

Early Learning Goals	Learning Objectives	Learning Activities/Experiences
<ul style="list-style-type: none"> Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. 	<p>Recognise some numerals of personal significance. Repeated activities on 1-1 counting and 1-1 correspondence on a weekly basis!</p> <ul style="list-style-type: none"> • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <ul style="list-style-type: none"> • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects?? • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. <p>Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p>	<p>WEEK 1 – Pets/ Vets WEEK 2 – Zoo animals WEEK 3 – Farm animals WEEK 4 – Wild animals in depth (links to zoos – but in more depth about their natural environment). Counting how many animals in different groups – regular and irregular arrangement of animals? Play 1-10 & 11-20 Bingo with the children (for higher ability). Give each child a card with these numbers on in random order. Children cover a number each time they roll it. 1st to get a line wins. Damp sand in shallow trays with a number attached to top. Can children recognise? Practice writing the number in the sand? Ask the children what pets they have at home. Make a tally chart of the most/least popular pets (iboard). Group work with games such as hook the fish etc. Measuring water and animal feed into the bowls. How many spoonfuls will it take to fill up the bowls? How many cupfuls of water will we pour into the water bowls? Estimate then check Singing 9 black puppies and ordering numbers. Gold star CD Rom – on the farm counting activities Groovy school maths songs. Ed City and everyday problems (register, snack etc). Sort pictures or toy animals into hoops according to their features such as no: of legs, has a beak and so on. Cut and stick and sort animals using mathematical language and themes i.e. ____ is taller than _____. Use taller, shorter,</p>

Medium Term Planning
SPECIFIC AREA - Mathematics

Nursery

St Michael's Nursery & Infant School
Spring 2 Animals

C. Sloan

<ul style="list-style-type: none">Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	<p>Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p>	<p>bigger, smaller and longer than to sort animal pictures.</p> <p>Weighing soft toy animals with bucket scales- Why do we weigh ourselves? Why do we weigh pets? Why is it important they are not too heavy/ light? Use bucket scales to weigh soft toys- which is heaviest/ lightest? Order in a line.</p> <p>Draw pictures in scales and label heaviest- lightest.</p> <p>Animal match – look at pictures of animals and the shapes they are made up from. Cut out shapes required , naming and counting them to check accuracy</p> <p>Sorting animals – 4 legs/ 2 legs/no legs. Also sort by fur, feathers, scales.</p> <p>Length – using the woollen snakes, order by size from longest to shortest.</p> <p>Positional language – e.g. put the monkey in the tree, behind the tree etc.</p>
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