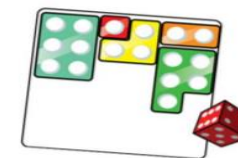
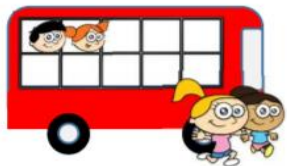
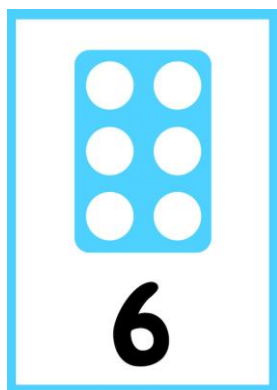


Nursery Spring 1 Maths



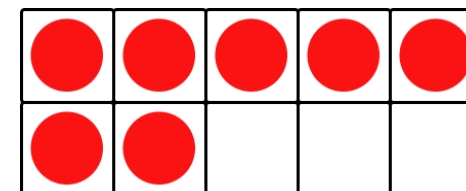
Week 1 – I can recognise and represent the number 6.



Week 2 – I can recognise and represent the number 7.



Week 3 – I can represent the number 7 in a ten-frame.



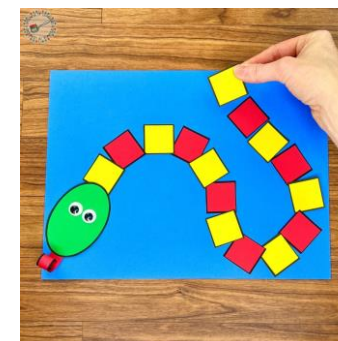
Week 4 – I can order numerals and match the correct umicon.



Week 5 – I can identify numerals 1-10 and form them correctly.

1 **2** **3** **4** **5**
one two three four five
6 **7** **8** **9** **10**
six seven eight nine ten

Week 6 – I can repeat an ABAB pattern.



Mathematics

0-3 Years

Combine objects like stacking blocks and cups. Put objects inside others and take them out again.

Take part in finger rhymes with numbers.

React to changes of amount in a group of up to 3 numbers.

Compare amounts saying 'lots', 'more', 'same'.

Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.

Count in everyday contexts, sometimes skipping numbers.

Climb and squeeze themselves into different types of spaces.

Build with a range of resources.

Complete inset puzzles.

Compare sizes, weights etc. using gesture and language- 'bigger/little/smaller' 'high/low' 'tall, heavy'.

Notice patterns and arrange things in patterns.

3-4 Years

Develop fast recognition of up to 3 objects, without having to count them individually.

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.

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 explore 2D and 3D shapes using informal and mathematical language: 'sides' 'corners' 'straight' 'flat' 'round'.

Understand position through words alone-for example, 'the bag is under the table'.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' 'behind'.

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

Combine shapes to make new ones- an arch, a bigger triangle etc.

Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs. Extend and create ABAB patterns- stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.

Begin to describe a sequence of events, real or fictional using words such as 'first', 'then'.

Key Vocabulary

Number, count, amount, one, two, three, four, five, lots, more, fewer, less, same, bigger, little, small, smaller, colour, size, how many, shape, objects, rhyme.

Counting Rhymes and Songs

Daily Counting to 10.

One, Two Buckle My Shoe.

10 Fat Sausages Sizzling in a Pan.

10 In the Bed.

10 Green Bottles.

One Tomato, Two Tomatoes.

1, 2, 3, 4, 5 Once I Caught A Fish Alive.

Key Texts

5 Funny Eggs.

5 Little Ducks.

One Little Hippo.