



Maths in the Early Years Foundation Stage at Benjamin Adlard – Nursery.

At Benjamin Adlard, we aim to provide strong foundations in early Maths for children as they start their school journey. This begins in our nursery setting where children are exposed to songs, games and stories which introduce them to early Maths concepts.

Children in nursery are provided with opportunities to participate in both adult- led and provision-based learning. Our focus is to ensure that children in our nursery engage in learning through enjoyable hands-on experiences.

Our skilled practitioners follow the **White Rose nursery scheme of learning** which focuses on early counting principles as listed below.

1 The one-to-one principle.

This involves children assigning one number name to each object that is being counted. Children need to ensure that they count each object only once, ensuring they have counted every object.

2 The stable-order principle.

Children understand that, when counting, the numbers have to be said in a certain order.

3 The cardinal principle.

Children understand that the number name assigned to the final object in a group is the total number of objects in that group.

4 The abstraction principle.

This involves children understanding that anything can be counted, including things that cannot be touched, such as sounds and movements e.g. jumps.

5 The order-irrelevance principle.

This involves children understanding that the order in which we count a group of objects is irrelevant. There will still be the same number.

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus	Comparison	Shape, space and measure	Pattern	Counting	Counting	
	More than, fewer than, same.	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Order number names	
Core Knowledge	<ul style="list-style-type: none"> -To be able to collect objects. -To make simple comparisons. -To identify large and small amounts. - To talk about large and small amounts. -To make two collections the same. 	<ul style="list-style-type: none"> -To explore and play with shapes. - To identify simple differences between shapes. - To know how to position shapes and blocks. - To be able to select shapes for a reason. - To begin to explore and describe natural shapes and objects. 	<ul style="list-style-type: none"> - To listen to a repeating song or story. -To join in with a repeating song. -To start to join in with a repeating story. -To clap along to songs. - To make a line pattern. -To use blocks to build a road or tower. 	<ul style="list-style-type: none"> - To listen to some number names. - To say some number names along with an adult. - To begin to say some number names in order. - To join in with an adult when counting forwards. -To join in with an adult when 	<ul style="list-style-type: none"> - To begin to use 1,2,3 as a sequence. -To represent 1,2 and 3 with fingers. -To begin to count actions. -To say some number names in order. -To recognise that anything can be counted. 	

		-To find and collect objects for a purpose.		counting backwards.	
Supporting books and rhymes.	Rosie's Zoo by Ailie Busby More, Fewer, Less by Tana Hoban Full, Full, Full of Love by Trish Cooke	Big and Small by Elizabeth Bennett. Whatever Next! by Jill Murphy Crash! Boom! A Math Tale by Robie H. Harris	The Little Red Hen Dig, Dig, Digging by Margaret Mayo <i>Twinkle, Twinkle, Polly put the kettle on.</i>	Round and Round the Garden by Sarah Williams <i>One, two buckle my shoe, 1,2,3,4,5, once I caught a fish.</i>	The Three Billy Goats Gruff <i>Baa, baa, Black sheep, Wind the bobbin up.</i>
Key resources	Baskets, boxes, hoops.	Wooden blocks, jigsaws, inset puzzles, shape sorters.	Finger puppets, story sacks, wooden blocks.	Counting rhyme sack, musical instruments, cd player.	Musical instruments, rhyme area with matching props, crates and large wooden planks.

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus	Subitising		Pattern	Shape, space and measure	Subitising	
	I see 1,2,3		Join in with repeats	Explore and position space	Show me 1,2,3	
Core Knowledge	<ul style="list-style-type: none"> - To start to notice images in books. - To recognise pictorial amounts of 1,2 and 3. - To point to pictorials in books that represent 1, 2 and 3. - To say when a picture shows 1,2 or 3. 		<ul style="list-style-type: none"> - To join in with repeated actions in songs. - To join in with repeated phrases in 	<ul style="list-style-type: none"> - To respond to positional language. - To arrange blocks in a chosen position. 	<ul style="list-style-type: none"> - To copy fingers to show 1. - To copy fingers to show 2. - To copy fingers to show 3. - Show 1 finger when seeing 1 item in stories. - Show 2 or 3 fingers when seeing 2 or 3 in stories. 	

