

Mathematics Nursery - Long Term Plan

Statutory Guidance from the EYFS Framework for Mathematics:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Mathematics - Nursery Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number and Numerical Patterns Intent Vocabulary Implementation	<p>To recognise, name and match colours. To begin to show an interest in counting aloud verbally to 5. To be able to 'give 1' when asked.</p> <p>Count, number, one, colour, colour names, number songs.</p> <p>Adults providing colour matching activities and modelling naming colours, adults to model counting out during various activities and daily routines, adults to ask children for one of something and support children who are still learning to do this.</p>	<p>To be able to verbally count to 5 with developing accuracy. To develop an understanding of '2' e.g. giving 2 items or noticing 2 in the environment.</p> <p>Count, number, one, two, number songs.</p> <p>Adults to model counting out during various activities and daily routines, adults to ask children for two of something and support children who are still learning to do this.</p>	<p>To begin to be able to verbally count to 10 with developing accuracy. To develop an understanding of '3' e.g. giving 3 items or noticing 3 in the environment. To begin to compare quantities that are significantly more than and less/ fewer than visually without counting them.</p> <p>Count, number, one, two, three, number songs, more, less.</p> <p>Adults to model counting out during various activities and daily routines, adults to ask children for three of something and support children who are still learning to do this,</p>	<p>To verbally count to 10 with developing accuracy. To develop an understanding of '4' e.g. giving 4 items or noticing 4 in the environment. To compare quantities that are significantly more and less visually without counting them.</p> <p>Count, number, one, two, three, four, number songs, more, less.</p> <p>Adults to model counting out during various activities and daily routines, adults to ask children for four of something and support children who are still learning to do this, activities based on more than and fewer than.</p>	<p>To accurately count to 10. To develop an understanding of '5' e.g. giving 5 items or noticing 5 in the environment. To play simple dice and track games developing Subitising skills.</p> <p>Count, number, one, two, three, four, five, number songs, dice, die, track, counting on, subitise, without counting.</p> <p>Adults to model counting out during various activities and daily routines, adults to ask children for five of something and support children who are still learning to do this, dice and track guided activities and within the nursery provision.</p>	<p>To begin to understand that 5 can be shown in different ways, To begin to subitise to 5. To count to 10 and beyond.</p> <p>Count, number, one, two, three, four, five, number songs, dice, die, track, counting on, subitise, without counting, number bonds, different.</p> <p>Children showing 5 on their fingers in different ways e.g. how many fingers are up and how many are down, children Subitising using dice, numicon or dot cards, children counting to 10 and beyond during games, in adult guided groups or independently in play.</p>

<p>Shape, Space and Measure</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>To be able to play with shapes and begin to make pictures with these. To build a simple jigsaw. Shape, shape names, together, new shape, pictures and images, jigsaw, missing, turn, tessellate.</p> <p>Children to have access to shapes to play with and build pictures with, children to have access to puzzles to complete.</p>	<p>To begin to describe the height and size of something using the terms 'tall' or 'short' and 'big' or 'small'. Compare, big, small, tall, short, different.</p> <p>Adults modelling the use of vocabulary, children completing activities based on height and size comparison.</p>	<p>activities based on more than and fewer than.</p> <p>To use positional language 'in', 'out', 'on'. To find shapes in the environment. To use 3D shapes to build models. In, out, on, shape, shape names, 3d shape, shape names, build, model, flat surface, smooth surface, curved surface.</p> <p>Adults modelling the use of positional language. 3D Shapes available in provision for children to build with - adults modelling this and modelling the use of curves shapes Vs flat shapes.</p>	<p>To use the terms 'long' and 'short' when describing height and size. To understand and follow the instructions 'forwards' and 'backwards'. Long, short, describe, compare, height, size, forwards, backwards.</p> <p>Adults modelling the use of language, modelling forwards and backwards and playing games involving the skill.</p>	<p>To begin to understand what a pattern is and follow a 2 part simple pattern. To begin to describe and name some simple shapes - circle, square, triangle. Pattern, repeat, colour names, follow, copy, name, describe, shape, shape names, circle, square, triangle.</p> <p>Adults explaining what a pattern is and the rules of a repeating pattern, patterns in provision and activities, shapes for children to play with and use.</p>	<p>To describe weight using 'heavy, light. To copy or create a 2 part pattern. To understand and use a range of prepositional language. Heavy, light, weight, heavier, lighter, pattern, colour, repeat, up, down, under, on top, near, next to, across</p> <p>Children taking part in weight exploration tasks, children completing pattern tasks in guided activities, adults modelling prepositional language and supporting children to use these terms too.</p>
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