



Nursery Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Light and dark	Arctic explorers	Come outside	Ticket to ride	Fun at the Seaside
Maths <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i>	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 understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , 'have a go' , talk to adults and peers about what they notice and not be afraid to make mistakes.					
	<ul style="list-style-type: none"> Baseline: counting, sorting, basic shapes. Subitising up to 3 counting in sequence (forwards, backwards, using actions and through songs and games). Counting objects, pointing out the last number. Introducing basic shapes. 	<ul style="list-style-type: none"> counting objects, pointing out the last number. number games and collecting a specific number of items. Finger numbers up to 5 Linking numerals and amounts throughout the setting. sorting by size and capacity (vehicles and trucks) categorising by colour 	<ul style="list-style-type: none"> Explore numerals and number tracks Introduce real world mathematical problems with numbers up to 5 during, snack time, group time etc. Have a 'number problem of the day'. Activities using simple visual comparisons introducing more than and fewer than. 	<ul style="list-style-type: none"> Prepositions in real life contexts. Using positional language to plan a 'route' for example a trip to the shop or super market. Take children out to the shop and recall the route that was planned. 	<ul style="list-style-type: none"> Comparing lengths and weights (vegetables, farm animals). Use photographs from our trip to the farm to talk about real life vents. Encourage children to talk about what we did throughout the day using, 'first, then, next' language. 	<ul style="list-style-type: none"> Patterns from different cultures e.g fabrics. Introduce vocabulary to describe patterns. Describe a pattern Copy a pattern Create their own patterns using a variety of materials
	<p><u>How do we support the development of children's mathematics on a daily basis in Nursery?</u></p> <ul style="list-style-type: none"> *Children have free access to a variety of maths equipment to support counting, sorting and other mathematical concepts through continuous provision. *Children talk about the day and orally count through the daily calendar. *Children count orally throughout the day, such as registration and lining up time. *Children sing maths songs *Ten town characters are used to support number knowledge and are encouraged to access from home *Children practise subitising daily during registration and incidental number challenges *Sand timers are used to manage sharing of equipment etc *A range of 2d shapes are always accessible to children *Adults model key vocabulary such as long, short, tall, full etc during interactions with children during their play 					