

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.</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. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in 	<p>Counting how many vehicles in different groups – regular and irregular arrangements. Match numbers to quantity.</p> <p>Play board games, rolling dice, counting dots and moving the correct number of spaces.</p> <p>Play 1-10 & 11-20 Bingo with the children. Give each child a card with these numbers on in random order. Children cover a number each time they turn over a card with the matching number of objects on. 1st to get a line wins.</p> <p>Damp sand in shallow trays with a number attached to top. Can children recognise? Practice writing the number in the sand?</p> <p>Jigsaws, problem solving with unifix, Ed City and everyday problems (register, snack etc).</p> <p>Look at some number plates on real cars. Make number plates for the vehicles outside on yellow card.</p> <p>Practice recognising numerals 0-10/20 as well as writing the numerals - Fill in the missing numbers on the fire engine ladders.</p> <p>Baking and icing 999/101 biscuits. Weighing out ingredients, measuring and then baking biscuits which will then be decorated with icing sugar the next day.</p> <p>Look at the numbers featured in the role play area, what do they mean?</p> <p>Emergency vehicle numbers hunt inside/outside.</p> <p>Number songs and number books.</p>

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<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>adding and subtracting.</p> <ul style="list-style-type: none"> • 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. Selects a particular named shape. Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.</p>	<p>Look at 2D and 3D shapes. Can we find examples of these inside and outside of the classroom? Use 2D shapes to make pictures of police/firefighters. Make sandwiches and use cutters to make them into triangles, circles, squares etc. Can we think of any other items at home that are 2D shapes? Name and select these shapes. Show the children a variety of 2D shapes and ask the children if they know any of the shape names? Discuss the shape names and match the names labels to the shapes. Playing 2D shape snap – Explain what the different shapes are called and ask the children if they know the rules of snap? Show some real shapes and then play the game. When the children match two shapes they must say their name. Sorting different real life objects into 3D shapes- Using lots of junk materials can the children sort the shapes into their groups using the 3D names? Look at patterns on tyres of toy cars and make chequered black and white patterns as seen on police hats/vehicles.</p>
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