



LMPS Maths Termly Overview 2020 - 2021

Nursery

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep conceptual understanding of the numbers to 10, the relationships between them and the patterns therein. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives – children will develop a secure base of knowledge from which mathematical mastery is built. In addition, children’s curiosity about number, shape, space and measure should be encouraged and furthered through opportunities to apply their growing understanding of the mathematical world to the world around them.

Autumn Term	Spring Term	Summer Term
<p><u>Continuous provision in Autumn 1:</u> Number: 22 – 36 months</p> <ul style="list-style-type: none"> - Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’. <p><u>Shape, space and measure: 22 – 36 months</u></p> <ul style="list-style-type: none"> - Beginning to categorise objects according to properties such as shape or size. - Begins to use the language of size. - Understands some talk about immediate past and future, e.g. ‘before’, ‘later’ or ‘soon’. - Anticipates specific time-based events such as mealtimes or home time. <p><u>Continuous provision in Autumn 2:</u> Number 22-36months</p> <ul style="list-style-type: none"> - Creates and experiments with symbols and marks representing ideas of number. - Begins to make comparisons between quantities. - Uses some language of quantities, such as ‘more’ and ‘a lot’. - Knows that a group of things changes in quantity when something is added or taken away 	<p><u>Continuous provision in Spring 1:</u> Number 30-50months:</p> <ul style="list-style-type: none"> - Uses some number names and number language spontaneously. - Uses some number names accurately in play. - Recites numbers in order to 10. - Shows an interest in numerals in the environment. - Show awareness of one-to-one correspondence through practical everyday experience <p><u>Shape Space Measure 22-36months</u></p> <ul style="list-style-type: none"> - Begins to use the language of size. <p><u>SSM 30-50months</u></p> <ul style="list-style-type: none"> - Shows an interest in shape and space by playing with shapes or making arrangements with objects. - Shows awareness of similarities of shapes in the environment. - Shows interest in shapes in the environment. - Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’. 	<p><u>Continuous provision in Summer 1:</u> Number 30-50months:</p> <ul style="list-style-type: none"> - Knows that numbers identify how many objects are in a set. - Beginning to represent numbers using fingers, marks on paper or pictures. - Sometimes matches numeral and quantity correctly. - Shows curiosity about numbers by offering comments or asking questions. - Realises not only objects, but anything can be counted, including steps, claps or jumps. <p><u>Number: 40-60months</u></p> <ul style="list-style-type: none"> - Recognise some numerals of personal significance. - Recognises numerals 1 to 5. - Counts up to three or four objects by saying one number name for each item. - Counts actions or objects which cannot be moved.

<p><u>Number: 30 – 50 months</u></p> <ul style="list-style-type: none"> - Uses some number names and number language spontaneously. - Shows curiosity about numbers by offering comments or asking questions. - Shows an interest in numerals in the environment. - Show awareness of one-to-one correspondence through practical everyday experience <p><u>Shape, space and measure 22-36 months:</u></p> <ul style="list-style-type: none"> - Notices simple shapes and patterns in pictures. - Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. - Anticipates specific time-based events such as mealtimes or home time. <p><u>Shape, space and measure 30 – 50 months:</u></p> <ul style="list-style-type: none"> - Shows interest in shapes in the environment. - Shows an interest in shape and space by playing with shapes or making arrangements with objects - Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 	<p><u>Continuous provision in Spring 2:</u></p> <p><u>Number 30-50months</u></p> <ul style="list-style-type: none"> - Shows curiosity about numbers by offering comments or asking questions. - Realises not only objects, but anything can be counted, including steps, claps or jumps. - Shows an interest in representing numbers. - Begins to represent number with marks on paper and fingers. - Distinguish between quantities, recognising when a group of objects is more than one <ul style="list-style-type: none"> •Recognise some numerals of personal significance. •Recognises numerals 1 to 5. •Counts up to three or four objects by saying one number name for each item. •Counts actions or objects which cannot be moved. <p><u>Shape Space and Measure 30-50months:</u></p> <ul style="list-style-type: none"> - Uses shapes appropriately for tasks. - Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. <p><u>40-60 Months</u></p> <ul style="list-style-type: none"> - Know circle, square, triangle. Sphere. 	<p><u>SSM 30-50months</u></p> <ul style="list-style-type: none"> - Shows awareness of similarities of shapes in the environment. - Shows interest in shapes in the environment. - Uses shapes appropriately for tasks. - Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. <p><u>Continuous provision in Summer 2:</u></p> <p><u>Number 30-50months</u></p> <ul style="list-style-type: none"> - Compares two groups of objects, saying when they have the same number. - Shows an interest in number problems. - Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. <p><u>Number 40-60months</u></p> <ul style="list-style-type: none"> - Recognise some numerals of personal significance. - Recognises numerals 1 to 5. - Counts up to three or four objects by saying one number name for each item. - Counts actions or objects which cannot be moved. Counts objects to 10, <p><u>SSM 30-50months</u></p> <ul style="list-style-type: none"> - Uses positional language. <p><u>SSM 40-60 months</u></p> <ul style="list-style-type: none"> - Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. - Selects a particular named shape.
--	--	--



