

## Maths PNC - Medium Term Planning – Spring Term

Cycle 1 Spring Term – Home Sweet Home/ Weather and Seasons				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p><b>Exploring Number: Exploring objects related to number</b></p> <ul style="list-style-type: none"> <li>I can reach out for, touch and begin to hold number-related objects.</li> <li>Explore objects related to numbers. Engage with number related activities (e.g.; attention autism number activities, number posting, foam numbers, number blocks).</li> <li>I am beginning to understand that things exist, even when out of sight</li> </ul> <p><b>Exploring Number: Exploring Number Songs and Activities</b></p> <ul style="list-style-type: none"> <li>Watch/listen to number songs and experience number activities.</li> <li>React to new number activities and experiences (e.g.; new number action songs such as 1,2,3,4,5 once I caught a fish alive)</li> <li>Develop focus and attention on number activities (e.g.; five little speckled frogs splashing into water, number-based attention autism activities).</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>I am developing an awareness of number names through an enjoyment of action rhymes and songs.</li> <li>I can notice a change in number of objects/sounds up to 3.</li> </ul>	<p><b>Exploring Number: Exploring objects related to number</b></p> <ul style="list-style-type: none"> <li>Explore number toys and resources by hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</li> <li>Explore number toys with buttons, flaps and simple mechanisms, often by trial and improvement.</li> </ul> <p><b>Exploring Number: Exploring Number Songs and Activities</b></p> <ul style="list-style-type: none"> <li>Join in with number action songs (verbally or actions).</li> <li>Explore activities where there are changes in quantity when something is added or taken away.</li> <li>Request 'more' of an item or action.</li> <li>I know that things exist, even when out of sight.</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Select a small number of objects from a group when asked (e.g.; please give me one. Please give more</li> <li>Take part in activities linked to organising and categorising objects (e.g.; putting all the teddy bears together and all of the cars together)</li> <li>Begin to say (or use symbols) for some counting words randomly.</li> <li>Experiment with symbols and marks representing ideas of number</li> <li>Recite/order some number names in sequence.</li> </ul>	<p><b>Exploring Number: Number Activities</b></p> <ul style="list-style-type: none"> <li>I can take part in activities related to grouping objects.</li> <li>Begin to show understanding of 1:1 correspondence.</li> <li>Sometimes know that numbers identify how many objects are in a set</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Begin to realise anything can be counted (including step/claps).</li> <li>Begin to count up to 3 objects reliably</li> <li>Begin to compare amounts of objects</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Begin to show an interest in number problems.</li> <li>Recite/order numbers to 10.</li> <li>Begin to match numeral and quantity correctly</li> <li>Use some number names and number language spontaneously</li> </ul>	<p><b>Exploring Number: Developing an Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Select the correct numeral to represent 1-10 objects.</li> <li>Recognise numbers 1-10.</li> <li>Begin to write numerals</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Count an irregular arrangement of up to 10 object</li> <li>Find the total of items in two groups by counting all of them.</li> <li>Count objects to 10 and beginning to count beyond 10.</li> <li>Begin to estimate how many objects I can see and check them by counting.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>I am beginning to demonstrate an understanding of 'less' through practical situations.</li> <li>Respond in practical situations to add 1 on to a number of objects.</li> <li>Begin to use vocabulary involved in adding and subtraction.</li> <li>I can respond in practical situations to 'take one away' from a number of objects.</li> <li>Begin to use vocabulary involved in adding and subtraction</li> </ul>	<p><b>Exploring Number: Number and Place value</b></p> <ul style="list-style-type: none"> <li>Read numbers to 50 in numerals.</li> <li>Read numbers to 50 in words.</li> <li>Write numbers to 50.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers to 10.</li> <li>Solve simple missing number problems to 10.</li> <li>Use number bonds to 10.</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Count backward and forward to 50.</li> <li>Use repeated addition to count objects organised into sets.</li> <li>Estimate a number up to 10</li> </ul>
<p><b>Please note these activities are based around exploration and will require lots of adult modelling. Children are not expected to know numbers or be able to count they are just experiencing numbers in different ways</b></p> <p><b>The Three Little Pigs</b></p> <ul style="list-style-type: none"> <li>Explore items related to the story – put the pigs in the houses</li> <li>Build houses using duplo counting the bricks</li> <li>Build brick towers and knock them down</li> <li>Hide pigs and wolf in sensory materials. Can they find them?</li> <li>Explore AA number activities related to the three little pigs</li> <li>Blow down the houses as you count them</li> <li>Splat the wolves - shaving foam and coco powder and count as you do it</li> <li>Put animal figures from the story into a box and leave out in tuff tray to see if the children will access them.</li> <li>Pig splat – make shaving foam mountains and place a picture of a pig on top then splat. Start with one pig splat and then increase by one each time to show a change in number.</li> <li>Hide pigs in mud, find them and put them into a water bucket.</li> </ul>	<p><b>Please note these activities are based around exploration and will require lots of adult modelling. Children are not expected to know numbers or be able to count they are just experiencing numbers in different ways</b></p> <p><b>The Three Little Pigs</b></p> <ul style="list-style-type: none"> <li>Engage and explore with number toys linked to pigs</li> <li>Fill number moulds with mud to make muddy numbers</li> <li>Use mud and water to create a paste and use it to track round numbers with a paintbrush.</li> <li>Explore games and activities where there are changes in number (pigs in the pen, wolves in the house)</li> <li>Explore grouping pigs / pictures / objects related to the story</li> <li>Mark make in mud / brown paint with symbol numbers – one number a day</li> <li>Explore AA number activities related to The Three Little Pigs.</li> <li>Complete an animal number hunt to find numbers around the class/school.</li> <li>Splattting foam 'Wolves'. (shaving foam and cocoa powder or mud mountains) Use a symbol of more for the children to request it again.</li> </ul>	<p><b>The Three Little Pigs</b></p> <ul style="list-style-type: none"> <li>Group pig and wolf pictures</li> <li>Count pigs in the house up to 10</li> <li>Count how many pigs behind the door</li> <li>Find and count pigs hidden around the room</li> <li>Count features on animals (legs, eyes etc.)</li> <li>Match numbers to animals / features of animals</li> <li>Find numbered pigs in mud and order them to 3</li> <li>Use a paintbrush to put muddy splats onto pig up to 10.</li> <li>Order pictures of animals from the story up to 3.</li> <li>Collage numbers 1-3 using straw and sticks</li> <li>Build a brick tower to 10 – order numbers on bricks</li> </ul> <p><b>At Home</b></p> <ul style="list-style-type: none"> <li>Explore grouping objects or equipment from the story</li> <li>Complete a number hunt to find numbered houses around the classroom and order to 3</li> <li>Count how many household items are in the tray</li> <li>Categorise items found at home</li> <li>Set up a sensory tray for 10 in the bed and count the bears in the bed.</li> </ul>	<ul style="list-style-type: none"> <li><b>Explore subitising small numbers</b></li> <li><b>Count different groups of objects</b></li> </ul> <p><b>The Three Little Pigs</b></p> <ul style="list-style-type: none"> <li>Match numbers with pigs, houses, wolves.</li> <li>Complete a number hunt in the playground using pigs</li> <li>Write numerals in mud</li> <li>Paint numerals using a mud mixture</li> <li>Count the mud splat and write the number</li> <li>Sort different houses into categories</li> <li>Estimate how many animals are in the tray before being covered (use mud to cover them then wash it off</li> </ul> <p><b>At Home/Magic Grandad Homes</b></p> <ul style="list-style-type: none"> <li>Count the doors on the street</li> <li>Count the houses</li> <li>Compare houses such as less/fewer more/greater</li> <li>Create a street of houses in the corridor and count (do this for irregular arrangement to by having the further away)</li> <li>Create numbers to put onto doors</li> <li>Build house using bricks using language more and less</li> <li>Create a street by sticking down houses, ask the children to add one more.</li> </ul>	<ul style="list-style-type: none"> <li><b>Explore subitising numbers to 3.</b></li> <li><b>Explore conservation</b></li> </ul> <p><b>The Three Little Pigs</b></p> <ul style="list-style-type: none"> <li>Complete animal number problems using characters from the story.</li> <li>Pu the number pigs into the correct houses to make a number bond.</li> <li>Put the correct amount of pigs on the wolves dinner plate up to 50</li> <li>Hide number words in sensory materials related to the story and match them to the numeral.</li> <li>Use characters from the story for missing number problems</li> <li>Practicing estimating using pigs in houses</li> <li>Order pigs and numerals to 50</li> <li>Count the pigs in the mud pit (repeated addition)</li> <li>Use sensory mud tubs (brown cornflour, mud flour and water mixture) to practice writing numbers – use symbols to support</li> </ul> <p><b>At Home/Magic Grandad Homes</b></p> <ul style="list-style-type: none"> <li>Count objects found within a home</li> <li>Create a mini street in the corridor and count how many steps from one house to another</li> <li>Compare homes using language such as less/fewer more/greater.</li> </ul>

