

Elston Hall Learning Trust

Early Years Maths LTP: Nursery

- All 3-4 years AREs from new EYFS curriculum, based on development matters are covered during adult led learning
- Nursery pupils have one 20min – 30min lesson per week of adult led maths learning.
- Daily provision will allow for incidental maths learning of number, shape, weight, size, capacity
- Incidental maths through circle time – date, snack will take place daily
- Learning is primarily practical within Nursery, and may take place both indoors and outside.
- Additional coverage of positional language, describing routes, patterns and construction will take place through adult led topic learning.

	W1	W2	W3	W4	W5	W6	W7
AUTUMN 1	Home visits	Home visits	Settling in week Rules and routines	Baseline (In House)	Baseline (In House)	OMS: 0-3yrs Take part in finger rhymes with numbers. <u>Counting</u> Count actions, objects around us in the environment Incidental counting and curiosity of numbers in the environment 0-3yrs: Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.	OMS: 0-3yrs Take part in finger rhymes with numbers. <u>Counting</u> Count actions, objects around us in the environment Incidental counting and curiosity of numbers in the environment 0-3yrs: Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.

	W1	W2	W3	W4	W5	W6	W7
AUTUMN 2	<p>OMS: To participate in counting rhymes to 5</p> <p><u>Zero</u></p> <p>Introduce number through Ten Town story and song. Show number on fingers. Sort numeral – is numeral, not numeral</p> <p>Explore character in more detail e.g. empty the rubbish out of the zero pond</p> <p>3-4yrs Show 'finger numbers' up to 5.</p> <p>3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>OMS: To participate in counting rhymes to 5</p> <p><u>Zero</u></p> <p>Recap number through Ten Town story and song. Show number on fingers. Using Ten Town tracing number rhyme and game to air write number. Form number in different media.</p> <p>3-4yrs Show 'finger numbers' up to 5.</p> <p>3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>3-4yrs Experiment with their own symbols and marks as well as numerals.</p>	<p>OMS: To participate in counting rhymes to 5</p> <p><u>Zero</u></p> <p>Recap number through Ten Town story and song. Show number on fingers. Explore zero as empty and nothing Use Ten Town resource sheet to circles sets of 0 Play Ten Town game on I-pad/IWB finding sets of 0</p> <p>3-4yrs Show 'finger numbers' up to 5.</p> <p>3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>3-4yrs Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>OMS: To participate in counting rhymes to 5</p> <p><u>One</u></p> <p>Introduce number through Ten Town story and song. Show number on fingers. Sort numeral – is numeral, not numeral</p> <p>Explore character in more 3-4yrs Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. detail e.g. lay the table for King One</p> <p>3-4yrs Show 'finger numbers' up to 5.</p> <p>3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>OMS: To participate in counting rhymes to 5</p> <p><u>One</u></p> <p>Recap number through Ten Town story and song. Show number on fingers. Using Ten Town tracing number rhyme and game to air write number. Form number in different media.</p> <p>3-4yrs Show 'finger numbers' up to 5.</p> <p>3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>3-4yrs Experiment with their own symbols and marks as well</p>	<p>OMS: To participate in counting rhymes to 5</p> <p><u>Weight</u></p> <p>Weigh the present for Santa</p> <p>3-4yrs Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>OMS: To participate in counting rhymes to 5</p> <p><u>Pattern</u></p> <p>Looking at and making wrapping paper for Christmas</p>

	W1	W2	W3	W4	W5	W6	W7
SPRING 1	<p>OMS: Talk about patterns 3-4yrs Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p style="text-align: center;"><u>One</u></p> <p>Recap number through Ten Town story and song. Show number on fingers. Explore zero as empty and nothing Use Ten Town resource sheet to circles sets of 1 Play Ten Town game on I-pad/IWB finding sets of 1</p> <p>3-4yrs Show 'finger numbers' up to 5.</p> <p>3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>3-4yrs Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p>	<p>OMS: Talk about patterns 3-4yrs Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p style="text-align: center;"><u>One</u></p> <p>Recap number through Ten Town story and song. Show number on fingers. Explore zero as empty and nothing Use Ten Town resource sheet to circles sets of 1 Play Ten Town game on I-pad/IWB finding sets of 1</p> <p>Look at number represented in different ways – dice, numicon, tower of bricks, objects, 1p, 1'oclock Sort representations of number and not that number</p> <p>3-4yrs Show 'finger numbers' up to 5.</p> <p>3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>OMS: To begin to use positional language 3-4yrs Understand position through words alone – for example, "The bag is under the table," –with no pointing.</p> <p style="text-align: center;"><u>Two</u></p> <p>Introduce number through Ten Town story and song. Show number on fingers. Sort numeral – is numeral, not numeral Explore character in more detail e.g. use two hand to do two jobs</p> <p>3-4yrs Show 'finger numbers' up to 5.</p> <p>3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>OMS: To begin to use positional language 3-4yrs Understand position through words alone – for example, "The bag is under the table," –with no pointing.</p> <p style="text-align: center;"><u>Two</u></p> <p>Recap number through Ten Town story and song. Show number on fingers. Using Ten Town tracing number rhyme and game to air write number. Form number in different media.</p> <p>3-4yrs Show 'finger numbers' up to 5.</p> <p>3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>3-4yrs Experiment with their own symbols and marks as well</p>	<p>OMS: To begin to recite number to 5 Counting up in 1s</p> <p style="text-align: center;"><u>Two</u></p> <p>Recap number through Ten Town story and song. Show number on fingers. Explore zero as empty and nothing Use Ten Town resource sheet to circles sets of 2 Play Ten Town game on I-pad/IWB finding sets of 2</p> <p>3-4yrs Show 'finger numbers' up to 5.</p> <p>3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>3-4yrs Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>3-4yrs Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5..</p>	<p>OMS: To be able to recite number to 5 Counting up in 1s</p> <p style="text-align: center;"><u>Two</u></p> <p>Recap number through Ten Town story and song. Show number on fingers. Explore zero as empty and nothing Use Ten Town resource sheet to circles sets of 2 Play Ten Town game on I-pad/IWB finding sets of 2 Look at number represented in different ways – dice, numicon, tower of bricks, objects, 1p, 1'oclock Sort representations of number and not that number</p> <p>3-4yrs Show 'finger numbers' up to 5.</p> <p>3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>3-4yrs Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5..</p>	N/A

