Nursery Numeracy Medium Term Planning Summer 2	

Comparison	**How to support this:**
Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!	▪ Adults to encourage children to share items between two people or toys.
Counting	
Begin to recognise numerals 0 to 10.	▪ Adults to model writing numerals, e.g. on badges, birthday cards and banners. ▪ Adults to provide a numeral rich environment, e.g. in role-play areas, mud-kitchen recipes, numbers on trikes and toilet doors. ▪ Adults to provide numerals that children can pick up and use within all aspects of their play. ▪ Adults to provide resources indoors and outside for children to explore and talk about higher numbers. ▪ Adults to play with either dot or numeral dice. Discuss that six on the dice is worth more than four. ▪ Adults to provide a variety of mathematical picture books and share them as part of "warm and cuddly" maths times.
Cardinality	
Explores using a range of their own marks and signs to which they ascribe mathematical meanings	▪ Adults to model and encourage counting and representing numbers within role play, e.g. making a telephone call using a list of numbers. ▪ Adults to value children's own mathematical representations within their pretend play. ▪ Adults to model writing numerals, e.g. on badges, birthday cards and banners. ▪ Adults to value and support children to use their own graphics when problem solving. ▪ Adults to provide a numeral rich environment, e.g. in role-play areas, mud-kitchen recipes, numbers on trikes and toilet doors. ▪ Adults to provide spaces to display children's ongoing mathematical thinking, e.g. their own ways of representing their thinking, and scribing children's words.
Composition	
Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same	▪ Adults to encourage children to share items between two people or toys. ▪ Adults to use opportunities within daily routines to support children's developing sense of number. ▪ Adults to invite children to count out a number of things from a larger group, e.g. Can you get five crackers? ▪ Adults to model wondering and talking about how you might solve a number problem. ▪ Adults to explore different arrangements of the same number, e.g. partitioning five in different ways; hiding one group and "guessing" the hidden number. ▪ Adults to support children to choose how to arrange collections of two, three and four objects in different ways.
Spatial Awareness	
Predicts, moves and rotates objects to fit the space or create the shape they would like	▪ When children are exploring, adults to use the language of position and direction in context (*in, on, inside, under, over,* progressing to *between, beside, next to through, along*, including relative terms which depend on where you are, e.g. *behind, in front of, forwards, backwards*) using equivalent terms for these in home languages through liaison with families where possible. ▪ In block play, adults to sensitively support and challenge experienced builders to make bridges and enclosures.

	▪ Adults to encourage children to persevere with jigsaws, perhaps demonstrating "hovering" jigsaw pieces to check if they will fit. ▪ Adults to provide opportunities for children to explore position themselves inside, behind, on top and so on. ▪ Adults to provide picture books to stimulate discussion about position and direction. ▪ Adults to create trails and treasure hunts with the children. ▪ Adults to organise the indoor and outdoor environment with outlines for objects or specific places for children to tidy up items by fitting them into the designated space.
Shape	
Attempts to create arches and enclosures when building, using trial and improvement to select blocks	▪ Adults to help children to choose shapes for a purpose, e.g. a triangular block for a roof and the wedge-shaped block for a ramp. ▪ Adults to offer an appropriate or inappropriate shape for what you think the child's purpose might be to investigate their thinking. ▪ As children experience shapes, adults to use informal language (e.g. slanty, pointy, twisty, wiggly, bumpy), common shape names (e.g. cylinder, cone, circle, square) and "nearly" shapes (e.g. This is almost a square, but it's got curvy corners). ▪ Adults to value children's constructions and solutions to problems they have set themselves and talk about how the shapes have combined to make new shapes. ▪ Adults to provide differently shaped resources to handle, carry, move and explore. ▪ Adults to provide large and small blocks and boxes for construction both indoors and outdoors.
Pattern	
Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next	▪ Whilst playing alongside children, adults to model simple repeating patterns of two or three items and encourage children to create and continue patterns. ▪ Adults to demonstrate arranging objects in spatial patterns when building, collaging or playing with loose parts. ▪ Adults to draw children's attention to patterns around them including from a range of cultures. ▪ Adults to provide a range of items for free exploration of patterning indoors and outdoors including natural materials, pattern blocks, loose parts, mats, trays and strips. ▪ Adults to encourage children to join in with body patterns or repeating sections of songs.
Measures	
Recalls a sequence of events in everyday life and stories	▪ Adults to encourage children to respond to and use words such as before, after, soon or later when talking about routines, recent events and events in a story or rhyme. ▪ Adults to ask children to predict what happens next? Using visual timetables, books and stories

Week	Links to curriculum
1 and 2: Show me 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. • Beginning to notice numerals (number symbols). • Beginning to count on their fingers.

	• Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.
3 and 4: My own pattern	• 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...' • Beginning to understand some talk about immediate past and future. • Beginning to anticipate times of the day such as mealtimes or home time. • Attempts to create arches and enclosures when building, using trial and improvement to select blocks
5 and 6: Stop at 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. • Experiment with their own symbols and marks as well as numerals. • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle). • Links numerals with amounts up to 5 and maybe beyond. • Explores using a range of their own marks and signs to which they ascribe mathematical meanings.
7: Match, sort, compare	• Compare quantities using language: 'more than', 'fewer than'. • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'. • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!