



Pupils will be able to:

### **Comparison**

Compare amounts using words like 'lots' or 'more'

Beginning to compare and recognise changes in numbers of things, using words like 'more', 'lots' or 'same'

Compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. 'You've got two, I've got two. Same!'

### **Counting**

Says the number sequence, maybe skipping some numbers (e.g. 1-2-3-5) and beginning to count on their fingers

Enjoys reciting numbers from 0 to 5 and back from 5 to 0

Has fun counting as far as they can go and is fascinated with large numbers

Shows interest in meaningful numbers

'Tags' (reliably points or touches each item), saying one number for each item, using the stable order of 1,2,3,4,5 at first, and then later, to 10.

Uses some number names and number language within play

Begin to recognise numerals and make marks to represent amounts.

### **Cardinality**

Gets 2 or 3 objects from a group.

Beginning to notice numerals (number symbols)

Subitises: e.g. instantly recognising under 5 objects without counting

Recognise that the last number said represents the total counted so far (cardinal principle) with numbers to 5

Shows 'finger numbers', up to 5

Link numerals with amounts up to 5

Explore using a range of marks and signs to which they ascribe mathematical meanings

### **Shape**

Arrange objects using flat surfaces to stack.

Respond to changes of shape

Attempt, sometimes successfully, to match shapes with spaces on inset puzzles

Attempt to fit shapes into spaces on inset boards or puzzles, beginning to select a shape for a specific space

Use blocks to create their own simple structures and arrangements including lines of identical shapes

Chooses puzzle pieces and tries to fit them in

Recognise that two objects have the same shape

Make simple constructions

### **Measures**

Shows an interest in size and weight

Compare sizes, lengths, weights and capacities using gesture and informal language

Find the longer or shorter, heavier or lighter and more/less full of two items

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Rhyme and story covered this term</b>	<p>5 Little Pumpkins-October Rhyme of the Month</p> <p>Jack and Jill Went Up The Hill- November Rhyme of The Month</p> <p>5 Little Elves- - December Rhyme of the Month</p> <p>Three Kittens</p> <p>Alice the camel</p> <p>5 Hairy Spiders</p> <p>Shape books</p> <p>Dear Zoo</p> <p>Dear Santa</p> <p>1,2,3 at the Zoo</p>						
<b>Key Group Session</b>	<p>Three</p> <p>Looking at different amounts can we find 3 and not 3</p> <p>Identify the correct amounts.</p>	<p>.Counting 1,2,3</p> <p>1,2,3 at the Zoo</p> <p>Counting different objects in groups of three</p> <p>Collecting amount up to 3</p> <p>Play a game using 3 bean in a bags into a hoop</p> <p>Mark how many land in the hoop.</p>	<p>Shape 2D</p> <p>What is in the bag?</p> <p>Talk about 2 shapes circles and squares.</p> <p>The circle has one curved side and the square has straight sides and corners. Put some of these shapes in a bag. Can the children use the feely bag and feel one of the shapes- describe or name the shape.</p>	<p>Shape 3D</p> <p>Model using some blocks to build a tower.</p> <p>Talk about each shape describing the shape using vocabulary such a pointy and curvy.</p> <p>When building talk about needing a flat surface to help build... what happens when the surface if pointy or curvy.</p> <p>Encourage child to come and help build a tower.</p>	<p>Four</p> <p>Looking at groups of objects counting 1,2,3,4</p> <p>Collecting four things.</p>	<p>Measure Heavier/Lighter</p> <p>Explore different weighted parcels.</p> <p>Can the children identify the heaviest/lightest</p>	<p>Measure Capacity Full/empty</p> <p>Exploring capacity using rice/pom poms and containers.</p>

<b>Adult Led Task</b>	Number activity- Collecting amounts such as leaves /spiders		Shape sorting activity			Comparing weight and using language	
<b>Suggested Continuous Provision</b>	Children to explore mathematical resources.	Children to explore mathematical resources.	Opportunities to explore shapes.	Exploring blocks and shapes.	Exploring objects and how many they can see. Encourage using fingers to model 1,2,3,4	Exploring scales and weight	Given opportunities to explore capacity- rice, pasta, sand etc

#### Development Matters Goals

*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'.*

*Develop 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.*

*Make comparisons between objects relating to size, length, weight and capacity.*

*Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.*