		<ul style="list-style-type: none"> - Can describe their relative position such as 'behind' or 'next to'. - Orders two or three items by length or height.
<p style="text-align: center;">Autumn 1</p> <p><u>Week 1: Number words and numerals</u> Activity: Role play and number talk (page 7) (22-36 months)</p> <ul style="list-style-type: none"> - Say some number names in sequence <p><u>Week 2: Number words and numerals</u> (30-50 months)</p> <ul style="list-style-type: none"> - Use some number names and number language accurately <p>Activity: Happy birthday (page 8)</p> <p><u>Week 3: Shape, Space and measure</u> (22-36 months)</p> <ul style="list-style-type: none"> - Notices simple shapes and patterns in pictures. <p>(30-50 months)</p> <ul style="list-style-type: none"> - Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. <p>Activity: Look at everyday pictures of everyday objects which are in the shape of a circle and relate to the colours green, red and blue. Then, look at AB patterns of red, blue and green circles. When confident, children to make AB patterns of circles using coloured peg boards (can be teacher-led).</p> <p style="text-align: center;">Autumn 2</p> <p><u>Week 1: Number words and numerals</u> (30-50 months)</p>	<p style="text-align: center;">Spring 1</p> <p><u>Week 1 Lesson 1: Patterns</u></p> <ul style="list-style-type: none"> - Recognise and continue repeating patterns <p>Activity: What comes next? (Pg 10) Room plan activity to correspond with this teaching session.</p> <p><u>Week 1 Lesson 2 : Number blocks</u> (30-50 months)</p> <ul style="list-style-type: none"> - Shows an interest in representing numbers. <p>Activity: Series 1 Episode 1. PPT to support video.</p> <p><u>Week 2 Lesson 1: Number</u> (40-60 months)</p> <ul style="list-style-type: none"> - Count forwards and backwards within the number sequence 1 to 5. - Recognise, say and identify numerals 1 to 5 <p>Activity: Rhyme time to 5 Here are the beehives, Where are the bees? (Pg 14)</p> <p><u>Week 2 Lesson 2: Number blocks</u> (30-50months)</p> <ul style="list-style-type: none"> - Shows curiosity about numbers by offering comments or asking questions. - Shows an interest in representing numbers. <p>Activity: Another one Series 1 Episode 2</p>	<p style="text-align: center;">Summer 1</p> <p><u>Week 1 Lesson 1: Shape Space and Measure</u></p> <ul style="list-style-type: none"> - Begin to make comparisons between quantities - Use some number language, such as 'more' and 'a lot' <p>Activity: Coloured Towers Pg 49</p> <p><u>Week 1 Lesson 2: Number Blocks</u></p> <ul style="list-style-type: none"> - Subitising numbers 1 to 5, Different ways of arranging blocks to 5, Conservation of number – different arrangement of blocks but the number remains the same <p>Activity: Series 1 Episode 11 "How to count"</p> <p><u>Week 2 Lesson 1:</u></p> <ul style="list-style-type: none"> - Use some number language, such as 'more' and 'a lot' <p>Activity: Feely Socks Pg 50</p> <p><u>Week 2 Lesson 2: Number Blocks</u></p> <ul style="list-style-type: none"> - (Composition of numbers 1 to 5, Introduction to the 'part-part-whole' structure of number, Partitioning a whole number into parts, Conservation of number – a number can be partitioned but the whole (total) remains the same) <p>Activity: Series 1 Episode 12 "The Whole of me"</p>

