



# Maths – Spring 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:

- Weekly baking sessions – SSM
- Size ordering – growing/animals
- Measuring (Heavy and light) – Use different fruits – Handa's surprise
- Sing number/nursery rhymes - throughout the week

## Ideas for home:

- **Money** – Look at all the different coins in your purse/money box
- **Money** – Count out the 1p coins – How many?
- Practise writing numerals/making marks to represent numbers
- Order numbers from 1-10
- **Shape hunt** – Describe the shapes you can see (Number of sides/corners)

## 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.

### 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.

(Objectives are met through continuous provision and focused activities)

### 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.

## **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' 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 two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes

### **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? (Use of number names/counting)
- 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: Number/SSM

**\*\*Continue number formation through play activities**

- Beginning to use everyday language related to money (coins/pennies etc)
- Money – counting 1p coins to pay for items up to 10p

## Week 2: SSM

- Measuring – heavy and light
- Beginning to describe 2D shapes – number of sides and corners

## Week 3: Number

- Ordering numbers 1-5/1-10 – use Numicon and Numerals
- Counting in rote from 1-10 (Forwards and backwards)

## Week 4: Number

- Finding one more within 1-5/1-10
- Counting in rote from 1-10 (Forwards and backwards)

## Week 5: Assessment week

- Number recognition
- Counting in rote from 1-10/Counting objects 1-1 correspondence

## Week 6: Number

- Counts objects to 10 (1-1 correspondence)
- Selects correct numeral to represent 1-5 then 1-10

