

<p>Maths</p> <p>Shape, Space and Measure</p>	<p><b>Nursery Skills</b></p>	<p><u>Development Matters 30-50months</u></p> <ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Uses shapes appropriately for tasks.</li> <li>• Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>	<p><b>Reception Skills</b></p>	<p><u>Development Matters 40-60months</u></p> <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>• Uses everyday language related to time.</li> <li>• Beginning to use everyday language related to money.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul> <p><b>Early Learning Goal</b>  <b>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b></p>
<p><u>Autumn 1</u></p> <p>Environment</p>	<p>To play with and showing interest in shapes</p> <p>To make arrangements with shapes e.g. building towers or stacking blocks</p>	<p>Building blocks</p> <p>2D and 3D shapes for building</p> <p>Loose parts outdoor</p> <p>Construction materials</p>	<p>To recognise, create and describe patterns</p> <p>To use familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>Topic: <i>We've Got the Whole World in Our Hands</i></p> <p>2D and 3D shapes out in the environment</p> <p>Range of paints and stamps to make patterns</p> <p>Numicon</p> <p>Multilink cubes</p> <p>Range of small world objects</p>
<p>Activities</p>	<p>To sort items by colour</p>	<p>Co-playing and modelling language.</p> <p>Building tall towers using a range of construction materials.</p> <p>Painting / sorting activities.</p> <p><b>Key Vocabulary: tall, small, build, tower</b></p>		<p>Children to use a range of resources in the environment to support their independent learning.</p> <p>Model a pattern and ask a child to copy the pattern</p> <p>Children to continue a repeating pattern</p> <p>Children to use a circular format to try and create a repeating pattern.</p>

				Children to create AB and ABC repeating patterns <b>Key Vocabulary: pattern, repeat,</b>
What you will see		Children using available resources to support their play e.g. using wooden blocks to make arrangements.  Children sorting a range of objects e.g. coloured bears into coloured pots.		Children using the resources in the environment to create different patterns.  Adults capturing the children's patterns that are created.  Children talking about their pattern and why they have created it.
<b>Autumn 2</b>  Environment	To identify similarities of shapes in the environment  To use jugs, pots and tubs to explore capacity  To identify colours by name	Shapes around the classroom in different areas  Role play area  Construction zone inside/outside  Water tray / sand tray with containers	Can describe their relative position such as 'behind' or 'next to'.  Can order and sequences familiar events	Topic: Let's Celebrate Opportunities to mark make around the environment  Pictures or props to help sequence basic stories  Picture clues to support children with the daily Reception routine
Activities		Sorting shapes in different ways.  Painting and colour mixing using 4 prime colours to start.  Colour BINGO!  <b>Key Vocabulary: shape, red, blue, yellow, green</b>		Talking about what they did in the holidays describe past events accurately.  Children to practise finding where their pegs and trays are and who they are next to on the carpet.  Children creating maps of their route to school and talk in about where they live and what is next to them.  <b>Key Vocabulary: next to, behind, in front, order</b>
What you will see		Children exploring capacity by pouring and mixing using a range of different sized containers.  Children naming colours they are using.  Children noticing more detailed features and making comparisons e.g. the sun looks like a circle.		Children and adults using everyday language linked to positions such as, "where do you sit on the carpet?"  Children retelling adults about familiar events past and present.
<b>Spring 1</b>  Environment	To use correct language to talk about shapes e.g. star, circle	Different sized items for ordering  Big and small images  Maths table activities	Can order two or three items by length or height	Topic: Topic: A Helping Hand Measuring tapes and rulers in the environment  A range of different sized objects on a table to sort