<ul style="list-style-type: none"> - Shows curiosity about numbers by offering comments or asking questions. - Show an awareness of numbers in their environment <p>Activity: We are going on a number hunt (page 7)</p> <p>Week 2: Number words and numerals (30-50 months)</p> <ul style="list-style-type: none"> - Shows curiosity about numbers by offering comments or asking questions. - Recognise some numbers of personal significance <p>Activity: How old are you? (page 8)</p> <p>Week 3: Counting</p> <ul style="list-style-type: none"> - Show awareness of one-to-one correspondence through practical everyday experience <p>Activity: Skittles (page 11) Play skittles in rows to allow for 1 to 1 correspondence.</p> <p>Week 4: Patterns</p> <ul style="list-style-type: none"> - Identify features that are the same in objects eg: colour or size. - To see patterns and verbalise what they can see. <p>Activity: Look closely at pictures of patterns. Relate to the topic: People who help us. E.g. police hat (black and white squares). Children can come in dressed in any repeated pattern. Spot the patterns in each other's clothes.</p>	<p>Week 3 Lesson 1: Number</p> <ul style="list-style-type: none"> - Distinguish between quantities, recognising when a group of objects is more than one <p>Activity: One Bear All Alone Pg 48</p> <p>Week 3 Lesson 2: Number Blocks (30-50 months)</p> <ul style="list-style-type: none"> - Knows that numbers identify how many objects are in a set. - Beginning to represent numbers using fingers, marks on paper or pictures. - Sometimes matches numeral and quantity correctly. <p>Activity: Series 1 Episode 3 "Two"</p> <p>Week 4 Lesson 1: (30-50 months)</p> <ul style="list-style-type: none"> - Recognise groups with one, two or three objects - Shows an interest in representing numbers. - Begins to represent number with marks on paper and fingers. - Shows an interest in number problems. <p>Activity: Wash day Pg 54</p> <p>Week 4 Lesson 2: Number Blocks (30-50 months)</p> <ul style="list-style-type: none"> - Knows that numbers identify how many objects are in a set. - Beginning to represent numbers using fingers, marks on paper or pictures. - Shows an interest in representing numbers. - Subitise up to 3 	<p>Week 3 Lesson 1: Number</p> <ul style="list-style-type: none"> - Count up to five objects by touching each object and saying one number name for each item. - Know that the last number in the count gives the total. <p>Activity: Puppet Counting Pg 55</p> <p>Week 3 Lesson 2: Number Blocks</p> <ul style="list-style-type: none"> - (4 can be partitioned into 2 and 2; and, 1 and 1 and 1 and 1.) <p>Activity: Series 1 Episode 12 "Terrible Twos"</p> <p>Week 4 Lesson 1:</p> <ul style="list-style-type: none"> - Know that the last number in the count gives the total. <p>Activity: Find Five Pg 56</p> <p>Week 4 Lesson 2: Number Blocks</p> <ul style="list-style-type: none"> - The number of a group can be changed by adding to it or taking from it. Addition and subtraction of 1, Number bonds to 5 <p>Activity: Series 1 Episode 14 "Holes"</p> <p>Week 5 Lesson 1: Pattern</p> <ul style="list-style-type: none"> - Create own repeating pattern <p>Activity: Give children a range of carefully selected objects to make patterns. During teaching sessions share photos/examples of patterns made by all adults in nursery.</p> <p>Week 5 Lesson 2: Number Blocks</p> <ul style="list-style-type: none"> - (Addition and subtraction of numbers to 5, Number bonds to 5)
--	---	--