**Use skills ladders for assessment**

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<p><b>At Home</b></p> <ul style="list-style-type: none"> <li>Explore home, town, city related counting songs</li> <li>Explore objects related to number linked to houses – count the house, count the windows, count the doors.</li> <li>Explore door numbers in sensory materials</li> </ul> <p><b>Sonny wonderful wellies</b></p> <ul style="list-style-type: none"> <li>Explore splashing in the water and counting</li> <li>Explore counting ducks in the water</li> <li>Hook a duck</li> <li>Sit under an umbrella and request how many sprays of water</li> <li>Make splats with blue paint counting as you do it.</li> <li>Water play using numbered bottled</li> <li>Counting Wellies</li> <li>Use numicon frames to decorate wellies</li> <li>Fish numicon out of the water</li> <li>5 little ducks number rhyme</li> </ul> <p><b>I hear thunder</b></p> <ul style="list-style-type: none"> <li>Set up sensory number trays related to the weather.</li> </ul>	<ul style="list-style-type: none"> <li>Play a game of hide the wolf/pig teddy. Show the child the teddy and then hide whilst they watch. Can they retrieve it.</li> <li>Explore pig figures/teddies from the story. Use mathematical questioning as above.</li> <li>Begin to order pictures of pigs with numbers on</li> <li>Hide animals in mud, straw or sticks for children to find.</li> <li>Blow down the houses and count how many pigs inside</li> <li>Build a tower using bricks and count how many.</li> </ul> <p><b>At Home</b></p> <ul style="list-style-type: none"> <li>Explore grouping objects or equipment from the story</li> <li>Write numbers on dolls and use a 'bath' to clean the numbers off.</li> <li>Complete a number hunt to find numbered houses around the classroom</li> <li>Categorise items found at home</li> <li>Join in with 10 in the bed</li> <li>Set up a sensory tray for 10 in the bed.</li> <li>Explore matching numbers to doors</li> </ul> <p><b>Sonny wonderful wellies</b></p> <ul style="list-style-type: none"> <li>Explore splashing in the water and counting - request more</li> <li>Explore counting ducks in the water - use 5 little ducks as a hook</li> <li>Hook a duck - look at numbers</li> <li>Sit under an umbrella and request how many sprays of water from a selection</li> <li>Make splats with blue paint counting as you do it – show the correct number</li> <li>Mark make in blue paint with symbol numbers</li> <li>Find numbers in sensory materials and begin to order by matching</li> <li>Water play using numbered bottles – post numbers found in water into the matching bottle</li> <li>Counting Wellies</li> <li>Use numicon frames to decorate wellies</li> <li>Fish numicon out of the water and match</li> </ul> <p><b>I hear thunder</b></p> <ul style="list-style-type: none"> <li>Set up sensory number trays related to the weather.</li> </ul>	<ul style="list-style-type: none"> <li>Explore matching numbers to doors – count the dots and add the correct number – up to 3.</li> <li>Counting how many windows on houses up to 10.</li> </ul> <p><b>Sonny wonderful wellies</b></p> <ul style="list-style-type: none"> <li>Explore splashing in the water and counting how many splashes – find the corresponding number – up to 3</li> <li>Count the ducks in the water up to 3</li> <li>Add the correct amount of ducks to the pond – up to 3</li> <li>Explore counting ducks in the water - use 5 little ducks as a hook - order and count up to 3</li> <li>Hook a duck - look at numbers and match to 3</li> <li>Sit under an umbrella and request how many sprays of water from a selection up to 3 – encourage counting</li> <li>Make splats with blue paint counting as you do it – choose the correct number to 3</li> <li>Mark make in blue paint with symbol numbers</li> <li>Find numbers in the water – blue materials and match to a bingo board – to 3</li> <li>Water play using numbered bottles – post correct amount of ducks into the numbered bottles</li> <li>Counting Wellies to 3</li> <li>Use numicon frames to decorate wellies and match numbers to 3</li> <li>Fish numicon out of the water and match</li> </ul> <p><b>I hear thunder</b></p> <ul style="list-style-type: none"> <li>Set up sensory number trays related to the weather.</li> </ul>	<p><b>Sonny wonderful wellies/once upon a raindrop</b></p> <ul style="list-style-type: none"> <li>Explore splashing in the water and counting how many splashes – find the corresponding number – up to 10</li> <li>Count the ducks in the water up to 10</li> <li>Add the correct amount of ducks to the pond – up to 3</li> <li>Explore counting ducks in the water - use 5 little ducks as a hook - order and count up to 10</li> <li>Explore counting raindrops and order</li> <li>Hook a duck - look at numbers and match to 10</li> <li>Sit under an umbrella and request how many sprays of water from a selection up to 10 – encourage counting</li> <li>Make splats/ rain drips with blue paint counting as you do it – choose the correct number to 10</li> <li>Find numbers in the water – blue materials and match to a bingo board – to 10</li> <li>Water play using numbered bottles – post correct amount of ducks/raindrops into the numbered bottles up to 10</li> <li>Counting Wellies to 10</li> <li>Use wellies/raindrops to add one or take one away</li> <li>Use ducks/ wellies/ raindrops to add to the water and takeaway</li> </ul> <p><b>I hear thunder/Weather</b></p> <ul style="list-style-type: none"> <li>Use weather symbols to add one/ take one away.</li> <li>Use sensory materials for different weathers – sprinkling snow on them, making it rain – can they request more or less of the activity</li> <li>Build snowmen and use buttons to add and take 1 away.</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract numbers on doors.</li> <li>Order the house on the street using door numbers</li> </ul> <p><b>Sonny wonderful wellies/once upon a raindrop</b></p> <ul style="list-style-type: none"> <li>Explore splashing in the water and counting how many splashes – find the corresponding number – up to 50</li> <li>Find the ducks in the water and read the numeral/number word</li> <li>Explore counting ducks in the water - add and subtract using different colour ducks</li> <li>Explore counting raindrops and order to 50</li> <li>Add and subtract raindrops/ducks</li> <li>Find numbers in the water – blue materials and match to a bingo board – to 50</li> <li>Water play using numbered bottles – post correct amount of ducks/raindrops into the numbered bottles up to 10</li> <li>Counting Wellies to 50</li> <li>Use a rainbow to look at number bonds to 10</li> <li>Use raindrops/rainbows/ducks for number problems.</li> <li>Make steps in wellies counting forwards and backwards</li> </ul> <p><b>I hear thunder/Weather</b></p> <ul style="list-style-type: none"> <li>Use weather symbols for number problems</li> <li>Build snowmen and use buttons to add and takeaway.</li> </ul>
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**Key Vocab**

