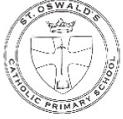


<p>Year Group</p> 	<h1><u>NURSERY 2021-2022</u></h1>
<p><b><u>Autumn 1</u></b></p>	<p><b><u>Shape, Space and Measure</u></b></p> <ul style="list-style-type: none"> <li>To recognise and name colours in a variety of contexts</li> <li>To match colours</li> <li>Begin to categorise objects according to various properties</li> <li>To recognise and name simple AB patterns</li> </ul>
<p><b><u>Autumn 2</u></b></p>	<p><b><u>Shape, Space and Measure</u></b></p> <ul style="list-style-type: none"> <li>Begin to use the language of size</li> <li>Begin to categorise objects according to various properties</li> </ul> <p><b><u>Number</u></b></p> <ul style="list-style-type: none"> <li>Select a small number of objects from a group</li> <li>Recites some number names in sequence.</li> <li>Create and experiments with symbols and marks representing ideas of number.</li> <li>Begin to make comparisons between quantities.</li> <li>Use some language of quantities, such as 'more' and 'a lot'.</li> <li>Know that a group of things changes in quantity when something is added or taken away.</li> <li>Use some number names and number language spontaneously.</li> <li>Use some number names accurately in play.</li> <li>Know that numbers identify how many objects are in a set.</li> <li>Begin to represent numbers using fingers, marks on paper or pictures.</li> <li>Sometimes matches numeral and quantity correctly.</li> <li>Show curiosity about numbers by offering comments or asking questions.</li> <li>Compare two groups of objects, saying when they have the same number.</li> <li>Show an interest in number problems.</li> <li>Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>Show an interest in numerals in the environment.</li> <li>Show an interest in representing numbers.</li> <li>Realise not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>
<p><b><u>Spring 1</u></b></p>	<p><b><u>Number</u></b></p> <ul style="list-style-type: none"> <li>Select a small number of objects from a group</li> <li>Recite some number names in sequence.</li> <li>Create and experiments with symbols and marks representing ideas of number.</li> <li>Begin to make comparisons between quantities.</li> <li>Use some language of quantities, such as 'more' and 'a lot'.</li> <li>Know that a group of things changes in quantity when something is added or taken away.</li> <li>Use some number names and number language spontaneously.</li> <li>Use some number names accurately in play.</li> <li>Know that numbers identify how many objects are in a set.</li> <li>Begin to represent numbers using fingers, marks on paper or pictures.</li> <li>Sometimes matches numeral and quantity correctly.</li> <li>Show curiosity about numbers by offering comments or asking questions.</li> <li>Compare two groups of objects, saying when they have the same number.</li> </ul>

	<p>Show an interest in number problems.  Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.  Show an interest in numerals in the environment.  Show an interest in representing numbers.  Realise not only objects, but anything can be counted, including steps, claps or jumps.</p>
<p><b><u>Spring 2</u></b></p>	<p><b><u>Number</u></b>  Select a small number of objects from a group  Recite some number names in sequence.  Create and experiments with symbols and marks representing ideas of number.  Begin to make comparisons between quantities.  Use some language of quantities, such as 'more' and 'a lot'.  Know that a group of things changes in quantity when something is added or taken away.  Use some number names and number language spontaneously.  Use some number names accurately in play.  Know that numbers identify how many objects are in a set.  Begin to represent numbers using fingers, marks on paper or pictures.  Sometimes match numeral and quantity correctly.  Show curiosity about numbers by offering comments or asking questions.  Compare two groups of objects, saying when they have the same number.  Show an interest in number problems.  Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.  Show an interest in numerals in the environment.  Show an interest in representing numbers.  Realise not only objects, but anything can be counted, including steps, claps or jumps.  Recite numbers in order to 6</p>
<p><b><u>Summer 1</u></b></p>	<p><b><u>Shape, Space and Measure</u></b>  To notice simple shapes and patterns in pictures.  To show an interest in shape and space by playing with shapes or making arrangements with objects.  To show interest in and awareness of similarities of shapes in the environment.  To show an interest in shape by sustained construction activity or by talking about shapes or arrangements.  To use shapes appropriately for tasks.  To begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.  Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes.  Understand some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.  To anticipates specific time-based events such as mealtimes or home time.  Order and sequences familiar events.  Begin to categorise objects according to properties such as shape or size.  Begin to use the language of size to compare length and height</p>
<p><b><u>Summer 2</u></b></p>	<p><b><u>Shape, Space and Measure</u></b>  Begin to use the language of size to describe and compare weights  Begin to use the language of size to describe and compare capacity  Begin to categorise objects according to properties such as size.  Order two items by weight or capacity.  Use language related to position and direction</p>

## **DAILY SKILLS**

Maths should not only be taught during specific maths sessions but wherever possible throughout the day. The following should be utilised to support maths teaching:

- Days of the week song and talking about the day
- General counting e.g. counting how many bananas there are in the fruit box.
- Counting songs
- Use of ordinal numbers e.g. "Sam line up first, Lilly line up second..."
- Maths games such as track counting games
- Noticing maths in the environment e.g. asking children what they notice about a tree. They may say it is tall, has circles on etc.
- Incorporating maths in areas of continuous provision wherever possible e.g. an activity that matches numeral to quantity in the finger gym area.
- Incorporating maths in daily routines e.g. during registration time.