

## Reception Maths Medium Term Plan – Autumn 1

### How is Maths taught in Reception?

Self registration – children add picture to tens frames. How many children are here? How many children are away?

Date – days of the week song, count up to the date number.

Daily nursery rhymes – number links

Daily Maths lesson (from week 4) – Review, Teach, Practise in groups, Apply

3x Number

2x Shape, Space, Measures

Number Sense – 5 mins daily (from week 2)

Maths opportunities within the environment as part of continuous and enhanced provision

### Mathematics

#### Number

<p><i>Getting to know children and, through their play, assessing children's ability to:</i></p> <p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Experiment with their own symbols and marks as well as numerals. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Identify which group has the largest/smallest amount. Identify which group has most/more and least/less. Put two groups of objects together and count them to find the total amount. Solve simple real world mathematical problems with numbers up to 5 with apparatus and support.</p>	<p>Count objects, actions and sounds. 1:1 correspondence to 10</p> <p><b>Developing fast recognition of up to 3 objects, without having to count them individually ('subitising').</b></p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral (numbers to 3)</p> <p><b>Developing fast recognition of up to 3 objects, without having to count them individually ('subitising').</b></p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, (numbers to 5).</p> <p><b>Developing fast recognition of up to 3 objects, without having to count them individually ('subitising').</b></p>	<p>More than / less than Identifying groups with the same number of things</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>
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#### Numerical Patterns

<p><i>Getting to know children and, through their play, assessing children's ability to:</i></p>	<p>Begin to describe a sequence of events, real</p>		<p>Make their own AB pattern (stick, leaf, stick, leaf...)</p>	
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<p>Copy and continue an AB pattern 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>or fictional, using words such as ‘first’, ‘then...’ <b>Link to sequencing events from the story</b></p>		<p>Spotting an error in an AB pattern Identifying the unit of repeat  <b>Link to patterns in the story</b></p>	
<b>Spatial Awareness</b>				
<p><i>Getting to know children and, through their play, assessing children’s ability to:</i>  Name some familiar shapes. Beginning to select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p>		<p>Talk about and explore 2D shapes (squares, circles, triangles, rectangles) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</p>		<p>Describe the position of something (‘Where is the teddy? ‘On top of the table.’)</p>



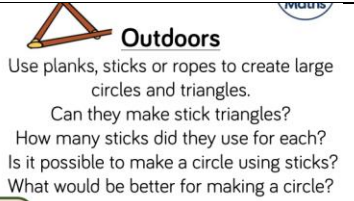
Week	Focus Skills and Knowledge	Link to End of Year Objectives	Possible activities	Enhancements	Key vocabulary
1	<p><i>Getting to know children and, through their play, assessing children’s ability to:</i></p>				
2					
3					

