Nursery Numeracy Medium Term Planning Our Local Superheroes	Autumn 2

Comparison	**How to support this:**
Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'.	▪ Adults to encourage children to explore the collections they make, comparing amounts and counting some of the items, emphasising the last number. ▪ Adults to provide buckets and bags for children to create collections of objects which they can count.
Counting	
Begins to say numbers in order, some of which are in the right order (ordinality)	▪ Adults to include the number sequence in everyday contexts and songs so children experience the order of the numbers (ordinality). ▪ Adults to draw attention to contrasting differences and changes in numbers, checking together How many now?
Cardinality	
In everyday situations, takes or gives two or three objects from a group Beginning to notice numerals (number symbols). Beginning to count on their fingers.	▪ Adults to point out the number of things whenever possible. ▪ Adults to encourage children to use marks to represent their mathematical ideas in role play. ▪ Adults to help children to give or get two or three item. ▪ Adults to provide opportunities for children to explore cardinality in the environment using self-correcting resources, e.g. jigsaw with two ducks and the number two, or displays showing the numeral and the number of items. ▪ Adults to sing counting songs and rhymes which help to develop children's understanding of number. ▪ Adults to say the counting sequence going to higher numbers, in a variety of contexts, indoors and out, and sometimes counting backwards.

Week	Links to the curriculum
Weeks 1-2: Counting 1: Hear and say number names	• Recite numbers past 5. Examples of how to support this: Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns. • Says some counting words • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence. • Begins to say numbers in order, some of which are in the right order (ordinality).
Weeks 3-4: Counting 2: Begin to order number names.	• Recite numbers past 5. Examples of how to support this: Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns. • Begins to say numbers in order, some of which are in the right order (ordinality). • Beginning to count on their fingers.
Weeks 5-6: Subitising 1: I see 1, 2, 3.	• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Subitises one, two and three objects (without counting).
Week 7: Revisiting any aspects the children found challenging.	• Recite numbers past 5. Examples of how to support this: Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns. • Says some counting words • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence. • Begins to say numbers in order, some of which are in the right order (ordinality). • Beginning to count on their fingers. • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Subitises one, two and three objects (without counting).