Count, Sort, Number, more, less, add, takeaway, fewer, greater, estimate, guess, forwards, backwards.

## Maths PNC - Medium Term Planning – Spring Term

Cycle 2 Spring Term – Our Local area/Young Gardeners				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p><b>Exploring Number: Exploring objects related to number</b></p> <ul style="list-style-type: none"> <li>I can reach out for, touch and begin to hold number-related objects.</li> <li>Explore objects related to numbers. Engage with number related activities (e.g.; attention autism number activities, number posting, foam numbers, number blocks).</li> <li>I am beginning to understand that things exist, even when out of sight</li> </ul> <p><b>Exploring Number: Exploring Number Songs and Activities</b></p> <ul style="list-style-type: none"> <li>Watch/listen to number songs and experience number activities.</li> <li>React to new number activities and experiences (e.g.; new number action songs such as 1,2,3,4,5 once I caught a fish alive)</li> <li>Develop focus and attention on number activities (e.g.; five little speckled frogs splashing into water, number-based attention autism activities).</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>I am developing an awareness of number names through an enjoyment of action rhymes and songs.</li> <li>I can notice a change in number of objects/sounds up to 3.</li> </ul>	<p><b>Exploring Number: Exploring objects related to number</b></p> <ul style="list-style-type: none"> <li>Explore number toys and resources by hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</li> <li>Explore number toys with buttons, flaps and simple mechanisms, often by trial and improvement.</li> </ul> <p><b>Exploring Number: Exploring Number Songs and Activities</b></p> <ul style="list-style-type: none"> <li>Join in with number action songs (verbally or actions).</li> <li>Explore activities where there are changes in quantity when something is added or taken away.</li> <li>Request 'more' of an item or action.</li> <li>I know that things exist, even when out of sight.</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Select a small number of objects from a group when asked (e.g.; please give me one. Please give more</li> <li>Take part in activities linked to organising and categorising objects (e.g.; putting all the teddy bears together and all of the cars together)</li> <li>Begin to say (or use symbols) for some counting words randomly.</li> <li>Experiment with symbols and marks representing ideas of number</li> <li>Recite/order some number names in sequence.</li> </ul>	<p><b>Exploring Number: Number Activities</b></p> <ul style="list-style-type: none"> <li>I can take part in activities related to grouping objects.</li> <li>Begin to show understanding of 1:1 correspondence.</li> <li>Sometimes know that numbers identify how many objects are in a set</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Begin to realise anything can be counted (including step/claps).</li> <li>Begin to count up to 3 objects reliably</li> <li>Begin to compare amounts of objects</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Begin to show an interest in number problems.</li> <li>Recite/order numbers to 10.</li> <li>Begin to match numeral and quantity correctly</li> <li>Use some number names and number language spontaneously</li> </ul>	<p><b>Exploring Number: Developing an Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Select the correct numeral to represent 1-10 objects.</li> <li>Recognise numbers 1-10.</li> <li>Begin to write numerals</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Count an irregular arrangement of up to 10 object</li> <li>Find the total of items in two groups by counting all of them.</li> <li>Count objects to 10 and beginning to count beyond 10.</li> <li>Begin to estimate how many objects I can see and check them by counting.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>I am beginning to demonstrate an understanding of 'less' through practical situations.</li> <li>Respond in practical situations to add 1 on to a number of objects.</li> <li>Begin to use vocabulary involved in adding and subtraction.</li> <li>I can respond in practical situations to 'take one away' from a number of objects.</li> <li>Begin to use vocabulary involved in adding and subtraction</li> </ul>	<p><b>Exploring Number: Number and Place value</b></p> <ul style="list-style-type: none"> <li>Read numbers to 50 in numerals.</li> <li>Read numbers to 50 in words.</li> <li>Write numbers to 50.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers to 10.</li> <li>Solve simple missing number problems to 10.</li> <li>Use number bonds to 10.</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Count backward and forward to 50.</li> <li>Use repeated addition to count objects organised into sets.</li> <li>Estimate a number up to 10</li> </ul>
<p><b>Please note these activities are based around exploration and will require lots of adult modelling. Children are not expected to know numbers or be able to count they are just experiencing numbers in different ways</b></p> <p><b>Who's at the door</b></p> <ul style="list-style-type: none"> <li>Explore items related to the story – numbers behind doors</li> <li>Explore doors with numbers on</li> <li>Dress the wolf up in different clothes - matching numbers</li> <li>Explore AA number activities related who's at the door</li> <li>Knock on doors counting them as you knock</li> <li>Try on the different numbered hats</li> <li>Hide numbers around the room – find them and stick them onto the doors</li> <li>Make different hats – counting as you stick different items on e.g. 1, 2, 3 stars</li> <li>Hide numbered wolves in different materials – can they find him. How many can they find</li> </ul> <p><b>The grocer's shop</b></p> <ul style="list-style-type: none"> <li>Food play – count the apples etc adult support</li> <li>Post numbered shopping items into a shopping bag</li> <li>Explore tills</li> <li>Explore food related number songs</li> </ul>	<p><b>Please note these activities are based around exploration and will require lots of adult modelling. Children are not expected to know numbers or be able to count they are just experiencing numbers in different ways</b></p> <p><b>Who's at the door</b></p> <ul style="list-style-type: none"> <li>Explore items related to the story – numbers behind doors</li> <li>Explore doors with numbers on and begin to match</li> <li>Dress the wolf up in different clothes - matching numbers</li> <li>Explore AA number activities related who's at the door</li> <li>Knock on doors counting them as you knock</li> <li>Select items to decorate doors. Give me one/more</li> <li>Make different numbered hats to wear as a disguise</li> <li>Hide numbers around the room – find them and stick them onto the doors – matching</li> <li>Make different hats – counting as you stick different items on e.g. 1, 2, 3 stars</li> <li>Categorise different doors – red doors and yellow doors</li> <li>Make marks onto door to represent numbers</li> <li>Hide numbered wolves in different materials – count how many with support</li> </ul>	<p><b>Who's at the door</b></p> <ul style="list-style-type: none"> <li>Count the number of doors</li> <li>Count the number of spots on doors</li> <li>Categorise doors</li> <li>Explore doors with numbers on and match</li> <li>Dress the wolf up in his disguise – 2 shoes 1 jumper etc</li> <li>Count how many steps from one door to another</li> <li>Make different numbered hats to wear as a disguise</li> <li>Who has more/less the wolf or the pig</li> <li>Hide numbers around the room – find them and stick them onto the doors – matching numeral to quantity</li> <li>Categorise different doors – red doors and yellow doors</li> <li>How many doors</li> <li>Make marks onto doors to represent numbers</li> <li>Hide numbered pigs and wolves in sensory materials – then separate them</li> </ul> <p><b>The grocer's shop</b></p> <ul style="list-style-type: none"> <li>Food play – count the apples etc up to 3</li> <li>Mark make on receipts and price labels to represent numbers</li> <li>Sort shopping into bags – 3 apples in the 3 bag</li> <li>Explore tills and shopping</li> </ul> <p><b>Jack and the Beanstalk</b></p>	<ul style="list-style-type: none"> <li><b>Explore subitising small numbers</b></li> <li><b>Count different groups of objects</b></li> </ul> <p><b>The Smartest Giant in Town</b></p> <ul style="list-style-type: none"> <li>Count the characters from the story and find the matching numeral.</li> <li>Order the giant's footsteps to 10</li> <li>Count the characters/objects from the story and write how many</li> <li>Cut out characters from the story and throw into the air - can the children count them as they have landed?</li> <li>Find the total of two groups of characters from the story</li> <li>Hide pictures of characters in laminated paint pouches – how many characters can the children find when they move the paint around – up to 10/</li> <li>How many goats in boats are in the water – cover over and estimate how many they saw, check by counting up to 5</li> <li>Count how many mice are in the boot houses and write it down</li> <li>Read the story and take items of clothing away from the giant using key vocab.</li> <li>Read the story and use key vocab of adding and taking away in the story.</li> </ul> <p><b>The Enormous Turnip</b></p> <ul style="list-style-type: none"> <li>Order turnips to 10</li> <li>Count the turnips in the soil – to 10 – in a line and irregular arrangement</li> </ul>	<ul style="list-style-type: none"> <li><b>Explore subitising numbers to 3.</b></li> <li><b>Explore conservation</b></li> </ul> <p><b>The Smartest Giant in Town</b></p> <ul style="list-style-type: none"> <li>Count the characters from the story and find the matching numeral up to 50</li> <li>Order the giant's footsteps to 50</li> <li>Count the characters/objects from the story and write how many up to 50</li> <li>Cut out characters from the story and throw into the air - can the children count them as they have landed?</li> <li>Find the total of two groups of characters from the story</li> <li>Hide characters in sensory materials – how many giant's did you find? How many mice did you find?</li> <li>How many goats in boats are in the water – cover over and estimate how many they saw, check by counting up to 10</li> <li>Count how many mice are in the boot houses and write it down up to 50</li> <li>Read the story and take items of clothing away from the giant using key vocab.</li> <li>Read the story and use key vocab of adding and taking away in the story</li> <li>Use characters for simple number problems to 10</li> <li>Match the giant to clothes to make number bonds</li> <li>Match the character to their item of clothing to make number bonds to 10.</li> </ul>