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	<p>Solve simple real world mathematical problems with numbers up to 5 with apparatus and support.</p> <p>Copy and continue an AB pattern 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>Name some familiar shapes. Beginning to select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p>	
4	<p>Count objects, actions and sounds. 1:1 correspondence to 10</p> <p><b>Developing fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</b></p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ <b>Link to sequencing events from the story</b></p>	<div data-bbox="923 919 1308 953" data-label="Section-Header"> <h3>STRUCTURES AND REPRESENTATIONS</h3> </div> <div data-bbox="923 961 1715 1016" data-label="Text"> <p><b>Five frame:</b> The five frames help to give children a sense of the numbers, and support their early understanding of number bonds to 5.</p> </div> <div data-bbox="923 1020 1160 1073" data-label="Image"> </div> <div data-bbox="923 1083 1739 1138" data-label="Text"> <p><b>Multilink cubes:</b> Multilink cubes provide a physical representation of an amount, which children can handle and move as they count to support their early counting skills.</p> </div> <div data-bbox="923 1142 1003 1220" data-label="Image"> </div> <div data-bbox="923 1241 1308 1283" data-label="Section-Header"> <h3>Representing 1 2 3</h3> </div> <div data-bbox="923 1304 1308 1331" data-label="Section-Header"> <h4>Guidance</h4> </div> <div data-bbox="923 1331 1308 1541" data-label="Text"> <p>Children identify representations of 1, 2 and 3. They subitise or count to find how many and make their own collections of 1, 2 and 3 objects. They match the number names we say to numerals and quantities. They count up to three objects in different arrangements by touching each object as they count and recognise that the final number they say names the quantity of the set. They use their own mark-making to represent 1, 2 and 3 for example to record their score during a game.</p> </div> <div data-bbox="1020 1556 1199 1583" data-label="Section-Header"> <h4>Other Resources</h4> </div> <div data-bbox="973 1604 1240 1724" data-label="List-Group"> <ul style="list-style-type: none"> <li>Hickory Dickory Dock</li> <li>1 2 3 at the Zoo - Eric Carle</li> <li>I'm Number One - Michael Rosen</li> <li>One Bear at Bedtime - Mick Inkpen</li> </ul> </div> <div data-bbox="1397 1251 1620 1278" data-label="Section-Header"> <h4>Prompts for Learning</h4> </div> <div data-bbox="1329 1283 1733 1730" data-label="List-Group"> <ul style="list-style-type: none"> <li>Prepare a set of dot plates or cards which have 1, 2 or 3 dots in different arrangements. Hold up the plates and ask the children how many dots. The children could match plates to the numerals 1, 2 and 3.</li> <li>Encourage the children to create their own collections of 1, 2 and 3 to create a central display.</li> <li>Have a number hunt inside and out. Where can they find 1, 2 and 3? Do they count or subitise to find how many?</li> <li>Ask the children to count out 1, 2 or 3 objects from a larger group. For example, we are going to play a game. You will each need 3 beanbags.</li> <li>Don't forget to count sounds and movements too. Use a drum to sound beats to count or ask the children to do 2 claps, 3 jumps, 1 twirl etc.</li> </ul> </div> <div data-bbox="1792 919 2169 961" data-label="Section-Header"> <h3>Representing 1 2 3</h3> </div> <div data-bbox="1902 968 1970 995" data-label="Section-Header"> <h4>Dough</h4> </div> <div data-bbox="1813 999 2154 1136" data-label="Text"> <p>Making playdough - work with a small group of children to make the playdough. Use a recipe that involves measuring 1, 2 or 3 cups. Ask children to measure out the ingredients and count the cups.</p> </div> <div data-bbox="2050 1020 2154 1073" data-label="Image"> </div> <div data-bbox="2080 1104 2258 1167" data-label="Section-Header"> <h4>Enhancements to areas of learning</h4> </div> <div data-bbox="1917 1167 2036 1194" data-label="Section-Header"> <h4>Maths Area</h4> </div> <div data-bbox="1798 1199 2154 1310" data-label="Text"> <p>Have sets of picture cards representing 1, 2 and 3. Ask the children to match and sort the cards. E.g. Collect all the cards which show 2. Which card does not show 2? Can you make your own cards to show 1, 2 and 3?</p> </div> <div data-bbox="1843 1314 2139 1377" data-label="Image"> </div> <div data-bbox="2303 926 2421 953" data-label="Section-Header"> <h4>Loose Parts</h4> </div> <div data-bbox="2214 957 2510 1083" data-label="Text"> <p>Provide a collection of various loose parts or natural objects and some small pots labelled 1, 2 and 3 for the children to fill. Include some unlabelled pots and encourage the children to make their own labels to show how many they put inside.</p> </div> <div data-bbox="2318 1094 2451 1136" data-label="Image"> </div> <div data-bbox="2303 1188 2392 1215" data-label="Section-Header"> <h4>Outside</h4> </div> <div data-bbox="2214 1220 2510 1352" data-label="Text"> <p>Provide a selection of equipment such as beanbags, hoops, quoits, sponges and buckets. Encourage the children to devise their own games. Provide an easel or clipboards so that they can record their scores.</p> </div> <div data-bbox="2481 1188 2540 1272" data-label="Image"> </div> <div data-bbox="2585 911 2822 1797" data-label="Text"> <p>1,2,3,4,5, one, two, three, four, five number count – count forwards, count backwards how many? total altogether five frame cube same different arrange first then before after next finally</p> </div>

