

Nursery - Mathematics 2017-18

Medium term plan: Autumn term

Nursery

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| topic | Objectives: children will be taught to (from DM statements 22-36 months and 30-50 months) |
| Counting first 2 weeks | 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. Uses some number names and number language spontaneously. Uses some number names accurately in play. Knows that numbers identify how many objects are in a set. Recites numbers in order to 10. |
| Counting x 2 weeks | Say and use number names to 10 in order in familiar contexts, eg number rhymes, songs, stories. Recite number names in order from 1 up to 10. |
| Shape and space | Shows interest in shape - construction activity or talking about shapes Shows interest in shape - construction activity or by talking about shapes or arrangements. Use shapes to make pictures and patterns. |
| Counting | 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. |
| Measures - time | 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. Begin to use vocabulary of time - using sand timers, days of week song etc Sequence familiar events – routines of nursery, |
| Half Term | |
| Maths and Science week - Seasons and changes | 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. Begin to use vocabulary of time - using sand timers, days of week song etc Sequence familiar events – routines of nursery, seasons of year Uses positional language. – walk to woods, math's trail, use of Bee Bots. |
| Money – financial capability / counting | Handle and talk about coins we use. 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. Uses some number names and number language spontaneously. Uses some number names accurately in play. Knows that numbers identify how many objects are in a set. Recites numbers in order to 10. |
| Shape and space | Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Beginning to talk about the shapes of objects, Uses shapes appropriately for tasks. Shows awareness of similarities of shapes in the environment. |
| Measures | Uses positional language – use of Bee Bots to help red riding hood / 3 pigs etc on grid map. |
| Counting Comparing / Ordering numbers | 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. Shows an interest in numerals in the environment |
| Measures - time | 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. Anticipates specific time-based events such as mealtimes or home time. Begin to use vocabulary of time - using sand timers, days of week song etc Sequence familiar events – routines of nursery, |
| Counting | 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. |
| Measures | Uses positional language. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. |

Medium term plan: spring term

Nursery

| topic | Objectives: children will be taught to (from DM statements 30-50 months and 40-60 months) |
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| Counting | <p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Recites numbers in order to 10.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> |
| Counting / comparing x 2 weeks | <p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Recites numbers in order to 10.</p> <p>Compares two groups of objects, saying when they have the same number.</p> |
| Shape and space | <p>Shows awareness of similarities of shapes in the environment.</p> <p>Shows interest in shape - construction activity or talking about shapes</p> <p>Shows interest in shape - construction activity or by talking about shapes or arrangements.</p> <p>Uses shapes appropriately for tasks.</p> <p>Beginning to talk about the shapes of objects.</p> <p>Begin to use mathematical names for 2D shapes, and mathematical terms to describe shapes.</p> |
| Counting / grouping | <p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Recites numbers in order to 10.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Separates a group of $\frac{3}{4}$ objects in different ways, recognise that total is still the same</p> |
| Book Week – stories using number | <p>Recites numbers in order to 10.</p> <p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Orders two items by weight or capacity.</p> <p>Orders two or three items by length or height.</p> |
| Measures – positional language | <p>Uses positional language.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> |
| Measures X 2 weeks | <p>Recites numbers in order to 10.</p> <p>Orders two or three items by length or height.</p> |
| Shape and space | <p>Shows awareness of similarities of shapes in the environment.</p> <p>Shows interest in shape - construction activity or talking about shapes</p> <p>Shows interest in shape - construction activity or by talking about shapes or arrangements.</p> <p>Uses shapes appropriately for tasks.</p> <p>Beginning to talk about the shapes of objects.</p> <p>Begin to use mathematical names for 2D shapes, and mathematical terms to describe shapes.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> |
| Counting and reading numbers | <p>Recites numbers in order to 10.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Realises not only objects can be counted,</p> |

Medium term plan: Summer term

Nursery

| Topic | Objectives: children will be taught to (from DM statements 30-50 months and 40-60 months) |
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| Number – counting, grouping X 2 weeks | <p>Recites numbers in order to 10. Beginning to represent numbers using fingers, marks on paper or pictures. Separates a group of ¼ objects in different ways, recognise that total is still the same Sometimes matches numeral and quantity correctly. Realises not only objects can be counted, Counts out up to six objects from a larger group. Counts objects to 10, and beginning to count beyond 10. Recognises some numerals of personal significance. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> |
| Number – more/less X 2 weeks | <p>Sometimes matches numeral and quantity correctly. Realises not only objects can be counted, Recites numbers in order to 10. Beginning to represent numbers using fingers, marks on paper or pictures. 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. Records, using marks that they can interpret and explain.</p> |
| Shape and space | <p>Beginning to talk about the shapes of objects, Uses shapes appropriately for tasks. Shows interest in shape - construction activity or by talking about shapes or arrangements. Begin to use mathematical names for 2D and 3D shapes, and mathematical terms to describe shapes. Selects a particular named shape.</p> |
| Measures – positional language | <p>Uses positional language. Can describe their relative position such as 'behind' or 'next to'.</p> |
| | |
| Number | <p>Recites numbers in order to 10. Beginning to represent numbers using fingers, marks on paper or pictures. Separates a group of ¼ objects in different ways, recognise that total is still the same Sometimes matches numeral and quantity correctly. Realises not only objects can be counted, Counts out up to six objects from a larger group. Counts objects to 10, and beginning to count beyond 10. Recognises some numerals of personal significance. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Estimates how many objects they can see and checks by counting them.</p> |
| Number - More/less X 2 weeks | <p>Sometimes matches numeral and quantity correctly. Realises not only objects can be counted, Recites numbers in order to 10. Beginning to represent numbers using fingers, marks on paper or pictures. 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. Records, using marks that they can interpret and explain.</p> |
| Shape and space | <p>Beginning to talk about the shapes of objects, Uses shapes appropriately for tasks. Shows interest in shape - construction activity or by talking about shapes or arrangements. Begin to use mathematical names for 2D and 3D shapes, and mathematical terms to describe shapes. Selects a particular named shape.</p> |
| Measures, including time. | <p>Orders and sequences familiar events. Measures short periods of time in simple ways.</p> |
| Measures | <p>Orders two items by weight or capacity. Orders two or three items by length or height.</p> |
| Number | <p>Sometimes matches numeral and quantity correctly. Realises not only objects can be counted, Recites numbers in order to 10. Beginning to represent numbers using fingers, marks on paper or pictures. 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. Records, using marks that they can interpret and explain.</p> |