



Maths Medium Term Plans

Nursery

'In the Foundation Stage at Bincombe Valley Primary we aim to provide a play-based learning environment where children are happy and engaged. We believe firm foundations lead to future success.'

In Nursery children develop mathematical skills through play and access to resources that develop awareness of Numbers and Shape, Space and Measures. Daily snack time also includes counting and sorting activities.

EARLY LEARNING GOAL	Have a deep understanding of number to 10, including composition of each number. Subitise up to five. Automatically recall number bonds to 5 and some to 10, including double facts.		
Key Aims	Mid Term Plans	Resources and Vocabulary	Assessment
Recognise 3 objects without counting them. Recite numbers past 5. Know the last number you say is how many objects you have. Match amounts of objects to the numeral given.	- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Show 'finger numbers' up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5	All concrete and visual resources are used to develop these objectives. Vocabulary: one, two, three, four, five, How many?, I have, total, count, fingers, objects, toys, fruit, cars, bricks.	. Take pictures for evidence against objectives and stick into learning journals. . Talking to the children and making notes of conversations. . Use tapestry software for pictures for evidence.

EARLY LEARNING GOAL Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.			
Key Aims	Mid Term Plans	Resources and Vocabulary	Assessment
Begin to make symbols, marks and numerals. Problem solving (numbers up to 5) Comparing quantities Identifying patterns	- Experiment with their own symbols and marks as well as numerals. - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than'. - Talk about and identify the patterns around them.	All concrete and visual resources are used to develop these objectives. Vocabulary: one, two, three, four, five, number(s), more than, fewer/less than, repeated, the same, pointy, spotty, stripy,	. Take pictures for evidence against objectives and stick into learning journals. . Talking to the children and making notes of conversations. . Use tapestry software for pictures for evidence.

Key Aims	Mid Term Plans	Resources and Vocabulary	Assessment
Pick the right shaped item for a purpose Knows shape names (informal and common) Knows similarities and differences between shapes Knows how to create arches and enclosures.	- Chooses items based on their shape which are appropriate for the child's purpose. - Responds to both informal language and common shape names. - Shows awareness of shape similarities and differences between objects. - Attempts to create arches and enclosures when building, using trial and improvement to select blocks.	All concrete and visual resources are used to develop these objectives. Vocabulary: sorting, square, rectangle, circle, triangle, oval, pointy, curvy, straight, arch	. Take pictures for evidence against objectives and stick into learning journals. . Talking to the children and making notes of conversations. . Use tapestry software for pictures for evidence.

Nursery Snack Maths

Daily snack time will incorporate the development of mathematical skills and concepts in a practical and relevant way.

Long Term Plans	Mid Term Plans	Resources and Vocabulary	Assessment
AUTUMN	<i>Children will learn to:</i> - Count children/cups/items of fruit with 1:1 correspondence - Match the Numicon shape to the amount - To name colours of cups - Say which fruit/cup colour is more/less	Resources: Cups, food, trays Vocabulary: One, two, three, four, five, cups, fruit, apples, bananas, pears, orange, red, yellow, green, blue, more than, less than,	Talking to the children and making notes of conversations.
SPRING	<i>Children will learn to:</i> - Subitise amounts up to 3 - Match numerals with quantity (1-3) - Count items from a larger group of items (to 5) - Talk about patterns - Talk about amounts they can see	Resources: Cups, food, trays Vocabulary: one, two, three, four, five, there are____, repeated, the same, pointy, spotty, stripy, I can see ____ cups/apples.	Talking to the children and making notes of conversations.
SUMMER	<i>Children will learn to:</i> - Subitise amounts up to 5 - Match numerals with quantity (1-5) - Begin to recognise numerals - Recognise numicon shapes 1-5	Resources: Cups, food, trays Vocabulary: one, two, three, four, five, there are____, I can see ____ cups/apples.	Talking to the children and making notes of conversations.

	• Model how to record numerals/ tally items using whiteboard		
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