**Use skills ladders for assessment**

### Maths PNC - Medium Term Planning – Spring Term

<p><b>Jack and the Beanstalk</b></p> <ul style="list-style-type: none"> <li>Find the numbered beans in the sensory materials</li> <li>Plant the numbered beans in the soil and pots</li> <li>Hide beans in soil – can the children find them?</li> <li>Make giant footsteps and count</li> <li>Use drums to bang as giant footsteps, count as you bang them.</li> </ul> <p><b>Here we go round the mulberry bush</b></p> <ul style="list-style-type: none"> <li>Count how many steps around the mulberry bush</li> <li>Put the berries onto the mulberry bush</li> <li>Hide berries in leaves – children to find and put them into the basket, adult to model counting.</li> <li>How many times can you walk around the mulberry bush</li> <li>Splat the berries and count</li> </ul>	<p><b>The grocer’s shop</b></p> <ul style="list-style-type: none"> <li>Food play – count the apples etc adult support</li> <li>Mark make on receipts and price labels to represent numbers</li> <li>Sort shopping into bags</li> <li>Explore tills</li> <li>Explore food related number songs</li> </ul> <p><b>Jack and the Beanstalk</b></p> <ul style="list-style-type: none"> <li>Find the numbered beans in the sensory materials and match to order</li> <li>Plant the numbered beans in the soil and pots – give me one/more</li> <li>Hide beans in soil – can the children find them?</li> <li>Make giant footsteps and count</li> <li>Use drums to bang as giant footsteps, count as you bang them.</li> <li>Request more soil when planting beans</li> <li>Mark make to represent numbers on beans</li> </ul> <p><b>Here we go round the mulberry bush</b></p> <ul style="list-style-type: none"> <li>Count how many steps around the mulberry bush</li> <li>Put the berries onto the mulberry bush</li> <li>Hide berries in leaves – children to find and put them into the basket, adult to model counting.</li> <li>Sort the berries into categories – red and black</li> <li>Splat the berries and count</li> <li>Add berries to the bush – give me one/more</li> </ul>	<ul style="list-style-type: none"> <li>Find the numbered beans in the sensory materials order to 3</li> <li>Plant the numbered beans in the soil and pots</li> <li>Plant beans into the pot 3 beans in the 3 pot</li> <li>Hide beans in soil – can the children find them? And count how many</li> <li>Make giant footsteps and count to 10</li> <li>Use drums to bang as giant footsteps, count as you bang them to 10</li> <li>Count the beans in the tray</li> <li>Count the steps up the beanstalk</li> <li>Order the hens and harps</li> </ul> <p><b>Here we go round the mulberry bush</b></p> <ul style="list-style-type: none"> <li>Count how many steps around the mulberry bush and find the matching number</li> <li>Put the correct amount of berries onto the mulberry bush up to 3</li> <li>Hide berries in leaves – children to find and put the correct amount into the number baskets – to 3</li> <li>Sort the berries into categories – red and black</li> <li>Splat the berries and count up to 10</li> <li>Which bush has more/less berries</li> </ul>	<ul style="list-style-type: none"> <li>Write numerals in soil</li> <li>Add and subtract turnips – practical using a sensory tray</li> <li>Estimate how many turnips are in the tub – tip out and pick up and count up to 5</li> <li>Sequencing turnip puzzle</li> <li>Use characters from the story for number problems</li> </ul> <p><b>My Bean diary</b></p> <ul style="list-style-type: none"> <li>Find the numbered beans around the school and order</li> <li>Plant beans into the pot 3 beans in the 3 pot – up to 10</li> <li>Hide beans in soil – can you find 10 beans? 8 beans?</li> <li>Make giant footsteps and count to 10</li> <li>Look at beans in the tray then cover over and guess how many – uncover and count</li> <li>Shake beans in a can tip them on the table and look for a few seconds before scooping back into tin. Estimate how many. – up to 5</li> </ul>	<p><b>The Enormous Turnip</b></p> <ul style="list-style-type: none"> <li>Order turnips to 50</li> <li>Count the turnips in the soil – to 50 – in a line and irregular arrangement</li> <li>Add and subtract turnips</li> <li>Add and subtract characters within 10</li> <li>Estimate how many turnips are in the tub – tip out and pick up and count up to 10</li> <li>Sequencing turnip puzzle to 50</li> <li>Use characters from the story for number problems</li> </ul> <p><b>My Bean diary</b></p> <ul style="list-style-type: none"> <li>Find the numbered beans around the school and order</li> <li>Plant beans into the pot 3 beans in the 3 pot – up to 50</li> <li>Make giant footsteps and count to 50 forwards and backwards</li> <li>Look at beans in the tray then cover over and guess how many – uncover and count up to 10</li> <li>Shake beans in a can tip them on the table and look for a few seconds before scooping back into tin. Estimate how many.</li> <li>How many beans in the pots – repeated addition</li> </ul>
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**Key Vocab**  
 Count, Sort, Number, more, less, add, takeaway, fewer, greater, estimate, guess, forwards, backwards.

