

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. • 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. 	<ul style="list-style-type: none"> • Select a small number of objects from a group when asked • Recite some number names in sequence • Create and experiment with symbols and marks representing ideas of numbers • Make comparisons between quantities • Use some language of quantities • Know that a group of things changes when something is added or taken away • Use some number names and language spontaneously • Recite numbers in order to 10 • Begin to represent numbers using fingers, marks on paper or pictures • Sometimes match numeral and quantity correctly • Show an interest in numerals in the environment • Realise anything can be counted e.g. steps, claps • Recognise numerals 1 to 5 • Anticipate specific time based events such as lunch/hometime • Understand some talk about immediate past and future e.g. before, later, soon 	<p>Sing counting rhymes, using fingers to count up and down, representing the numbers. E.g. 5 currant buns, 5 little ducks.</p> <p>Use number cards for recognition and sequencing activities e.g. put number pegs in the correct order around a circle to make a clock face. Peg numbers in the correct order on a washing line. Print with numbers to make clock faces. Use stones with numbers on outdoors. Jump along number lines and jump onto the number given.</p> <p>Match numbers to quantity – place the correct number of spiders onto a card to match a given number. Take the correct amount of snack using number cards on the tables. Recite number names in order and use them in play. Make collections of 10 (grand Old Duke of York) objects and count on and back from 10. (Use ten little ladybirds, One to 10 and back again books). Count drum beats with eyes closed or with a hidden drum. Copy/follow a drum beat. Count out everyday objects – number of steps up to the school door, number of children in a group, number of children in school.</p> <p>Work out 'one more' on calendar each morning.</p> <p>Use language of more and less, full and empty, Positional language – up/down, halfway, half</p>

Medium Term Planning
SPECIFIC AREA - Mathematics

Nursery & Reception St Michael's Nursery & Infant School
Autumn 1 Nursery Rhymes Sarah Ives

	<ul style="list-style-type: none">• Begin to use the language of size• Show an interest in shape and space by playing with shapes or making arrangements with objects• Use positional language• Begin to talk about the shapes of everyday objects e.g. tall, round	<p>Compare length and circumference of tubes in the sand and water when using spiders for Incy Wincy rhyme.</p> <p>Build walls that are tall, wide, thin for Humpty Dumpty. Who has built the highest wall? Use outdoor construction to build very big walls.</p> <p>Complete a range of inset and other jigsaws. Look at the shape and size of the pieces.</p> <p>Play board games – Incy Wincy, Humpty Dumpty, counting on the correct number of spaces and counting the spots on the dice.</p> <p>Give children a strip of paper which they can fold, then cut in half. Use these strips to make a group flag for the Duke.</p> <p>Make domino biscuits – draw an icing line halfway across a rectangular biscuit. Ask children to put a given number of chocolate drops/raisins on each half.</p> <p>Look at the shape of the star on Twinkle Twinkle. Count how many points it has. Can you use cutters or lolly sticks to make stars? Cut out or play with diamond shapes. Use 2 triangles on top of each other to make star shapes. Count stars and sort into big and little.</p> <p>Sort objects by size and colour.</p> <p>Use playdough and wet sand to make hills. Encourage children to describe their hills and to compare the height with their friends. Use toy people to climb the hills and reinforce positional language.</p>
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