<p><u>Week 5: Shape</u> <u>SSM (22-36 Months)</u></p> <ul style="list-style-type: none"> - Beginning to categorise Objects according to properties such as shape or size <p>Activity: Cover objects in foil and invite children to justify their guesses about what is inside. As you open them sort them according to their shapes. Round, square, rectangular, triangular.</p>	<ul style="list-style-type: none"> - Recognise groups with one, two or three objects <p>Activity: Series 1 Episode 4 “Three” Teacher to create PowerPoint of objects one two and three. Scan through the slides and ask children to say/show on fingers the number of objects they see.</p> <p><u>Week 5 Lesson 1: Number</u> (40-60 months)</p> <ul style="list-style-type: none"> - Represent numbers up to five, using fingers - Recognises numerals 1 to 5. <p>Activity: Number detectives Pg 15</p> <p><u>Week 5 Lesson 2: Number Blocks</u> (30-50 months)</p> <ul style="list-style-type: none"> - Knows that numbers identify how many objects are in a set. - Beginning to represent numbers using fingers, marks on paper or pictures. - Sometimes matches numeral and quantity correctly. - (Counting up to 3, Comparing numbers 1,2 and 3 – ‘bigger’ and ‘smaller’ Ordering numbers 1 to 3, 3 is made up of 2 and 1) <p>Activity: Series 1 Episode 5 “One two and three.”</p> <p style="text-align: center;"><u>Spring 2</u></p> <p><u>Week 1 Lesson 1: Number</u></p> <ul style="list-style-type: none"> - Recognise, say and identify numerals 1 to 5 <p>Activity: Envelope Number Track Pg 17</p>	<p>Activity: Series 1 Episode 5 “Hide and Seek”</p> <p style="text-align: center;"><u>Summer 2</u></p> <p>(*Numbers 6-10 is optional and dependant on if cohort is ready for all numbers to 10.</p> <p><u>Week 1 Lesson 1: Positional Language</u></p> <ul style="list-style-type: none"> - Can describe their relative position such as ‘behind’ or ‘next to’. <p>Activity: Rosie’s Walk Lesson. Read story. Draw a map of Rosie’s walk using the hall set up. Recreate the path she took in the hall using objects/furniture. Children to re-enact it.</p> <p><u>Week 1 Lesson 2: Number Blocks*</u></p> <p><u>Week 2 Lesson 1: Number</u></p> <ul style="list-style-type: none"> - Order numbers in the range 1 to 5 <p>Activity: Squeeze and Squirt Pg 23</p> <p><u>Week 2 Lesson 2: Number Blocks*</u></p> <p><u>Week 3 Lesson 1: Number</u></p> <ul style="list-style-type: none"> - Subitise up to 5 <p>Activity Youtube Videos for subitising up to 5. https://www.youtube.com/watch?v=PSIA-u_ABmU https://www.youtube.com/watch?v=nymOVGGm__I</p> <p><u>Week 3 Lesson 2: Number Blocks*</u></p>
---	---	--



Week 1 Lesson 2: Number Blocks

- (Meet four, 4 is one more than 3, Counting to 4, The structure of 4 as a square number, Recognition of 4 items without counting (subitising))

Activity: Series 1 Episode 6 “Four”

Week 2 Lesson 1: Number

(30-50 months)

- Appreciate that numbers can identify how many objects are in a set

(40-60months)

- Counts up to three or four objects by saying one number name for each item.

Activity: Finger Rhyme Pg 53 and Eyes Shut Pg 55
Combine both .

