



Pupils will be able to:

Counting

Enjoys reciting numbers from 0 to 10 and back from 10 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

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

Recognises that the last number said represents the total counted so far (cardinal principle) with numbers to 5, then beyond

Shows 'finger numbers', up to 5 then beyond

Links numerals with amounts up to 5, then beyond

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

Shape

Chooses puzzle pieces and tries to fit them in

Recognises that two objects have the same shape

Makes simple constructions

Chooses items based on shape so they are appropriate for specific tasks

Responds to both informal language and common shape names

Shows awareness of similarities and differences between natural and manufactured shapes in the environment

Partitions and combines shapes to make new shapes with 2D and 3D shapes

Creates arches and enclosures when building, using trial and improvement to select blocks

Pattern

Becoming familiar with patterns in daily routines

Joins in with and predicts what comes next in a story or rhyme

Notifies, predicts and continues patterns in familiar contexts

Joins in and anticipates repeated sound and action patterns

Is interested in what happens next using the pattern of everyday routines

Creates their own spatial patterns showing some organisation or regularity

Adds to simple linear patterns of two or three repeating items (AB or ABC)

Join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next

Measures

Associates a sequence of actions with daily routines. Beginning to understand that things might happen 'now' or at another time

Beginning to understand some talk about immediate past and future

Anticipates times of the day such as mealtimes or home time

Sequences a small number of familiar events and beginning to respond to and use words such as 'before', 'after', 'soon' or 'later'

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Rhyme and story covered this term	1,2, 3, 4, 5, Once I Caught A Fish Alive. Colour books Elmer The Little Red Hen 5 Currant Buns If You're Happy And You Know It Mary Had A Little Lamb					
Key Group Session	During the session work together to build a house using Busy things program. Discuss the shapes and different materials needs to make the house. Who could the house be for? What will they need in their house?	1,2,3,4,5 Once I caught a Fish Alive Singing song using fingers as singing. Using some fish up to 5 initially. Can the children see any numbers. Put the fish into a group of 2 and a 3. Talk about how many there are in each group. Can we group the fish in other ways.	During the session work together to build a house using Busy things program. Discuss the shapes and different materials needs to make the house. Who could the house be for? What will they need in their house? Building a home for the Troll	Ordering daily routine First I get up Then I have breakfast After that I go to Nursery Before I go to Nursery I put on my uniform. Every evening I	Look at some patterns can the children continue them ABABABA... Model creating a pattern using familiar objects... stone, leave, stone, leaf	Exploring capacity Use language such as full empty Nearly full Nearly empty

Adult Led Task	Building a coop for the Little Red Hen		Play a collecting game,number of seeds/fish ducks etc	Pattern- AB activity continuing or making own pattern	
Suggested Continuous Provision	Provide a variety of construction materials like blocks and interlocking bricks. Provide den-making materials. Allow children to play freely with these materials, outdoors and inside. When appropriate, talk about the shapes and how their properties suit the purpose.		<p>Point to small groups of two or three objects: "Look, there are two!" Occasionally ask children how many there are in a small set of two or three.</p> <p>Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns.</p>	<p>Talk about patterns of To levents, in cooking or getting dressed. Suggestions:</p> <ul style="list-style-type: none"> - 'First', 'then', 'after', 'before' - "Every day we..." - "Every evening we..." <p>Talk about the sequence of events in stories. Use vocabulary like 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute'.</p>	
<p><i>Development Matters Goals</i></p> <p><i>To 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>To solve real world mathematical problems with numbers up to 5.</i></p> <p><i>To compare quantities using language: 'more than', 'fewer than'.</i></p> <p><i>To be able to talk about daily routines.</i></p> <p><i>To predict what might happen next in a story.</i></p>					

<i>To create own pattern with some organisation.(AB)</i> <i>To be able to compare capacities</i> <i>To identify containers that have more/less or full of two items.</i>	
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