## Power Maths Unit 1 – Numbers to 5

# Reception Maths Medium Term Plan – Autumn 1

<p>5</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral (numbers to 3)</p> <p><b>Developing fast recognition of up to 3 objects, without having to count them individually ('subitising').</b></p> <p>Talk about and explore 2D shapes (squares, circles, triangles, rectangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Make their own AB pattern (stick, leaf, stick, leaf...) Spotting an error in an AB pattern Identifying the unit of repeat (link to shapes)</p>	<p>Have a deep understanding of number to 10, including the composition of each number</p> <p>Subitise (recognise quantities without counting) up to 5</p>	<div data-bbox="914 226 1341 277" style="background-color: #003366; color: white; padding: 5px;"><b>Circles and Triangles</b></div> <div data-bbox="1050 296 1166 323"><b>Guidance</b></div> <p>Children learn that circles have one curved side and triangles have 3 straight sides. They begin to recognise these shapes on everyday items in the classroom and outside. Encourage the children to build their own circles and triangles.</p> <p>It is important to show a variety of different sized circles and triangles in different orientations and with sides of different lengths.</p> <div data-bbox="1015 531 1205 558"><b>Other Resources</b></div> <p>Circle - Mac Barnett and Jon Klassen Triangle - Mac Barnett and Jon Klassen The Mr Men Books – Roger Hargreaves Three Little Firefighters – Stuart J Murphy Round is the Moon Cake – Roseanne Thong My Hat, It has 3 Corners song</p> <div data-bbox="1403 237 1641 266"><b>Prompts for Learning</b></div> <p>Show the children a variety of circles and triangles in different sizes and orientations.</p> <p>Choose one of the shapes. Ask the children to tell you what they notice. Are the sides straight or curved? Can they see another shape like this? What if we turn it around, is it still the same shape? Can they find a different shape? Why is it different?</p>  <p>Show the children a picture which has been made of different shapes. E.g. a boat, a rocket, a house.</p> <p>What shapes can you see in the picture? How many triangles can you count? Can you make your own picture using the shapes?</p> <p>Go on a shape hunt. Where can you see circles and triangles on the surface of everyday objects?</p> <p>Look at shapes in art such as Kadinsky's Concentric Circles or Stained in Triangle. Ask the children to discuss the images. How many shapes can they see?</p> <div data-bbox="914 785 1656 835" style="background-color: #003366; color: white; padding: 5px;"><b>Power Maths Unit 1 – Numbers to 5</b></div> <div data-bbox="914 890 1584 995" style="background-color: #003366; color: white; padding: 5px;"><b>Power Maths Unit 3 – Shape (2D shapes)</b></div>	<div data-bbox="1789 191 2077 226" style="background-color: #003366; color: white; padding: 5px;"><b>Circles and Triangles</b></div> <div data-bbox="1893 254 1988 281"><b>Printing</b></div> <p>Ask the children to print with the flat faces of the 3-D shapes.</p> <p>Which 3-D shapes will print a triangle? Which will print a circle?</p> <p>Can they print a pattern using circles and triangles? Ask them to describe their patterns.</p> <div data-bbox="2101 384 2273 436" style="border: 1px solid black; padding: 5px;"><b>Enhancements to areas of learning</b></div> <div data-bbox="2353 432 2427 459"><b>Dough</b></div> <p>Provide a range of items such as cups, bottle tops, jam jar lids, beads, cubes, etc. Ask the children to press the items into the dough. Which make circle shapes and which don't? Which objects make the best circles? What else could you use to make circles? Can you make a pattern? Can you find any items which will leave a triangular shape?</p> <div data-bbox="1789 447 2136 638">  <p><b>Art</b></p> <p>Display works of art featuring circles and triangles to inspire the children. Ask the children to make their own art using a variety of media such as paint, collage or transient art using loose parts.</p> </div> <div data-bbox="2249 178 2579 365">  <p><b>Outdoors</b></p> <p>Use planks, sticks or ropes to create large circles and triangles.</p> <p>Can they make stick triangles? How many sticks did they use for each? Is it possible to make a circle using sticks? What would be better for making a circle?</p> </div>	<p>1,2,3,4,5, one, two, three, four, five number count – count forwards, count backwards how many? total altogether five frame cube same different arrange</p> <p>corners sides circle triangle big little flat pointy straight curved</p>
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# Reception Maths Medium Term Plan – Autumn 1

6

Link numerals and amounts: for example, showing the right number of objects to match the numeral, (numbers to 5).

**Developing fast recognition of up to 3 objects, without having to count them individually ('subitising').**

Talk about and explore 2D shapes (squares, circles, triangles, rectangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Make their own AB pattern (stick, leaf, stick, leaf...) Spotting an error in an AB pattern Identifying the unit of repeat (link to shapes)

**Link to patterns in the story**

Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5

## Four

### Guidance

Children count on and back to 4. They count or subitise sets of up to 4 objects to find how many and make their own collections of objects. They match the number names to numerals and quantities and are able to say which sets have more and which have fewer items. When counting, they continue to learn that the final number they say names the quantity of the set. They use their own mark-making to represent numbers to 4.



