

<b>Pre Nursery – Mathematics</b>				
Term	What we are learning	What a child might be doing	Vocabulary:	Activities and Opportunities
<b>Spring</b>	Baseline	-	-	-
	<b>Counting</b> Begin to recite numbers up to 3.  Begin to say one number for each item in order: 1, 2, 3	Verbally counts to 3  Points or touches (tags each item) saying one number for each item.  Use the stable order of 1, 2, 3	One, two, three	<ul style="list-style-type: none"> <li>How many play people are in the sandpit? How many cars have we got in the garage?</li> </ul>
	<b>Mark Making</b> Experiment with their own symbols and marks.	Explores using a range of their own marks and signs to which they ascribe mathematical meanings.	One, two, three, lines, dots	
	<b>Shape</b> Explore a variety of shapes and begin to use shapes appropriately for their purpose	Chooses shapes which are appropriate for the child's purpose.	Flat, pointy, roly, brick, round	Children need opportunities to construct and create
	<b>Numerals</b> Begin to recognise numbers up to 3.		One, two, three,	Children need opportunities to have a range of number symbols available, e.g. wooden numerals, calculators, handwritten (include different examples of a number e.g. ④ 4 4 4) <ul style="list-style-type: none"> <li>Using numeral dice in games</li> </ul>

				<ul style="list-style-type: none"> <li>• Exploring and looking at number books</li> </ul>
	<p><b>Positional Language</b> Understand some positional language.</p>	Responds to language of position and direction	In, on, up, down, under	<ul style="list-style-type: none"> <li>• Hunting for hidden objects, with some prompts, e.g. "look behind the bicycle store, take 3 steps from the front of the art cupboard ..."</li> </ul>
	<p><b>Pattern</b> Talk about the patterns around them.</p>	Talk about spatial patterns.	<p>Stripes on clothes, design on rugs, displays,</p> <p>Pointy, spotty, blobs</p>	<ul style="list-style-type: none"> <li>• Building towers or trains of different coloured cubes</li> <li>• Accessing a range of patterns to copy</li> <li>• Collecting things outside: leaf, stick, leaf, stick ...</li> </ul>
	<p><b>Measure</b> Explore objects of varying sizes.</p>	Find bigger and smaller items.	Bigger/smaller	<ul style="list-style-type: none"> <li>• Encouraging children to compare different attributes in everyday situations e.g. "I wonder who has the biggest apple?"</li> <li>• "Please can you pass me a ... that is bigger/smaller than this one?"</li> </ul>
	<p><b>Comparing Quantities and Numbers</b> Comparing numbers</p>	Identifies the "first" and often "second" objects in a sequence.	First, second	<ul style="list-style-type: none"> <li>• Counting activities</li> </ul>

<b>Summer</b>	<b>Counting</b> Reciting numbers up to 3.  Say one number for each item in order: 1, 2, 3	Verbally counts to 3  Points or touches (tags each item) saying one number for each item.  Use the stable order of 1, 2, 3	One, two, three	<ul style="list-style-type: none"> <li>How many play people are in the sandpit? How many cars have we got in the garage?</li> </ul>
	<b>Mark Making</b> Experiment with their own symbols and marks.	Explores using a range of their own marks and signs to which they ascribe mathematical meanings.	One, two, three, lines, dots,	
	<b>Shape</b> Explore a variety of shapes and creates shape pictures.	Makes pictures in which each shape represents a unique role and shapes touch.	Shape names	<ul style="list-style-type: none"> <li>Creates shape pictures</li> </ul>
	<b>Numerals</b> Begin to recognise numbers up to 3.		One, two, three,	<p>Children need opportunities to have a range of number symbols available, e.g. wooden numerals, calculators, handwritten (include different examples of a number e.g. ④ 4 4 4</p> <ul style="list-style-type: none"> <li>Using numeral dice in games Exploring and looking at number books</li> </ul>
	<b>Positional Language</b> Begin to understand	Responds to language of position and direction	In, on, up, down, under	Developing and talking about small-world scenarios, e.g.

	position through words alone			doll's house, miniature village, play park
	<b>Pattern</b> Explore and extend ABAB patterns e.g. stick, leaf, stick, leaf		Repeating, the same again, different, one after the other, right/wrong, in a line	<ul style="list-style-type: none"> <li>• Include lots of pattern making opportunities e.g. outdoors, in craft activities and with musical instruments</li> </ul>
	<b>Measure</b> Explore objects of varying length.	Find longer and shorter items.	Longer/ shorter	<ul style="list-style-type: none"> <li>• Cutting a piece of ribbon as long as a child's arm and encouraging them to find things in the environment that are longer/shorter or the same length</li> <li>• Can you find things that are longer/shorter than you?</li> </ul>
	<b>Comparing Quantities and Numbers</b>	Explore collections of objects up to 3	Same, different	<ul style="list-style-type: none"> <li>• Counting activities</li> </ul>