Cycle 3 Spring Term – Caring for Others/On the Farm				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p><b>Exploring Number: Exploring objects related to number</b></p> <ul style="list-style-type: none"> <li>I can reach out for, touch and begin to hold number-related objects.</li> <li>Explore objects related to numbers. Engage with number related activities (e.g.; attention autism number activities, number posting, foam numbers, number blocks).</li> <li>I am beginning to understand that things exist, even when out of sight</li> </ul> <p><b>Exploring Number: Exploring Number Songs and Activities</b></p> <ul style="list-style-type: none"> <li>Watch/listen to number songs and experience number activities.</li> </ul>	<p><b>Exploring Number: Exploring objects related to number</b></p> <ul style="list-style-type: none"> <li>Explore number toys and resources by hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</li> <li>Explore number toys with buttons, flaps and simple mechanisms, often by trial and improvement.</li> </ul> <p><b>Exploring Number: Exploring Number Songs and Activities</b></p> <ul style="list-style-type: none"> <li>Join in with number action songs (verbally or actions).</li> <li>Explore activities where there are changes in quantity when something is added or taken away.</li> <li>Request ‘more’ of an item or action.</li> <li>I know that things exist, even when out of sight.</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p>	<p><b>Exploring Number: Number Activities</b></p> <ul style="list-style-type: none"> <li>I can take part in activities related to grouping objects.</li> <li>Begin to show understanding of 1:1 correspondence.</li> <li>Sometimes know that numbers identify how many objects are in a set</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Begin to realise anything can be counted (including step/claps).</li> <li>Begin to count up to 3 objects reliably</li> <li>Begin to compare amounts of objects</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p>	<p><b>Exploring Number: Developing an Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Select the correct numeral to represent 1-10 objects.</li> <li>Recognise numbers 1-10.</li> <li>Begin to write numerals</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Count an irregular arrangement of up to 10 object</li> <li>Find the total of items in two groups by counting all of them.</li> <li>Count objects to 10 and beginning to count beyond 10.</li> <li>Begin to estimate how many objects I can see and check them by counting.</li> </ul>	<p><b>Exploring Number: Number and Place value</b></p> <ul style="list-style-type: none"> <li>Read numbers to 50 in numerals.</li> <li>Read numbers to 50 in words.</li> <li>Write numbers to 50.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers to 10.</li> <li>Solve simple missing number problems to 10.</li> <li>Use number bonds to 10.</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Count backward and forward to 50.</li> </ul>