### Other Resources

- Pete the Cat and his 4 Groovy Buttons – Eric Litwin
- Witches Four – Marc Brown
- Washing Line – Jez Alborough
- Anno's Counting Book – Mitsumasa Anno

### Prompts for Learning

Note: All the prompts for counting to three can be applied to counting to four, plus these extra ideas.

Have a basket of something interesting to count. Ask the children to count out 4 items and arrange them on a whiteboard.

How many are there altogether?  
Does your 4 look the same as mine?  
Rearrange the items. How many are there now?  
Can you make yours look the same as mine?  
Can you arrange your 4 in a different pattern to mine?  
What smaller groups can you see in your 4?

Arrange 4 items on a 5 frame – what do you notice?  
Prompt the children to notice that 4 is one less than 5 so there will always be one empty space.



Circle game. Everybody stand up. Count round the circle 1, 2, 3, 4 1, 2, 3, 4 1, 2, 3, 4, etc. The person who says 4 sits down each time. Continue to count round the circle until there is only one person remaining. You can also count back 4, 3, 2, 1 and sit down on 1.

## Five

### Guidance

Children continue to subitise up to 5 items and to count forwards, and backwards, accurately using the counting principles. They represent up to five objects on a five frame and understand that if the frame is full then there are five.

This is a good opportunity to link to birthdays as children will soon be five. Five is also the focus of many number songs and rhymes.

### Other Resources

- Kipper's Birthday – Mick Inkpen
- 5 Little Fiends – Sarah Dyer
- Five Little Men in a Flying Saucer – Dan Crisp
- 5 Small Stars – Ladybird
- Five Currant Buns
- Five Little Monkeys
- One Elephant Went Out to Play

### Prompts for Learning

Note: All the prompts for counting to three and four can be applied to counting to five, plus these extra ideas.

Can we count to five on our fingers? Can we count back from 5? Ask the children to show numbers to 5 using their fingers. Is there more than one way? As they become more confident encourage them to do this without counting.



Read Kipper's Birthday. How old is Kipper? How do we know? Let's count the candles on his cake? Stand up if you are 5 Stand up if you are 4 Do we have more 5 year olds or more 4 year olds? Who will be 5 next?

Have a feely bag filled with cubes. Ask the children to predict how many cubes you can collect in one handful. Grab a handful and then lay them down one by one so the children can see how many. Ask who else would like to try. Can they hold the same as you? Try again. Do they get the same amount each time?

Fill five frames with a variety of objects. How many do we have? How do we know there are five without counting?



## Shapes with 4 Sides

### Guidance

Children learn that squares and rectangles have 4 straight sides and 4 corners. They begin to recognise these shapes on everyday items in the classroom and outside. Encourage the children to build their own squares and rectangles. It is important to show squares and rectangles in a variety of different sizes and orientations. Can they spot any other shapes with 4 straight sides.

(Note for teachers: In mathematics, squares are classed as special rectangles with 4 equal sides)

### Other Resources

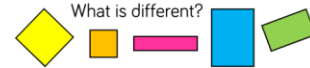
- Square – Mac Barnett and Jon Klassen
- Mr Strong – Roger Hargreaves
- Bear in a Square – Della Blackstone
- Number blocks Series 1 Episode 6 – Four

### Prompts for Learning

Show the children a variety of squares and rectangles in different sizes and orientations.

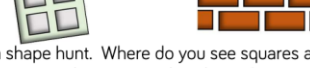
Choose one of the shapes. Ask the children to tell you what they notice.

How many corners can they see?  
What if we turn it around, is it still the same shape?  
Compare a square and a rectangle. What is the same?  
What is different?



Show the children pictures of buildings or street scenes.

What shapes can you see in the picture?  
How many squares and rectangles can you count?  
Can you make your own pictures using squares and rectangles?



Go on a shape hunt. Where do you see squares and rectangles on everyday objects?

How many different squares and rectangles can you find inside and outside?

## Four

### Washing Line

Hanging clothes - linking to the book suggested, provide children with items to hang on the washing line. Can they count as they hang the items? How many items do they have altogether? Can we count them back into the basket?



### Enhancements to areas of learning



### Small World

In the small world area, create two areas (barns, fields) with signs that say 'two legs' and 'four legs'. Can children sort the animals into the correct areas by counting their legs?



