

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

Spatial Awareness

Move their bodies and toys around objects and explores spaces, e.g. squeezing into a tiny gap

Begin to remember their way around familiar environments, e.g. knows where to find their favourite activity

Respond to spatial and positional language when used in conversation, e.g. pointing things out

Explore how things look from different viewpoints including things that are near or far away

Respond to and uses language of position and direction Explores from different viewpoints and points to things that are far away

Predicts, moves and rotates objects to fit the space or create the shape they would like

Measures

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	
Rhyme and story covered this term	5 Currant Buns Spots and Dots Six Diner Sid The Enormous Turnip Olivers Vegetables Jack And The Beanstalk Jaspers Beanstalk Rosies Walk					
Key Group Session	Subitize Read spots and dots Compare different spotty cards find those that are 5 and not 5	Counting Looking at some different vegetables how many can we see? How many can we count? If there is two do we need to count or can we just see? Look at some different amounts. Explain how we know how many.	Read Rosie’s Walk. Talk about journeys to school. Ask the children what do they see on the way to Nursery? Create an obstacle course together and use it. Talk about what we need to do. Go under the bridge that we have made. Jump over the stones. Stand next to the cone and throw a bean bag into a hoop.	Counting- Numicom Exploring Numicom and what they represent. Children to count holes on numicom and make comparisons.	Patterns Session (Possible link to Holi) Looking at a selection of different patterns on items/animals Stripes, spots, swirls etc. Then go on a pattern hunt to see if we can find any more.	Measure Capacity Using some different sized containers explain the language full and empty. Talk about the same amounts in each container. Scoop 4 scoops of sand in to 2 different sized containers. It is the same amount but looks different. Look at counting scoops of sand into different containers. .
Adult Led Task		Counting amounts matching to numerals		Subitizing dice patterns	Capacity	

Suggested Continuous Provision	Looking at amounts in groups- can we say how many without counting them?	Currant buns activity	Obstacle courses set up in provision to enable children to practice language	Patterns in the environment- ways to explore making patterns.	Different containers/materials to use to fill containers such as sand, water, rice, porridge etc
<p>Development Matters Goals</p> <p><i>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i></p> <p><i>Solve real world mathematical problems with numbers up to 5.</i></p> <p><i>Compare quantities using language: 'more than', 'fewer than'.</i></p> <p><i>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</i></p> <p><i>Make comparisons between objects relating to size, length, weight and capacity.</i></p>					