# Maths – Spring 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:**

- Colour – Pictograph of favourite colours
- Gingerbread man story – positional language/ordinal numbers
- Colour patterns – link to Elmer story
- Sing number/nursery rhymes - throughout the week

**Ideas for home:**

- Practise writing numerals/making marks to represent numbers
- Count objects (1-1 correspondence) e.g. teddies, cutlery, sweets etc
- Look for 2D and 3D shapes around the house – What can you see?
- Order number 1-5 then 1-10 – use Numicon/numerals

## 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.

**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.

**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)**

# 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**

- Matching quantity and numeral
- Counting in rote from 1-10

****Continue mark making/number formation through play activities**

**Week 2: Number**

- Sorting different representations of numbers 1-5/1-10
- Counting in rote from 1-10

**Week 3: Number**

- Finding one more within 1-5
- Counting in rote from 1-10

**Week 4: SSM**

- Size – Ordering objects from smallest to largest
- Positional Language – Link to Gingerbread man story
- Counting in rote from 1-10

**Week 5: Assessment week**

- Number recognition/Shape recognition
- Counting in rote from 1-10

**Week 6: SSM**

- Patterns – colour and shape patterns (Link to Elmer story)