### Outdoor

In the parking bays, place signs for 2 wheels, 3 wheels and 4 wheels. When children park their bikes or toy cars, can they match the vehicle to the correct bay?



### Outdoor

Set up a number hunt. Hide numerals or objects with numerals on them around the outside area. Ask the children to find the numerals and to sort them into 1, 2, 3, and 4. Encourage them to count out quantities to match each numeral.



### Outdoors

Provide children with a tray that has a range of natural items in - leaves, pebbles, conkers etc. Set out buckets that have the numbers 1 - 5 on the front. Can we put the right number of items in each bucket? Can we take a bucket and go and find up to 5 items?



### Enhancements to areas of learning

### Mark Making

Provide birthday cards with an assortment of ages for the children to match, sort, order and compare. This could start with cards from 1-5 and easily be extended to larger numbers. Blank cards can also be available in case the children would like to make their own cards.



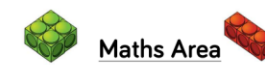
### Maths Area

Set up a number rhyme table to encourage the children to re-enact the songs and rhymes you sing. Provide characters, numerals, books and resources to enhance the area. The rhymes can be changed regularly.

## Shapes with 4 Sides

### Modelling

Using the street scene images, discuss the different types and shapes of different homes. Provide a variety of boxes and ask the children to build their own models to create a street scene. Can they add square and rectangular windows and use torches to light the homes up from the inside.



### Maths Area

Show the children how 4 multilink cubes can be joined to build a square face. Can they build squares using 4 cubes? What other quantities of cubes will build a square face? How many different rectangles faces can they build using the cubes?

### Enhancements to areas of learning

### Loose Parts

Provide square and rectangular frames of different sizes and a selection of loose parts. Ask the children to fill each frame with different loose parts. Which frames hold the most? Compare how many different sized loose parts can fit inside a frame E.g. fir cones, pebbles and shells.



### Art Area

Provide a range of items such as wooden blocks, duplo, lego etc for the children to print with. Which objects make the best square and rectangle prints? Can you make a repeating pattern? Can you make a pattern like the bricks on a wall?



1,2,3,4,5, one, two, three, four, five number count – count forwards, count backwards how many? total altogether five frame cube same different arrange

corners sides square rectangle big little flat pointy straight curved long short

## Power Maths Unit 3 – Shape (2D shapes)



# Reception Maths Medium Term Plan – Autumn 1

7 More than / less than  
Identifying groups with the same number of things

Compare quantities using language: 'more than', 'fewer than'.

Describe the position of something ('Where is the teddy? 'On top of the table.')

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

## Power Maths Unit 2 – Comparing groups within 5

### Comparing 1 2 3

#### Guidance

Children begin to understand that as we count, each number is one more than the number before. Similarly as we count back, each number is one less than the previous number. Use a range of representations to support this understanding and encourage the children to represent the one more and one less patterns as they count. Support the children to make comparisons in different contexts as they play.

#### Other Resources

- The Three Bears
- The Three Little Pigs
- The Little Bear and the Wish Fish – Debi Gliori
- When Goldilocks Went to the House of the Bears song
- Pink Tiara Cookies for Three – Maria Dismondy

### Comparing Numbers to 5

#### Guidance

Children continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Use a range of representations to support this understanding and encourage the children to compare quantities using a variety of objects and representations. Support the children to make comparisons in different contexts as they play.

#### Other Resources

- A Squash and a Squeeze – Julia Donaldson
- Room on the Broom – Julia Donaldson
- One Elephant Came Out to Play
- 5 Little Monkeys Swinging in a Tree

### Spatial Awareness

#### Guidance

Children hear and begin to use positional language to describe how items are positioned in relation to other items. They build life-sized journeys outdoors and travel through them, exploring them from different perspectives. They begin to represent real places they have visited or places in stories with their models, drawings or maps.

#### Other Resources

- We're Going on a Bear Hunt - Michael Rosen
- Rosie's Walk - Pat Hutchins
- Little Red Riding Hood - Traditional Tale
- Mrs Wishy-Washy - Joy Cowling
- Me on a Map - Joan Sweeney

Song: In and Out the Dusty Bluebells

#### Prompts for Learning

Use stories and number songs which count on and back to introduce the one more and one less patterns. Represent the patterns using bricks or cubes to support the understanding that each number is one more/less than the number before.