**Use skills ladders for assessment**

## Maths PNC - Medium Term Planning – Spring Term

<ul style="list-style-type: none"> <li>React to new number activities and experiences (e.g.; new number action songs such as 1,2,3,4,5 once I caught a fish alive)</li> <li>Develop focus and attention on number activities (e.g.; five little speckled frogs splashing into water, number-based attention autism activities).</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>I am developing an awareness of number names through an enjoyment of action rhymes and songs.</li> <li>I can notice a change in number of objects/sounds up to 3.</li> </ul>	<ul style="list-style-type: none"> <li>Select a small number of objects from a group when asked (e.g.; please give me one. Please give more)</li> <li>Take part in activities linked to organising and categorising objects (e.g.; putting all the teddy bears together and all of the cars together)</li> <li>Begin to say (or use symbols) for some counting words randomly.</li> <li>Experiment with symbols and marks representing ideas of number</li> <li>Recite/order some number names in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to show an interest in number problems.</li> <li>Recite/order numbers to 10.</li> <li>Begin to match numeral and quantity correctly</li> <li>Use some number names and number language spontaneously</li> </ul>	<p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>I am beginning to demonstrate an understanding of 'less' through practical situations.</li> <li>Respond in practical situations to add 1 on to a number of objects.</li> <li>Begin to use vocabulary involved in adding and subtraction.</li> <li>I can respond in practical situations to 'take one away' from a number of objects.</li> <li>Begin to use vocabulary involved in adding and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Use repeated addition to count objects organised into sets.</li> <li>Estimate a number up to 10</li> </ul>
<p><b>Please note these activities are based around exploration and will require lots of adult modelling. Children are not expected to know numbers or be able to count they are just experiencing numbers in different ways</b></p> <p><b>We found a hat</b></p> <ul style="list-style-type: none"> <li>Explore items related to the story – turtles, hats</li> <li>Explore hats with numbers on</li> <li>Try on the different numbered hats and look in the mirror</li> <li>Find the numbered hats in the corridor</li> <li>Hide numbered turtles under hats</li> <li>Use cheerios to decorate a turtle shell counting how many as they are being put on.</li> <li>Make a sun counting how many rays as they are being put on</li> <li>Cover a laminated sun with shaving foam – children to spray with a water bottle to reveal the sun - count how many sprays</li> </ul> <p><b>Old McDonald had a farm</b></p> <ul style="list-style-type: none"> <li>Explore farm animal counting songs</li> <li>Decorate sheep with a cotton wool ball and count</li> <li>Explore farm animals</li> <li>Match the number animals hidden in sensory materials on a bingo board</li> <li>Make a fence for the farm animals counting sticks</li> <li>Explore numbered chickens and eggs</li> <li>Put eggs into a an egg carton counting as its done.</li> <li>Build cube towers for the tractor to deliver</li> <li>Feed pasta to the farm animals counting as they go into the pot</li> </ul> <p><b>That's not my cow</b></p> <ul style="list-style-type: none"> <li>Find the numbered cows in the sensory materials</li> <li>Make black paint splats onto a cow and count</li> <li>Cover numbered cows in mud ask children to wash them with a wet paint brush to reveal the numbers</li> </ul>	<p><b>Please note these activities are based around exploration and will require lots of adult modelling. Children are not expected to know numbers or be able to count they are just experiencing numbers in different ways</b></p> <p><b>We found a hat</b></p> <ul style="list-style-type: none"> <li>Explore hats with numbers on</li> <li>Try on the different numbered hats and quantities on and look in the mirror</li> <li>Find the numbered hats in the corridor</li> <li>Hide numbered turtles under hats</li> <li>Use cheerios to decorate a turtle shell request more cheerios to cover the shell</li> <li>Make a sun – encourage children to give you a requested amount of strips to make the rays.</li> <li>Cover numbered laminated sun with shaving foam – children to spray with a water bottle to reveal the sun - count how many sprays – choose from a selection</li> </ul> <p><b>Old McDonald had a farm</b></p> <ul style="list-style-type: none"> <li>Explore farm animal counting songs</li> <li>Decorate sheep with a cotton wool balls - ask for give me one or more</li> <li>Explore farm animals in mud and make marks related to number</li> <li>Match the number animals hidden in sensory materials on a bingo board</li> <li>Make a fence for the farm animals counting sticks and matching</li> <li>Explore numbered chickens and eggs match</li> <li>Put numbered eggs into a numbered egg carton to match the numeral</li> <li>Build cube towers for the tractor to deliver and count them</li> <li>Feed pasta to the farm animals by sorting - straight pasta and curly pasta – red or blue pasta</li> <li>Categorise the farm animals e.g pigs and cows</li> </ul> <p><b>That's not my cow</b></p> <ul style="list-style-type: none"> <li>Find the numbered cows in the sensory materials</li> <li>Make black paint splats onto a cow and count</li> </ul>	<p><b>We found a hat</b></p> <ul style="list-style-type: none"> <li>Explore hats and add decoration in quantities to 3 – e.g. 3 stars</li> <li>Put 1 – 3 beads on the hat</li> <li>Find the numbered hats around school and order to 3</li> <li>Can the children hide turtles under hats with quantities</li> <li>Use cheerios to decorate a turtle shell – 1-3</li> <li>Make orange and yellow paint plats to represent the sun 1-3</li> <li>Cover numbered laminated sun with a shaving foam cloud – children to spray with a water bottle to reveal the number then order</li> </ul> <p><b>Old McDonald had a farm</b></p> <ul style="list-style-type: none"> <li>Decorate sheep with a cotton wool ball to match to numeral and quantity 1-3</li> <li>Count how many pigs/cows etc are in the mud and write the number in the mud.</li> <li>Find number animals – 1-3 in sensory mud and order</li> <li>Make a fence for the farm animals order 1-3 on lolly sticks</li> <li>Put the correct amount of chicks inside the eggs 1-3</li> <li>Put the correct number of eggs into the egg carton.</li> <li>Build cube towers for the tractor to deliver and count them 1-3</li> <li>Feed pasta to the farm animals by sorting - straight pasta and curly pasta – red or blue pasta</li> <li>Categorise the farm animals by features</li> <li>Count the pigs and the cows together up to 10.</li> <li>Number sequence a farm animal picture 1-3.</li> </ul> <p><b>That's not my cow</b></p> <ul style="list-style-type: none"> <li>Find the numbered cows in the sensory materials and order 1-3</li> <li>Make black paint splats onto a cow and match the numeral 1-3</li> <li>Use puffy paint to make marks on a cow to match the corresponding number 1-3</li> </ul>	<ul style="list-style-type: none"> <li><b>Explore subitising small numbers</b></li> <li><b>Count different groups of objects</b></li> </ul> <p><b>Sharing a shell</b></p> <ul style="list-style-type: none"> <li>Count the shells 1-10</li> <li>Match the correct numeral to quantity of shells.</li> <li>Write numerals in the sand</li> <li>Find shells in the sand and count</li> <li>Decorate shell with different quantities – 3 stars, 4 circles</li> <li>Drop shells 1-10 into a tray and count – irregular arrangement</li> <li>Add two groups of shells together</li> <li>Sort shells into categories</li> <li>Estimate how many shells were dropped into the sand and check by counting to 5</li> <li>Count how many shells are in the book</li> <li>Give each of the snails a shell and count – beyond 10</li> <li>Decorate a shell – use key vocab such as adding a star, adding two stars etc</li> </ul> <p><b>Farmer Duck</b></p> <ul style="list-style-type: none"> <li>Set up farm animal pens – which has more/less</li> <li>Set up farm animal pens and ask the children to add 1 animal to the pens.</li> <li>Make a fence for the farm animals using lolly sticks labelled 1-10</li> <li>Find the numbers in the pond and order 1-10</li> <li>Add fish to the pond and then take one away</li> <li>How many ducks estimating – sprinkle hay over to cover</li> <li>Use a water mat to write numerals</li> <li>Painting with water on the playground - numerals to 10.</li> </ul> <p><b>Queue at the zoo</b></p> <ul style="list-style-type: none"> <li>Put the corresponding number of spots on the cheetah</li> <li>Feed the correct amount of bananas to the monkey.</li> <li>Which animal has the most food – more and less</li> </ul>	<ul style="list-style-type: none"> <li><b>Explore subitising numbers to 3.</b></li> <li><b>Explore conservation</b></li> </ul> <p><b>Sharing a shell</b></p> <ul style="list-style-type: none"> <li>Count the shells 1-50</li> <li>Match the correct numeral to quantity of shells. Up to 50</li> <li>Write numerals in the sand to 50</li> <li>Find shells in the sand and count to 50</li> <li>Decorate shell with different quantities – 3 stars, 4 circles</li> <li>Drop shells 1-50 into a tray and count – irregular arrangement</li> <li>Add two groups of shells together</li> <li>Sort shells into categories</li> <li>Estimate how many shells were dropped into the sand and check by counting to 10</li> <li>Count how many shells are in the story book</li> <li>Give each of the snails a shell and count to 50</li> <li>Decorate a shell using addition 2 stars and 3 circles equals 5</li> <li>Walk along the snail trail forwards and backwards counting to 50</li> <li>Use character pictures to create simple number problems</li> </ul> <p><b>Farmer Duck</b></p> <ul style="list-style-type: none"> <li>Set up farm animal pens and use them to create addition and subtraction.</li> <li>Make a fence for the farm animals using lolly sticks labelled 1-50</li> <li>Find the numbers in the pond and order 1-50 (this can be 1, 3, 7, 10 etc)</li> <li>How many ducks estimating – sprinkle hay over to cover up to 10</li> <li>Use a water mat to write numerals to 50</li> <li>Painting with water on the playground - numerals to 50.</li> <li>Match the tractor to its trailer to match number bonds to 10.</li> </ul> <p><b>Queue at the zoo</b></p> <ul style="list-style-type: none"> <li>Put the corresponding number of spots on the cheetah up to 50</li> </ul>

**Use skills ladders for assessment**

## Maths PNC - Medium Term Planning – Spring Term

<ul style="list-style-type: none"> <li>• Feed the cow by posting numbered grass pictures into its mouth</li> <li>• Hide cows around the playground. Can they find them – adult to model counting how many found.</li> </ul>	<ul style="list-style-type: none"> <li>• Use puffy paint to make marks on a cow counting as each mark is made</li> <li>• Cover numbered cows in mud ask children to wash them with a wet paint brush to reveal the numbers</li> <li>• Feed the cow by requesting more</li> <li>• Hide cows around the playground. Can they find them – adult to model counting how many found.</li> </ul>	<ul style="list-style-type: none"> <li>• Cover numbered cows in mud ask children to wash them with a wet paint brush to reveal the numbers then order 1-3</li> <li>• Feed the cow 1-3</li> <li>• How many spots of the cow?</li> </ul>	<ul style="list-style-type: none"> <li>• How many zoo animals in the enclosure – take one away – how many?</li> </ul>	<ul style="list-style-type: none"> <li>• Feed the correct amount of bananas to the monkey up to 50</li> <li>• Match the animal to its young to match the number bond</li> <li>• How many zoo animals in the enclosure – take 5 away – practical addition and subtraction</li> </ul>
<b>Key Vocab</b>				
Count, Sort, Number, more, less, add, takeaway, fewer, greater, estimate, guess, forwards, backwards.				

