <li>• To use natural materials and loose parts to make 2D and 3D art.</li> <li>• To know how to sort and organise items or objects into groups based on their properties.</li> <li>• To link numeral and amounts up to 5.</li> <li>• To say one number for each item in order 1,2,3,4,5.</li> <li>• To use one to one correspondence up to 5.</li> <li>• To know that the last number reached when counting a small set of objects tells you how many there are in total.</li> <li>• To experiment with their own symbols and marks as well as numerals.</li> <li>• To solve real world maths problems up to 5.</li> <li>• To begin to understand actions through positions.</li> </ul>	<ul style="list-style-type: none"> <li>• To use the language of more/most and less/least when comparing two groups of objects.</li> <li>• To use language of comparison such as more/most and less/least to compares two groups of objects up to 5 or 10 objects and say who has more or less and why.</li> <li>• To find the total number of items in two groups, after some are added, by counting all of them.</li> <li>• To find the total number of items, after some are taken away, by counting all of them.</li> <li>• To use manipulatives such as 5's frames to know how many are in a set and find the numeral to match.</li> <li>• To write numerals with good formation for an amount or purpose.</li> <li>• To use familiar objects and common 2D shapes to build models.</li> <li>• To use mathematical names and 'flat' 2D shapes and to experiment with their own symbols and marks creating pictures and patterns with shapes.</li> </ul>



## Individually Strong, Collectively Stronger!



<ul style="list-style-type: none"> <li>• Children will explore and search for shapes in the environment and begin to 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.</li> <li>• To reinforce the shape learning, children will cook shape biscuits, name them and discuss simple properties.</li> </ul>		<ul style="list-style-type: none"> <li>• To select a small number of objects from a group 'give me one', 'give me two'.</li> <li>• To say one number name for each item in order when counting e.g. 1,2,3,4,5 (one to one correspondences).</li> <li>• To compare two groups of objects (identifying 'the same').</li> <li>• To respond to words like 'lots' or 'more'.</li> </ul>	<p>language of capacity e.g. is it empty or full?</p> <ul style="list-style-type: none"> <li>• To use the language of capacity to discuss and describe which is the full/empty/half full of two items.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to use language to describe a familiar route.</li> <li>• To discuss familiar routes and locations, using words like 'in front of' and 'behind'.</li> <li>• To describe a familiar route from one place to the other.</li> <li>• To use words to discuss familiar routes and understand positions.</li> <li>• To link numeral and amounts up to 5.</li> <li>• To experiment with their own symbols and marks as well as numerals.</li> <li>• To know that numbers identify how many objects are in a set.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand actions and prepositions through identifying objects in their positions.</li> <li>• To use words to describe positions of objects in relation to familiar routes, positions, and objects.</li> <li>• To use the language of prepositions to move objects and say where items are in relation to others.</li> <li>• To discuss familiar routes and locations, using words like 'in front of' and 'behind'.</li> </ul>
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