		<p>songs and stories.</p> <ul style="list-style-type: none"> - To sing some repeated refrains independently. - To begin to understand a daily routine. - To say what happens next in a routine. - To manage arrangements in art. 	<ul style="list-style-type: none"> - To select shapes to fit a space. - To recognise when two objects are the same. - To explore and describe shapes and objects. - To sort shapes and objects into simple categories. 	<ul style="list-style-type: none"> - Show 1, 2 or 3 fingers when asked.
Supporting books and rhymes.	<p>Guess Who? By Pam Ayres</p> <p>Maddog's Home by Caroline and John Astrop.</p> <p>Peepo! By Janet and Allan Ahlberg</p> <p>Each Peach Pear Plum by Janet and Allan Ahlberg</p> <p>The Three Billy Goats Gruff</p> <p>The Three Little Pigs</p> <p>Goldilocks and the Three Bears</p>	<p>Peck, Peck, Peck by Lucy Cousins.</p> <p>Splish, Splash, Ducky! By Lucy Cousins.</p> <p>Brown Bear, Brown Bear, What Do You See? By Bill Martin Jr</p> <p><i>If you're happy and you know it.</i></p>	<p>Duck in the Truck by Jez Alborough</p> <p>Cat Up, Cat Down by Catherine Hnatov</p> <p><i>Hokey Cokey.</i></p>	<p>Fox's socks by Julia Donaldson.</p> <p>Three Little Bunnies by Beatrix Potter.</p> <p>Peepo! By Janet and Allan Ahlberg.</p> <p>Tommy Thumb, Two Little Dicky birds, Three Blind Mice.</p>

Key resources	Groups of 1, 2 and 3 objects in provision.	Musical instruments, patterned fabrics, loose parts.	Real life 3D objects, Cardboard boxes of different sizes, squares of carpet and fabric.	Puppets, fine motor resources, drums.
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Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus	Counting		Shape, space and measure	Pattern	Counting	
	Move and label 1,2,3		Explore position and routines	Explore patterns	Take and give 1,2,3	
Core Knowledge	<ul style="list-style-type: none"> - Make actions when saying counting words. - Move fingers when saying counting words. - Count out up to 3 objects from rhymes. - Notice number symbols as labels. - Label amounts as 1 or not 1. - Label amounts 1, 2 or 3. 		<ul style="list-style-type: none"> - Explore shape resources. - Explore more complex inset jigsaws. - Talk about simple positions. - Move into simple positions. - Move through positions. - Follow simple small world routes. 	<ul style="list-style-type: none"> - Explain simple pattern arrangements. - Make roads and bridges with intent. - Choose blocks to copy simple creations. - Make simple line patterns with objects. - Make simple pattern arrangements. - Show an interest in pattern and shape. 	<ul style="list-style-type: none"> - Choose a group to count. - Take out 2 from a group. - Take out 3 from a group. - Give others 2 items. - Give others 3 items. - Count 3 objects with 1:1 correspondence. 	

Supporting books and rhymes.	Goldilocks and the Three Bears. When Goldilocks went to the house of bears, 1,2,3,4,5 once I caught a fish alive.	Where's Spot? By Eric Hill. Everyone Hide from Wibbly Pig by Mick Inkpen. Where, oh where, is Rosie's Chick? By Pat Hutchins. In and out the dusty bluebell.	The Three Billy Goats Gruff. Dinosaur Roar! By Paul and Harriet Stickland. Cave Baby by Julia Donaldson. London Bridge is falling down.	Postman Bear by Julia Donaldson. Three Little Bunnies by Beatrix Potter. Meg and Mog by Helen Nicholl. Three Little Speckled Frogs, Three Little Monkeys, Three Little Men in a flying saucer.
Key resources	Buckets and beanbags, 1 to 3 dice, picture cards.	Inset puzzles and jigsaws, pattern blocks, number shapes, train track, crates, planks and tyres.	Jumbo chalk, hammer and nail boards, peg boards, dough tools.	Containers filled with objects, envelopes and parcels, baskets.

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus	Shape, space and measure	Subitising		Comparison		Pattern Patten
	Match, talk, push and pull	Talk about dots		Compare and sort collections		Lead on own repeats
Core Knowledge	- Match simple shapes.	- Become familiar with dot patterns. - Say when there is one dot.		- Notice when two collections are the same.		

	<ul style="list-style-type: none"> - Push some shapes and blocks together. - Make simple arrangements. - Talk about arrangements. - Follow simple rules outside. - Follow toys around a simple route. 	<ul style="list-style-type: none"> - Say when there are two dots. - Recognise 1 and 2 in different arrangements. - Says when there are 3 dots. - Recognise 1,2 and 3 in different arrangements. 	<ul style="list-style-type: none"> - Make collections of small objects the same. - Make collections of large objects the same. - Recognise two collections are the same using small and large objects. - Make collections the same using large and small objects. - Sort and talk about their own collections. 	
Supporting books and rhymes.	<p>The Train Ride by June Crebbin.</p> <p>Naughty Bus by Jan and Jerry Oke.</p> <p>Where is Bear? By Jonathan Bentley.</p> <p>Humpty Dumpty, Teddy Bears Picnic.</p>	<p>Touch, Think, Learn: Numbers by Xavier Doneux.</p> <p>Let's Play! By Hervé Tullet.</p> <p>1, 2, 3 Black Dots (Sing to the tune of 1, 2, 3, 4, 5, Once I Caught a Fish Alive)</p> <p>1, 2, 3 black dots. Can you see how many spots? 1, 2, 3 black dots. Can you see how many spots? How many did you see? Can you spot them easily? Which pattern can you see? Is it 1 or 2 or 3?</p>	<p>Oliver's Fruit Salad by Vivian French.</p> <p>The Very Hungry Caterpillar's 123 Finger Puppet Counting Book by Eric Carle.</p> <p>Never Touch a Hungry Hippo by Rosie Greening.</p> <p>Handa's Surprise by Eileen Browne.</p>	
Key resources	Small wooden blocks and vehicles, train	Large, coloured spots, dot plates, 1-3 dice.	Collection of large balls and beanbags, baskets, fruit.	

