

Ruby Nursery Medium Term Maths Plan

-Key vocab for each learning objective is in red font /
 -Resources -see the weekly planning /
 -Minimum Assessment for Learning strategies for all topics = Peer Talk; targeted questioning; mini white boards; and self and peer marking
 -Long term memory development strategies= Recapping previous learning at the start of each new topic / Long term memory strategy linked to the objectives on this sheet for each week
 -Mathematics Cultural Capital = Applying maths investigative Skill and problem-solving skills = Try to embed these into all lessons – where applicable

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn first half	Settling In LO 1: Explore classroom environment and routines through play. LO 2: Join in with counting songs using words like one, two, three .	Match and Sort LO 1: Match and sort objects by colour, shape, size . LO 2: Use the words same and different when comparing.	Comparing Quantities LO 1: Compare two sets using more, fewer . LO 2: Explore differences in height using tall and short .	Comparing Size LO 1: Order objects by size: biggest, smallest . LO 2: Use comparative language in play contexts.	Introducing 1, 2 and 3 LO 1: Represent numbers one, two, three in different ways. LO 2: Explore the idea of more and less .	Pattern LO 1: Recognise and continue AB patterns using colour and sound. LO 2: Create own patterns using movement and objects.	Assessment, Consolidation and Review
Autumn second half	Representing Numbers LO 1: Represent numbers up to five using counters, toys and marks. LO2: Begin to recognise written numerals 1–5 in the environment and use them in play.	Counting Objects LO 1: Count up to five accurately using one-to-one correspondence. LO2: Say one number for each item in order when counting small groups.	Comparing Numbers LO 1: Use the words more, fewer, same to compare quantities. LO2: Use fingers, marks and objects to represent quantities in play situations.	Positional Language LO 1: Follow directions using on, under, next to, behind . LO2: Describe position in everyday routines (“the cup is on the table”).	Shapes LO 1: Explore and name circle, square, triangle . Find shapes in the environment. LO2: Sort and name shapes by features such as number of sides or corners.	Subitising LO 1: Recognise small quantities up to three without counting. LO2: Show small amounts with fingers or marks to represent what they see.	Assessment, Consolidation and Review
Spring first half	Counting to 5 LO 1: Join in with counting songs, stories and rhymes that involve counting back from 5 . LO2: Count out up to five objects from a larger group and check by recounting.	Recognising Numerals LO 1: Match numerals to quantities for numbers one to five . LO2: Begin to recognise and name written numerals 1 to 5 in books.	Comparing Mass LO 1: Use words heavy, light when comparing objects. LO 2: Estimate which object will be heavier or lighter before testing it.	Comparing Capacity LO 1: Use words full, empty, half full during water play. LO 2: Predict which container will hold more or less and check through pouring and filling.	Introducing 0 LO 1: Understand that zero means none. Represent it in play. LO 2: Use everyday examples to show “none” or “nothing left” (e.g. no milk, no blocks).	Consolidation LO 1: Review learning of counting and comparing quantities. LO 2: Talk about what they notice when counting, comparing and sorting quantities.	Assessment, Consolidation and Review
Spring second half	Exploring 6 LO 1: Represent the number six using objects and Numicon. LO 2: Subitise small sets of objects up to 3 and begin to recognise parts within 6.	Exploring 7 LO 1: Count, represent and compare seven in play. LO 2: Combine smaller groups to make 7 and describe what happens when adding one more.	Exploring 8 LO 1: Explore composition of eight using cubes, beads, and toys. LO 2: Compare groups to identify which has more or fewer when exploring number 8.	Making Pairs LO 1: Identify pairs of objects and discuss same and different . LO 2: Match and explain why two items belong together (e.g. shoes, gloves, socks).	Combining Groups LO 1: Combine two groups to find the total using words altogether and total . LO 2: Use objects or actions to show addition in play contexts (e.g. “two more cars”).	Pattern LO 1: Continue patterns with shapes, colours, and sounds. LO 2: Create and explain repeating patterns using two or more features (shape, sound, colour).	Assessment, Consolidation and Review
Summer first half	Exploring 9 LO 1: Represent and count up to nine . Compare sets with more and fewer . LO 2: Count beyond 9 in songs and play, noticing the next number in the sequence.	Exploring 10 LO 1: Represent ten using objects and fingers. LO 2: Arrange 10 objects in different ways and talk about how they can still make 10.	Number Bonds to 5 LO 1: Explore combinations that make five using practical play. LO 2: Recall and represent familiar pairs to 5 using fingers, marks or counting bears.	3D Shapes LO 1: Explore and name cube, sphere, cone, cylinder . LO 2: Describe shapes by how they feel and what they can do (roll, stack, slide).	Spatial Reasoning LO 1: Use position words in front of, behind, next to in block play. LO 2: Follow simple positional instructions to build or recreate a structure.	Sorting and Matching LO 1: Sort shapes and objects based on properties. LO 2: Sort objects in more than one way, explaining their sorting rule (e.g. by size, then by colour).	Assessment, Consolidation and Review
Summer second half	Revisiting Numbers 1–10 LO 1: Count, compare and order numbers one to ten . LO 2: Compare and order numbers, using mathematical language such as <i>more than</i> and <i>fewer than</i> .	Time and Daily Routines LO 1: Use time language: morning, afternoon, night . LO 2: Sequence events in their day and use time vocabulary (before, next, later).	Measuring Length LO 1: Compare lengths using long, short, taller . LO 2: Use non-standard units (blocks, ribbons) to measure and compare lengths.	Comparing Weight LO 1: Use heavier, lighter when comparing classroom items. LO 2: Use balancing scales to test predictions about which object is heavier or lighter.	Patterns and Repetition LO 1: Make complex patterns using multiple attributes. LO 2: Extend patterns by predicting what comes next and explaining their reasoning.	Transition Maths LO 1: Apply counting and comparison in Reception-style routines. LO 2: Apply counting and comparing skills when taking part in Reception-style games and routines.	Assessment, Consolidation, and Review