Cycle 4 Spring Term – To the Rescue/Marvellous Machines				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p><b>Exploring Number: Exploring objects related to number</b></p> <ul style="list-style-type: none"> <li>• I can reach out for, touch and begin to hold number-related objects.</li> <li>• Explore objects related to numbers. Engage with number related activities (e.g.; attention autism number activities, number posting, foam numbers, number blocks).</li> <li>• I am beginning to understand that things exist, even when out of sight</li> </ul> <p><b>Exploring Number: Exploring Number Songs and Activities</b></p> <ul style="list-style-type: none"> <li>• Watch/listen to number songs and experience number activities.</li> <li>• React to new number activities and experiences (e.g.; new number action songs such as 1,2,3,4,5 once I caught a fish alive)</li> <li>• Develop focus and attention on number activities (e.g.; five little speckled frogs splashing into water, number-based attention autism activities).</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>• I am developing an awareness of number names through an enjoyment of action rhymes and songs.</li> <li>• I can notice a change in number of objects/sounds up to 3.</li> </ul>	<p><b>Exploring Number: Exploring objects related to number</b></p> <ul style="list-style-type: none"> <li>• Explore number toys and resources by hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</li> <li>• Explore number toys with buttons, flaps and simple mechanisms, often by trial and improvement.</li> </ul> <p><b>Exploring Number: Exploring Number Songs and Activities</b></p> <ul style="list-style-type: none"> <li>• Join in with number action songs (verbally or actions).</li> <li>• Explore activities where there are changes in quantity when something is added or taken away.</li> <li>• Request 'more' of an item or action.</li> <li>• I know that things exist, even when out of sight.</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>• Select a small number of objects from a group when asked (e.g.; please give me one. Please give more)</li> <li>• Take part in activities linked to organising and categorising objects (e.g.; putting all the teddy bears together and all of the cars together)</li> <li>• Begin to say (or use symbols) for some counting words randomly.</li> <li>• Experiment with symbols and marks representing ideas of number</li> <li>• Recite/order some number names in sequence.</li> </ul>	<p><b>Exploring Number: Number Activities</b></p> <ul style="list-style-type: none"> <li>• I can take part in activities related to grouping objects.</li> <li>• Begin to show understanding of 1:1 correspondence.</li> <li>• Sometimes know that numbers identify how many objects are in a set</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>• Begin to realise anything can be counted (including step/claps).</li> <li>• Begin to count up to 3 objects reliably</li> <li>• Begin to compare amounts of objects</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>• Begin to show an interest in number problems.</li> <li>• Recite/order numbers to 10.</li> <li>• Begin to match numeral and quantity correctly</li> <li>• Use some number names and number language spontaneously</li> </ul>	<p><b>Exploring Number: Developing an Awareness of Number</b></p> <ul style="list-style-type: none"> <li>• Select the correct numeral to represent 1-10 objects.</li> <li>• Recognise numbers 1-10.</li> <li>• Begin to write numerals</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>• Count an irregular arrangement of up to 10 object</li> <li>• Find the total of items in two groups by counting all of them.</li> <li>• Count objects to 10 and beginning to count beyond 10.</li> <li>• Begin to estimate how many objects I can see and check them by counting.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• I am beginning to demonstrate an understanding of 'less' through practical situations.</li> <li>• Respond in practical situations to add 1 on to a number of objects.</li> <li>• Begin to use vocabulary involved in adding and subtraction.</li> <li>• I can respond in practical situations to 'take one away' from a number of objects.</li> <li>• Begin to use vocabulary involved in adding and subtraction</li> </ul>	<p><b>Exploring Number: Number and Place value</b></p> <ul style="list-style-type: none"> <li>• Read numbers to 50 in numerals.</li> <li>• Read numbers to 50 in words.</li> <li>• Write numbers to 50.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers to 10.</li> <li>• Solve simple missing number problems to 10.</li> <li>• Use number bonds to 10.</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>• Count backward and forward to 50.</li> <li>• Use repeated addition to count objects organised into sets.</li> <li>• Estimate a number up to 10</li> </ul>
<p><b>Please note these activities are based around exploration and will require lots of adult modelling. Children are not expected to know numbers or be able to count they are just experiencing numbers in different ways</b></p> <p><b>Little red riding hood</b></p> <ul style="list-style-type: none"> <li>• Explore baskets with different numbers of items in</li> <li>• Explore numbered trees hidden in leaves</li> <li>• Print numbers onto leaves</li> <li>• Hide plastic food around school and collect it counting as items are collected</li> <li>• Wolf splat – create a wolf from shaving foam and cocoa powder and splat them as you count</li> <li>• Fill red riding hoods basket with numicon</li> </ul>	<p><b>Please note these activities are based around exploration and will require lots of adult modelling. Children are not expected to know numbers or be able to count they are just experiencing numbers in different ways</b></p> <p><b>Little red riding hood</b></p> <ul style="list-style-type: none"> <li>• Explore baskets with different numbers of items in – change the number of items each day</li> <li>• Fruit and veg threading – change the quantity of items offered</li> <li>• Try different foods from red riding hoods basket – can they request more</li> <li>• Explore numbered trees hidden in leaves</li> <li>• Print numbers onto leaves</li> </ul>	<p><b>Little red riding hood</b></p> <ul style="list-style-type: none"> <li>• Count items into red riding hoods basket</li> <li>• Explore trees hidden in leaves and count them</li> <li>• Print numbers onto leaves and order 1-3</li> <li>• Stick leaves onto trees 1-3</li> <li>• Compare amount of fruit in the basket</li> <li>• Group food items in the basket e.g. apples and pears</li> <li>• Create a sensory walk through the woods counting steps to 10</li> <li>• Order numbered characters 1-3</li> <li>• Decorate red riding hoods cloak with different quantities - 3 feathers, 2 bobbles and 1 bead</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explore subitising small numbers</b></li> <li>• <b>Count different groups of objects</b></li> </ul> <p><b>Supertato</b></p> <ul style="list-style-type: none"> <li>• Number potato printing ordering to 10.</li> <li>• Order supertato characters to 10</li> <li>• Use pictures of supertato characters to add and subtract</li> <li>• Count the stars on supertato's cape and write how many to 10</li> <li>• Count baby potatoes with faces on and write the numeral to 10</li> <li>• Decorate potatoes with different quantities – wooden sticks to 10</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explore subitising numbers to 3.</b></li> <li>• <b>Explore conservation</b></li> </ul> <p><b>Supertato</b></p> <ul style="list-style-type: none"> <li>• Number potato printing ordering to 50. (can skip numbers)</li> <li>• Order supertato characters to 50</li> <li>• Use pictures of supertato characters to add and subtract</li> <li>• Count the stars on supertato's cape and write how many to 50</li> <li>• Count baby potatoes with faces on and write the numeral to 50</li> <li>• Decorate potatoes with different quantities – wooden sticks to 50</li> </ul>