	W1	W2	W3	W4	W5	W6	W7
SPRING 2	<p>OMS: To be able to recite number to 5 Counting up in 1s</p> <p style="text-align: center;"><u>Three</u></p> <p>Introduce number through Ten Town story and song. Show number on fingers. Sort numeral – is numeral, not numeral Explore character in more detail e.g. use two hand to do two jobs</p> <p>3-4yrs Show 'finger numbers' up to 5.</p> <p>3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>OMS: To be able to recite number to 5 Counting up in 1s</p> <p style="text-align: center;"><u>Three</u></p> <p>Recap number through Ten Town story and song. Show number on fingers. Using Ten Town tracing number rhyme and game to air write number. Form number in different media.</p> <p>3-4yrs Show 'finger numbers' up to 5.</p> <p>3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>3-4yrs Experiment with their own symbols and marks as well</p>	<p>OMS: To begin to show finger numbers up to 5 Develop a sense of 5 – show numbers on fingers</p> <p style="text-align: center;"><u>Three</u></p> <p>Recap number through Ten Town story and song. Show number on fingers. Explore zero as empty and nothing Use Ten Town resource sheet to circles sets of 3 Play Ten Town game on I-pad/IWB finding sets of 3</p> <p>3-4yrs Show 'finger numbers' up to 5.</p> <p>3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>3-4yrs Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>3-4yrs Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5..</p>	<p>OMS: To begin to show finger numbers up to 5 Develop a sense of 5 – show numbers on fingers</p> <p style="text-align: center;"><u>Three</u></p> <p>Recap number through Ten Town story and song. Show number on fingers. Explore zero as empty and nothing Use Ten Town resource sheet to circles sets of 3 Play Ten Town game on I-pad/IWB finding sets of 3 Look at number represented in different ways – dice, numicon, tower of bricks, objects, 1p, 1'oclock Sort representations of number and not that number</p> <p>3-4yrs Show 'finger numbers' up to 5.</p> <p>3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>3-4yrs Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5..</p>	<p>OMS: To begin to subitise to 3 3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p style="text-align: center;"><u>2D shapes</u></p> <p>3-4yrs Talk about and explore 2D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>3-4yrs Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>3-4yrs Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>OMS: To begin to subitise to 3 3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p style="text-align: center;"><u>3D shapes</u></p> <p>3-4yrs Talk about and explore 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>3-4yrs Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>3-4yrs Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	N/A

	W1	W2	W3	W4	W5	W6	W7
SUMMER 1	<p>OMS: identify and recognise 0 Recap through Ten Town Forming 0 on WBs Showing 0 on fingers Counting 0 – sets game on Ten Town</p> <p><u>Pattern</u></p> <p>3-4yrs Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>OMS: identify and recognise 1 Recap through Ten Town Forming 1 on WBs Showing 1 on fingers Counting 1 – sets game on Ten Town</p> <p><u>Pattern</u></p> <p>3-4yrs Notice and correct an error in a repeating pattern.</p>	<p>OMS: identify and recognise 2 Recap through Ten Town Forming 2 on WBs Showing 2 on fingers Counting 2 – sets game on Ten Town</p> <p><u>Size</u></p> <p>3-4yrs Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>OMS: identify and recognise 3 Recap through Ten Town Forming 3 on WBs Showing 3 on fingers Counting 3 – sets game on Ten Town</p> <p><u>length</u></p> <p>3-4yrs Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>OMS: To begin to subitise to 3 3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p><u>Counting</u> <u>Touch counting</u> 3-4yrs Say one number for each item in order: 1,2,3,4,5.</p> <p>3-4yrs Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p>	<p>OMS: To begin to subitise to 3 3-4yrs Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p><u>Matching numeral to amount</u> 3-4yrs Say one number for each item in order: 1,2,3,4,5.</p> <p>3-4yrs Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>3-4yrs Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	N/A
SUMMER 2	<p>W1</p> <p>OMS: To be able to show finger numbers up to 5 Develop a sense of 5 – show numbers on fingers</p> <p><u>Comparing</u></p> <p>Comparing amounts - more 3-4yrs Compare quantities using language: 'more than', 'fewer than'.</p>	<p>W2</p> <p>OMS: To recite numbers past 5</p> <p><u>Comparing</u></p> <p>Comparing amounts - less 3-4yrs Compare quantities using language: 'more'</p>	<p>W3</p> <p>OMS: To begin to use positional language 3-4yrs Understand position through words alone – for example, "The bag is under the table," –with no pointing.</p> <p><u>Describing routes</u></p> <p>3-4yrs Describe a familiar route. 3-4yrs Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>W4</p> <p>OMS: To recite numbers past 5</p> <p><u>Time</u></p> <p>3-4yrs Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>W5</p> <p>OMS: Comparing amounts – more and less 3-4yrs Compare quantities using language: 'more than', 'fewer than'.</p> <p><u>Composition to 5</u></p> <p>3-4yrs Solve real world mathematical problems with numbers up to 5.</p>	<p>W6</p> <p>Consolidation week</p>	<p>W7</p> <p>Consolidation Week</p>