

Nursery - Mathematics 2021

Medium term plan: Autumn term

Nursery

topic	Objectives: children will be taught to (from Development Matters – Learning Outcomes Three to Four)
Counting first 2 weeks	<ul style="list-style-type: none"> • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5.
Counting	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <ul style="list-style-type: none"> • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
Measures – size linked to Nancy No Size	<ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. <p>Comparing everyday objects and ourselves linked to story of the week.</p>
Shape and space	<ul style="list-style-type: none"> • Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc
Group recognition / subitising	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'.
Measures - time	<ul style="list-style-type: none"> • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' <p>.. routines of the day, activities in nursery, getting ready for PE etc.</p>
Pattern	<ul style="list-style-type: none"> • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern.
Half Term	

topic	Objectives: children will be taught to (from Development Matters – Learning Outcomes Three to Four)
Maths and Science week - Seasons and changes	<ul style="list-style-type: none"> • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Extend and create ABAB patterns - stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern.
Money – financial capability / counting	<ul style="list-style-type: none"> • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'
Shape and space	<ul style="list-style-type: none"> • Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones - an arch, a bigger triangle etc
Positional Language	<ul style="list-style-type: none"> • Understand position through words alone - for example, "The bag is under the table," - with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
Measures – size linked to Winter Counting	<ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. <p>Comparing sizes of objects linked to winter (snowmen etc)</p> <ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
Group recognition / subitising	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'.
Pattern	<ul style="list-style-type: none"> • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns - stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern.
Counting	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.