Using a range of real objects in different contexts ask the children to compare sets. Which set has more? Fewer? Can you find 2 sets with the same amount?

The dot plates can also compared and ordered. Ask: How many dots does this plate have? Can you find a plate with more dots? With fewer dots? With the same number of dots? Can you put these 3 plates in order? What would come next?

Ask the children to compare how far they can travel in 3 giant steps and in 1 or 2. In 1, 2 and 3 tiptoes.

#### Prompts for Learning

Show the children 3 fingers – ask them how many fingers? Can they hold up 3? Can they hold up more than 3 fingers? Is there more than one way to do this? Can they hold up fewer than 3 fingers? How many do they have?

Working with a small group, provide each child with a plate and give them each a handful of snack such as grapes or crackers. Does everyone have the same? Is it fair? Encourage them to notice that some children have more snack and some have less and to share out the snack fairly. Can they check that everyone now has the same?

Provide opportunities to compare smaller quantities of large items with larger quantities of small items to help children make the distinction between size and quantity. E.g. 2 large balls take up more space than 3 small balls but there are more small balls.

#### Prompts for Learning

Positional language can be modelled and practised on a daily basis with the children through their play. Tidy-up time in particular is full of opportunities to use positional language for a real purpose. E.g. Put the bricks into the basket. Sit teddy on the shelf next to the books.

Many stories focus on positional language or journeys. Encourage the children to use actions to represent the language such as over, under, around, through as you read. Children could also build models of the story journeys and real life journeys they have made to include the places passed or visited along the way.

Outside the children can build large-scale representations of places and journeys.

### Comparing 1 2 3

**Loose Parts**  
Provide an assortment of loose parts for the children to build their own one more/one less patterns. The children may like to extend these beyond 3

#### Maths Area

Game for 2 players: Provide picture cards showing different representations of 1, 2 and 3. Place the picture cards face down. Ask each player to pick a card and then compare to see which card has more. The player with more keeps both cards.

### Comparing Numbers to 5

**Sand**  
Make towers of pebbles. Who can make the tallest tower? How many pebbles are in each tower? Does your tower have more or less pebbles than your friend's tower? Can you each make a tower using the same number of pebbles?

**Carpet**  
Provide a set of dot plates with different arrangements of 0-5 dots. Can you find a plate with 4 dots? With more/fewer than 4 dots? Can you put the plates in order? One of the plates is missing. Can you work out which one?

### Spatial Awareness

**Small World**  
Modelling and encouraging positional language as the children play in the small world. E.g. 'Where shall we put the horse?' 'We'll put it in the field behind the tree.' 'Where is the frog?' 'The frog is on the chair beside the window.'

**Outdoors**  
Set up your own bear hunt by hiding bears around the outdoor area. Ask the children to describe where they could look and where each bear was found. You could extend this into everyday practice by having a bear which 'hides' in a different place in the classroom every night for the children to find.

### Maths Area

Teach the children simple number track games and encourage them to create their own. Roll a dice and collect 1, 2 or 3 counters to fill their track. Compare – who has the most counters? How many more counters do they need to fill their track?

#### Enhancements to areas of learning

**Role Play**  
Read children the story of the 3 bears and explain that we need to set the table in the home corner ready for breakfast. Do we have enough plates, cups and spoons for all the bears? Provide small, medium and large cups, bowls and spoons to compare and match to the bears.

#### Maths Area

Children use the number shapes, linking cubes and numeral cards to match and compare quantities. Provide a set of dominoes to explore. Ask the children to compare the number of spots on each side of the domino. Are there the same, more or fewer dots?

#### Small World

Provide children with the numbers 1 – 5 on cards and various small, similar items such as people, toy cars, plastic animals, etc. Ask them to show you fewer, the same or more than the number they choose.

#### Outdoors

Set up an obstacle course around the outdoor area. Ask the children to work in pairs – one giving directions to their partner. E.g. 'Go over the bridge, through the tunnel, around the cones, between the bricks...' Encourage the children to create their own obstacle courses.

#### Reading

As you read together, take the opportunity to build in positional language. Many stories (Janet & Allan Ahlberg - Each Peach Pear Plum, Quentin Blake - Cockatoos) involve pictorial hide and seek. Ask the children to find the hidden objects and to describe where they are.

1,2,3,4,5, one, two, three, four, five, none, zero number count – count forwards, count backwards how many? five frame first then now one less one more order fewer take away add altogether number story five frame represent

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