Week 2 Lesson 2: Number blocks –

- Meet Five, 5 is one more than 4, Counting to 5, Line up 1 to 5 in order

Activity: Series 1 Episode 7

Week 3 Lesson 1: Number

- Match groups with the same number of objects (one to three)

Activity: One two or Three Pg 56

Week 3 Lesson 2: Number blocks

- (Counting to 4, Adding 1s)

Activity: Series 1 Episode 8 “Three Little Pigs”

Week 4 Lesson 1: Shape Space and Measure

- Know circle, square, triangle, **rectangle** (DM- 40-60)
- Selects a particular named shape.

Activity: Under the sea themed Shape pictures

Week 4 Lesson 2: Number Blocks*

Week 5 Lesson 1: Positional Language

SSM 30-50months

- Uses positional language.

Activity: Adult to Hide the class toy somewhere in the room. Children to ask questions to find out where it is. Using the words behind, under, on top. For example Is it behind the computer?

Week 5 Lesson 2: Number Blocks*



Week 4 Lesson 1: Pattern

- Continue an AB pattern and talk about it.
- Activity: PPT of animal/shape themed AB patterns
Animal stamps/stickers and pattern strips.

Week 4 Lesson 2: Number blocks

- (Counting to 5, Line up 1 to 5 in order, Identify missing numbers within a 1 to 5 line-up)
- Activity: Series 1 Episode 9 "Off We Go"

Week 5 Lesson 1: Shape Space and Measure

(40-60 months)

- Orders two or three items by length or height/size
 - Compare objects using big / small/ tall / short
- Activity: Ordering giraffes of different sizes and Compare a range of animals. Elephant: big, Giraffe: Tall, Snake: long, Monkey: short, Mouse: small.

Week 5 Lesson 2: Number blocks

- One to one correspondence – match one number name to each item to be counted
 - Cardinality – the last number in the count is the total size of the group
 - Stable order – say the number names in the correct order
- Activity: Series 1 Episode 10 "How to Count"



<p style="text-align: center;"><u>Room Plan Activities:*</u></p> <p><u>Autumn 1:</u></p> <ul style="list-style-type: none"> - Exposure to Patterns - Shape arrangement of houses for role play display <p><u>Autumn 2:</u></p> <p>SHAPE: Opportunities to construct and create things that represent objects in their environment. Encourage them to think about the appropriateness of the shape they choose. For example using cylinders to represent wheels because they can roll.</p> <ul style="list-style-type: none"> - Uses shapes appropriately for tasks: Fire Engine Shape Picture 	<p style="text-align: center;"><u>Room Plan Activities*</u></p> <p><u>Spring 1:</u></p> <ul style="list-style-type: none"> - Rocket shape picture - Continue an AB repeating pattern using objects of 2 different sizes / colours/ type. Introduce room plan activity at start of day: Shape stickers or stamps for repeated patterns - Know green, red, blue, and white, black, yellow: Sorting of classroom objects into colour. At start of day go through colours PowerPoint and ask children to collect Maths table. - Zig Zag Number Book Numbers and Patterns Scheme Pg 16 <p><u>Spring 2:</u></p> <ul style="list-style-type: none"> - Animal stickers /stamps continue and talk about AB Patterns - Know circle, square, triangle. Sphere. Shape patterns circle, square, triangle. Sphere. Continue AB patterns and talk about them. - Place 2-3 objects into size order. 	<p style="text-align: center;"><u>Room Plan Activities*</u></p> <p><u>Summer 1:</u></p> <ul style="list-style-type: none"> - Create own repeating pattern. Give children a range of carefully selected objects to make patterns. - Numeral/Quantity matching activities that involve using one to one correspondence to count. Showing the last object is the total count. - Water area for comparisons between quantities. <p><u>Summer 2:</u></p> <ul style="list-style-type: none"> - Number Plate Bingo Pg 22 - Create own repeating pattern and talk about it. - Know green, red, blue, white, black, yellow, orange, purple, brown, - 2D Shape Lollypop sticks -
<p style="text-align: center;">* Each child must complete these room plan activities throughout the term. Evidence in Learning Journey.</p>		