Activities	To develop understanding of concepts big, little, long, short	<p>Sorting according to shape</p> <p>Sorting according to size</p> <p>using lose parts outside to sort</p> <p>Children looking at different heights and comparing two children</p> <p><b>Key Vocabulary: Little, long, short, circle</b></p>	To compare quantities and objects and to solve problems	<p>Children to create a height chart to compare how tall they are compared to other children in the class.</p> <p>Children to get into height order in groups outside.</p> <p>Children have to measure different animals at the vets. Which is the longest animal? Which is the shortest?</p> <p><b>Key Vocabulary: length, height, short, tall, heavy, light</b></p>
What you will see		<p>Children accessing all the shapes in the environment effectively.</p> <p>Children accessing the maths table and ordering objects.</p>		Children measuring themselves and other resources in the environment.
<u>Spring 2</u>	To use positional language	<p>Objects outside in the environment to build with.</p> <p>Building blocks all sizes and shapes</p> <p>Transport vehicles</p> <p>Map materials on the floor</p>	To select a particular named shape	Topic: Let it Grow Different types of shapes in the environment
Environment			To use mathematical language to describe shapes	Sorting shapes
Activities		<p>Playing copying games with blocks e.g. "can you get a blue block and add it on top".</p> <p>Obstacle course outside where children have to go over and under objects.</p> <p>Simon says game and other copying games.</p> <p><b>Key Vocabulary: on top, next to, behind</b></p>		<p>Sorting shapes into categories e.g. all round shapes in one box.</p> <p>What shape is in the bag? Children have to describe the shape and children have to guess what it is.</p> <p>Shape hunt around the school.</p> <p><b>Key Vocabulary: round, side, corner, flat</b></p>
What you will see		Children and adults using positional language for everyday things such as "your coat is behind the table".		<p>Children with clip boards on a shape hunt.</p> <p>Children using shapes effectively in the environment.</p>
<u>Summer 1</u>	To use shapes appropriately for tasks e.g. circle to represent a head or sun	<p>Range of shapes</p> <p>Shapes with different textures e.g. clear shapes, foam shapes</p>	To use everyday language related to time	<p>Topic: Fairy Tales</p> <p>A range of large and small clocks in the environment.</p> <p>Role play area linked to topic e.g. buying and selling items from Jack and the beanstalk.</p>
Environment				

				Ice cream shop role play outside
Activities		<p>Drawing themselves using mirrors on paper, on the floor with chalk.</p> <p>Children have to copy patterns zig zags or wavy lines.</p> <p>Children draw/copy shapes</p> <p>Children can create designs or patterns using shape</p> <p>Children can try and make a picture e.g. flower using foam shapes.</p> <p><b>Key Vocabulary: patter, triangle, circle, square, rectangle</b></p>	To begin to use everyday language related to money	<p>Children use clocks to learn about o'clock linked to our Fairy tale topic. 12 o'clock for Cinderella.</p> <p>Adult to model using the big clock and children all have their own mini clock.</p> <p>Children have to fill in the correct hands of the clock for a set time.</p> <p>Children have to create their own tickets for the fairy tale ball and work out how much money to charge?</p> <p><b>Key Vocabulary: pound, pennies, o'clock, digital, analogue</b></p>
What you will see		Children using a range of tools and resources to mark make shapes.		<p>Children writing their ball tickets ready to sell.</p> <p>Children using language around time and money in their role play.</p> <p>Children accessing a range of clocks.</p>
<b>Summer 2</b>				
Environment	To begin to use language to talk about the shapes of everyday objects, e.g. 'round' and 'tall'	<p>2D and 3D shapes in the environment</p> <p>A range of cubes</p>	To measure short periods of time in simple ways	<p>Topic: Under the Sea</p> <p>Obstacle course outside for children to be timed to complete.</p> <p>Range of tools to measure time e.g. stop watches, sand timers, egg timers.</p> <p>Activities or games to complete in a certain time</p>
Activities	To try and copy a simple AB repeat patters	<p>Children to continue repeating patterns set up.</p> <p>Colour patterns using paint</p> <p>Colour cube patterns</p> <p><b>Key Vocabulary: round, tall, repeat, pattern</b></p>		<p>Children will time each other for sports day races by counting.</p> <p>Using sand timers to support taking turns and sharing resources.</p> <p>Completing special tasks in a certain time.</p>

				<p>Children getting changed for PE before the big timer on the board runs out.</p> <p><b>Key Vocabulary:</b> time, timer, stop watch, clock</p>
<p>What you will see</p>		<p>Children using a range of materials to make repeating patterns.</p> <p>Children to be using appropriate vocabulary when using shapes.</p>		<p>Children using various tools to measure time in different ways.</p>