**Ilminster Avenue Nursery School**



**Make a Healthy Snack**

* **Number**: Notice or compare the amount of objects (snack time). Use some number names in their play. Notice a set of objects to 3/4. (subitising) Using number for a purpose (recipe)
* **Numerical Pattern**: Start to understand & follow prepositions. Follow a sequence. Make confident comparisons of quantities and capacity when cooking.

**Vocabulary**: more/fewer, big, small, first, then, in front of, behind, full, empty.

**Contribute to a Performance**

* **Number**: Showing interest in solving real life number problems (sharing). Subitise objects up to five. Start to notice the parts of a number within the whole up to five. I can recognise numerals up to five.
* **Numerical Pattern**: Notice shapes within other shapes or real life objects.

**Vocabulary**: sharing, take away, predicting, solution, fair, explaining.

**Make Your Own Playdough**

* **Number**: Notice the amount of children in small groups (up to 5). Notice a set of four objects. Share a small set of objects between friends, recognizing when they both have the same.
* Counting for a purpose: to follow the recipe e.g. 1 cup, 2 cups.
* **Numerical Pattern**: Notice and continue a repeating pattern.

**Vocabulary**: Time words, ordinal language

**Play a Game**

* **Number**: I am starting to know that numerals represent a group of objects. Using number names with purpose and confidence. Notice a set of four objects and the parts within a number.
* Instantly recognising groups on dice.
* **Numerical Pattern**: Complete puzzles with up to 6-10 pieces. Telling a story in order of events.

**Vocabulary**: Sequencing words, before, next, after, page numbers. Beginning, middle, end.

**Being happy at Nursery**

* **Number**: Rote count to 5. Joining in with number rhymes to 5. Notice number in the environment around them
* **Numerical Patterns**: Exploring matching games. Being aware of the environment around them. Awareness of sand timers.

**Vocabulary**: Notice, group of 1, 2 & 3, I can see…, routines

* **Learn a Nursery Rhyme**
* **Number**: Sort/classify objects into 2 or 3 groups i.e. by colour, size, function. Notice a set of objects to 3
* **Numerical Patterns**: Recognise similarities and differences between objects. Complete an inset puzzle. Start to understand prepositions ‘in’ and ‘under.

**Vocabulary**: Action/time words from Nursery Rhymes, finger numbers, In, under

**Mathematics**

We believe that the building blocks for Mathematical Development are Thinking, Reasoning and Problem Solving. These skills are crucial to children’s later success.

Mathematics is uniquely powerful in helping us to make sense of, and describe, our world and in enabling us to solve problems.

Children develop their understanding of Mathematics in a range of contexts, opportunities and experiences that inspire, engage and create enquiring mathematical minds.