



Walbrook Nursery School

Mathematics Long-Term Plan

	Term 1		Term 2		Term 3		Term 4 and 5 Challenge and Extension
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
We are learning to...	-recognise and say the names of the numerals 'one' and 'zero'. -touch count 'one'. -identify which quantity has 'more'. -join in with number songs. -orally count to three and beyond. -say numbers when we touch count.		-recognise and say the names of the numerals zero, one, two and three. -show how many is one and how many is two without counting. - count a group of one, two or three objects. -make a group of one, two or three objects. -stop on the last object we have counted and say this as our total. -say which quantity has more. -say which quantity has less/ fewer. -sing a few number songs with confidence-knowing most of the words. -count in order to five and beyond.		-recognise and say the names of the numerals zero, one, two, three, four and five. -show how many is one, two and three without counting. -count a group of one, two, three, four or five objects. -make a group of one, two, three, four or five objects. -stop on the last object we have counted and say this as our total. -compare quantities using the vocabulary "more", "less" and "fewer". Count in order beyond five.		-subitise numerals to six. -recognise and make marks to represent the numerals zero, one, two, three, four and five. -make marks to show the numbers zero, one, two, three, four and five as a quantity (drawing circles or lines etc). -make a group one more. -make a group one fewer. -say the total after adding one more. -say the total after making a group one less. Count beyond to ten and beyond.
Adult-Directed Session	Number songs to 3 <ul style="list-style-type: none"> • 3 little monkeys • 3 little ducks • 3 little men in a flying saucer • 3 current buns • 3 in the bed • 3 little speckled frogs One and none game Lucky dip one or none All about number one photo pack 'One to none' biscuit eating Which has more game? Different representations of one pairs game. Zero/ not zero game		Number songs to 5 <ul style="list-style-type: none"> • 5 little monkeys • 5 little ducks • 5 little men in a flying saucer • 5 current buns • 5 in the bed • 5 little speckled frogs Lucky dip number two/ three All about number two photo pack All about number three photo pack Counting one, two, three numicon and sorting Roll the dice-one two or three actions Which has fewer game?		Number songs beyond 5 <ul style="list-style-type: none"> • 10 in the bed • 10 green bottles • 1,2,3,4,5 • 10 fat sausages Numbers to five and set group matching game Numicon to five and number matching Numicon to five, tweezers and pom-poms (making a set amount) Roll the dice and actions (one to six) Roll the dice and collect that many toys		Number songs beyond 5 <ul style="list-style-type: none"> • 10 in the bed • 10 green bottles • 1,2,3,4,5 • 10 fat sausages Clipboards and pens for mark-making during group time Zero-five number line with objects Zero to five number line with mark making tools
Suggested Teachable Moments	Spoon, pom-poms and numicon one, two and three-making ready-made group Numicon Number bean bags Numbers in the environment Number tower measure Number block characters Dice Natural Resource Counting Number jigsaws Number jumping outside Number hunt Numbered plates and dough Problem of the Week		Spoon, pom-poms and numicon one, two and three-making ready-made group Numicon Number bean bags Numbers in the environment Number tower measure Number block characters Dice Natural Resource Counting Number jigsaws Number jumping outside Number hunt Numbered plates and dough One, two, three memory game Tweezers, conkers and numbered plates Order numerals to three. Problem of the week		Spoon, pom-poms and numicon one, two and three-making ready-made group Numicon Number bean bags Numbers in the environment Number tower measure Number block characters Dice Natural Resource Counting Number jigsaws Number jumping outside Number hunt Numbered plates and dough Mark making numerals Subitise pairs game zero to three Ordering numerals to five Number bean bag toss. Hopscotch Number writing outside		Dice number and group match-quick subitise game Numicon and Dice face match. Lucky dip number and drawing pictures to represent the quantity Plates and objects to make one more/ one less. Clipboards and pens with song images on-make the song have one less by crossing one out.

Objectives	<p>Know the meaning and numeral representation for one and zero.</p> <p>Can count one.</p> <p>Look at different quantities of extreme difference and know which has more.</p> <p>Can join in with some number songs.</p> <p>Rote counts to three and beginning to count beyond.</p> <p>Can begin to say some numbers in order when joining in with touch counting.</p>	<p>Know the meaning of one, two e.g., get two cars...show me two fingers.</p> <p>Know the numerals zero, one, two and three.</p> <p>Beginning to make a group of one, two and three items.</p> <p>Know that when counting the last number said is the total.</p> <p>Look at different quantities of extreme difference and know which has fewer.</p> <p>Knows two to three number songs confidently.</p> <p>Rote counts to five and beginning to count beyond.</p>	<p>Subitise numbers zero to three.</p> <p>Matches number of objects with numerals to five e.g. cars, teddies, fingers.</p> <p>Can touch count to five items and knows the last number reached dictates the total.</p> <p>Compares quantities.</p> <p>Recite numbers past five.</p>	<p>Subitises numbers to six.</p> <p>Will say what is one more.</p> <p>Will say what is one less/ fewer.</p> <p>Can show one more.</p> <p>Can show one less/ fewer.</p> <p>Look at and compare three sets of quantities and use the vocabulary 'more' and 'less' to explain their understanding.</p> <p>Is able to explain what we have to do to be able to count correctly.</p>
I can...	<p>I can join in with number songs that use numbers up to three.</p> <p>I can begin to show my fingers to represent the number in the song.</p> <p>I can recognise the numeral zero and know how many it is by showing with objects and fingers.</p> <p>I can recognise the numeral one and know how many one is by showing with objects and fingers.</p> <p>I can rote count to 5.</p>	<p>I can join in with number songs that use numbers up to five.</p> <p>I can represent some numbers with my fingers to represent the number in the song.</p> <p>I can recognise the numeral two and know how many it is by showing with objects and fingers.</p> <p>I can recognise the numeral three and know how many it is by showing with objects and fingers.</p> <p>I can begin to rote count beyond 5.</p>	<p>I can join in with number songs that use numbers up to ten.</p> <p>I can represent some numbers with my fingers to represent the number in the song.</p> <p>I can recognise the numeral four and know how many it is by showing with objects and fingers.</p> <p>I can recognise the numeral five and know how many it is by showing with objects and fingers.</p> <p>I can begin to rote count beyond five.</p>	<p>I can sing a range of number songs and can sing them with confidence.</p> <p>I can represent numbers to five with my fingers without counting.</p> <p>I can represent numbers with my fingers in multiple ways (e.g., three as one finger on one hand and two on the other OR three on one hand)</p> <p>I can say which number is one more than a number up to five.</p> <p>I can which number is one less than a number up to five.</p> <p>I can make marks to represent the numerals zero to five.</p> <p>I can make marks to represent the quantity of numbers to five.</p>