

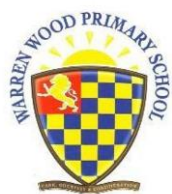
Warren Wood Primary School

Long Term Plan for Mathematics Nursery Development Matters 3-4 years



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number THROUGHOUT THE YEAR Subitising Days of the week Months of the year Seasons Sequencing	Counting songs Finger rhymes, actions and sounds Intro to Numicon Everyday numbers Intro to 5 and 10 frames	Sequencing numbers/missing numbers Numeral recognition Begin to link numerals & amounts Compare groups using language of more/less/fewer	Ordinal numbers Counting forward and backward One more/one less Move or touch objects to count (1:1 correspondence)	Number bonds to 5 Money-coin recognition, making amounts with 1p and 2p Intro to Part-Whole model (composition of number)	Recite numbers past 5 No bonds to 5/10 Number lines	Begin to recognise numerals past 5 Recite numbers past 5 Show fingers numbers to 5 Solve real world problems with numbers up to 5
Numerical Patterns	Pattern & Colour Sorting colour Identifying patterns around them Follow simple AB action patterns	Notice & arrange simple patterns Recognise pattern in the counting system.	Pattern recognition in different ways; music, percussion, sensory, dice, animal footprints	Pattern recognition in different ways; Replicate and begin to create own patterns	Extend and create ABAB patterns using objects and actions	Notice and correct errors in repeating patterns Talk about the process of their pattern making
Shape, Space and Measure	Intro to 2D shapes Compare size/weight etc using gesture & language	Explore and talk about 2D/3D shapes	Size Weight Height Length	Direction Position Location	Symmetry Capacity	Make comparisons relating to size/weight/length and capacity Properties of shape using informal language

- 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').

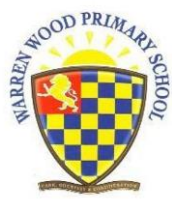


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- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone - for example, "The bag is under the table," - with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and '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 identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- 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...'



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