	track and trains, pop up tunnel.			
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Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus	Shape, space and measure	Pattern	Subitising		Counting	
	Start to puzzle	Making patterns together	Making games and actions.		Show me 5	
Core Knowledge	<ul style="list-style-type: none"> - Complete shape-match puzzles. - Complete simple jigsaws. - Match objects to pictures. - Match objects to shadows. - Explore objects and small world from different positions. - Make simple 	<ul style="list-style-type: none"> - Sing songs independently. - Clap in time to a beat. - Make and talk about movement patterns. - Talk about objects in patterns and arrangements. - Copy AB patterns with support. - Continue AB patterns with support. 	<ul style="list-style-type: none"> - Match dot patterns. - Be introduced to subitising games. - Play subitising games. - Copy sets of sounds. - Listen to and represent sounds with fingers. - Listen to and represent sounds with resources. 		<ul style="list-style-type: none"> - Song rhymes to 5 and join in movements. - To move props to 5. - Move props back from 5. - Show fingers to 5. - Count up to 5 objects with 1-1 correspondence. - Match numerals to quantities when acting out songs. 	

	routes in small world with lines and curves.			
Supporting books and rhymes.	Shark in the Park by Nick Sharratt Off to the Park! by Stephen Cheetham The Gruffalo by Julia Donaldson The Gingerbread Man	Hooray for Fish! by Lucy Cousins Beep Beep, Vroom Vroom! by Stuart J. Murphy A-B-A-B-A- a Book of Pattern Play by Brian P. Cleary Tongue twister patterns such as Red Lorry, Yellow Lorry	The Very Hungry Caterpillar by Eric Carle Ooo Ooo Ooo Gorilla! by Lydia Monks Hickory Dickory Dock	Five Little Ducks, Five little monkeys, Five currant buns.
Key resources	Simple jigsaws, shape resources and coloured templates.	Sticks and long ribbons, baskets of loose parts, cd player and CD's.	Mini dot plates and dot fans, metal buckets and pans, subitising stones, dice.	number pebbles and cards, sets of real life objects in fives, sets of 5 small world props.

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus	Pattern	Counting		Comparison		Consolidation
	My own pattern	Stop at 1,2,3,4,5		Match, sort and compare		Subitising, counting.
Core Knowledge	-continue AB patterns.	-Count out 5 objects from a larger group. - Explore counting 5 in different ways.		- Compare up to 5 different objects. - Compare by matching.		Based on assessment.

	<ul style="list-style-type: none"> - Create their own AB patterns. - Notice an error in a pattern. - Build constructions with simple enclosures. - Copy simple repeated constructions. - Begin to sequence some events. 	<ul style="list-style-type: none"> -Verbally count to a given number. -Label objects with numerals. -Independently show fingers to 5. -Begin to make marks that show quantities. 	<ul style="list-style-type: none"> - Make the same set by matching. - Recognise attributes of objects. - Begin to sort some objects to a type. 	
Supporting books and rhymes.	<p>The Skipping-Rope Snake by Carol Ann Duffy</p> <p>A New House for Mouse by Petr Horáček</p> <p>The View at the Zoo by Kathleen Long Bostrom</p> <p>When I Build with Blocks by Niki Alling</p>	Five Little men in a flying saucer, one elephant went out to play.	<p>We're Going to a Birthday Party: A Lift-the-Flap Adventure by Martha Mumford</p> <p>Kipper's Birthday by Mick Inkpen</p> <p>A Mother for Choco by Keiko Kasza</p> <p>Farmer Duck by Martin Waddell</p> <p>Aliens Love Underpants by Claire Freedman</p>	
Key resources	Chunky beads, straws, cotton reels, blocks, fences, bean bags, quoits.	Chunky chalk, skittles and a ball, birthday cards and candles, rhyme props to 5.	Coloured building bricks, aliens' underpants, party items.	