**Use skills ladders for assessment**

## Maths PNC - Medium Term Planning – Spring Term

<ul style="list-style-type: none"> <li>• Squelch through the mud counting steps as you go.</li> <li>• Use resources from the story to create a sensory tray – change the amount of objects each day – do they notice?</li> </ul> <p><b>The train ride</b></p> <ul style="list-style-type: none"> <li>• Explore numbered train carriages</li> <li>• Fill the train carriages with items</li> <li>• Use the bubble train – pop bubbles and count as you do it</li> <li>• Explore making marks with charcoal</li> <li>• Match numbered train to correct number station</li> <li>• Print trains counting them as you go</li> <li>• Explore a train track with number stickers on – adult to model saying the number as the train goes over it</li> <li>• Explore numicon train pictures</li> <li>• Match numicon to numbered train carriages – match to the picture</li> </ul> <p><b>Wheels at work</b></p> <ul style="list-style-type: none"> <li>• Offer a box of vehicles – let them take whatever quantity they want</li> <li>• Explored vehicles with numbers on</li> <li>• Explore counting cars</li> <li>• Add beads to make wheels on vehicle pictures</li> <li>• Use vehicles to move over road numbers</li> </ul> <p><b>Planet rescue</b></p> <ul style="list-style-type: none"> <li>• Explore dropping items into plastic bottles</li> <li>• Use plastic sweet wrappers to collage over numbers</li> <li>• Spin a globe counting each time it spins</li> <li>• Earth splat – shaving foam mountain with blue and green food colouring dripped on – splat and count</li> </ul>	<ul style="list-style-type: none"> <li>• Select a requested amount of leaves to stick onto tress – give me one, give me more.</li> <li>• Hide plastic food around school and collect it counting as items are collected</li> <li>• Wolf splat – create a wolf from shaving foam and cocoa powder and splat them as you count</li> <li>• Fill red riding hoods basket with numicon</li> <li>• Squelch through the mud counting steps as you go.</li> </ul> <p><b>The train ride</b></p> <ul style="list-style-type: none"> <li>• Explore numbered train carriages – park them in the correct station by matching</li> <li>• Fill the train carriages with items and count them</li> <li>• Use the bubble train – pop bubbles and count as you do it – request more</li> <li>• Explore making marks with charcoal with number symbols to support</li> <li>• Print trains counting them as you go</li> <li>• Explore a train track with number stickers on – adult to model saying the number as the train goes over it</li> <li>• Explore moving trains over track numbers</li> <li>• Explore numicon train pictures</li> <li>• Match numicon to numbered train carriages – match to the picture</li> <li>• Sort the vehicles into categories – red cars and blue cars</li> </ul> <p><b>Wheels at work</b></p> <ul style="list-style-type: none"> <li>• Push numbered cars through paint to make marks</li> <li>• Explore vehicles with numbers on</li> <li>• Explore counting cars</li> <li>• Add beads to make wheels on vehicle pictures</li> <li>• Decorate vehicle pictures with different quantities</li> <li>• Use vehicles to move over road numbers</li> </ul> <p><b>Planet rescue</b></p> <ul style="list-style-type: none"> <li>• Explore dropping items into numbered plastic bottles</li> <li>• Use plastic sweet wrappers to collage over numbers</li> <li>• Spin a globe counting each time it spins</li> <li>• Earth splat – shaving foam mountain with blue and green food colouring dripped on – splat and count - use symbols to show numbers</li> </ul>	<p><b>The train ride</b></p> <ul style="list-style-type: none"> <li>• Park the correct quantity of trains in the correct station</li> <li>• Fill the train carriages with items and match the numeral 1-3</li> <li>• Explore writing numbers 1-3 with charcoal</li> <li>• Print trains counting them as you go and matching the correct numeral - 1-3</li> <li>• Explore numicon train pictures – match the numicon in the carriage to the numeral – 1-3</li> </ul> <p><b>Wheels at work</b></p> <ul style="list-style-type: none"> <li>• Group vehicles into categories</li> <li>• Push numbered cars through paint to make numerals</li> <li>• Explore vehicles with quantities on and park into corresponding numeral parking spaces</li> <li>• Explore counting cars – match numeral to quantity</li> <li>• Match numeral to quantity vehicle pictures</li> <li>• Count the vehicles up to 10</li> <li>• Add two types of vehicles together</li> </ul> <p><b>Planet rescue</b></p> <ul style="list-style-type: none"> <li>• Explore dropping correct amount items into numbered plastic bottles 1-3</li> <li>• Use plastic sweet wrappers to collage over numbers 1-3</li> <li>• Make 3d numbers out of recycling materials</li> <li>• Order numbered earths 1-3</li> </ul>	<p><b>Superhero Poems</b></p> <ul style="list-style-type: none"> <li>• Order the superhero's 1-10</li> <li>• Count the super hero's and match the quantity</li> <li>• Add and subtract the super hero's – adding one – one less</li> <li>• Superhero tea party – who has more who has less?</li> <li>• How many superheroes flying in the sky – blow pictures of super hero's out of a cup with a hole in the bottom. Let them fall to the floor and estimate how many – to 3.</li> <li>• Add two groups of superheroes together</li> </ul> <p><b>The runaway train</b></p> <ul style="list-style-type: none"> <li>• Park the correct quantity of trains in the correct station 1- 10</li> <li>• Fill the train carriages with items and match the numeral 1-10</li> <li>• Explore writing numbers 1-10 with charcoal</li> <li>• Print trains counting them as you go and matching the correct numeral - 1-10</li> <li>• Explore numicon train pictures – match the numicon in the carriage to the numeral – 1-10</li> <li>• Make a train using numicon to 10</li> </ul> <p><b>Marvellous machines</b></p> <ul style="list-style-type: none"> <li>• Count the marvellous machines and write how many or match to numeral</li> <li>• Add two marvellous machine pictures together</li> <li>• Estimate how many vehicles are in the box to 3</li> <li>• Using vehicles ask the children to count and then take one away – how many are left.</li> <li>• Order numbered space rockets to 10</li> <li>• Decorate number space rockets with correct amount of stars to 10</li> </ul>	<p><b>Superhero Poems</b></p> <ul style="list-style-type: none"> <li>• Match the superhero to their cape - number bonds to 10</li> <li>• Order the superhero's 1-50</li> <li>• Use superhero characters for missing number problems to 10.</li> <li>• Count the super hero's and match the quantity to 50</li> <li>• Add and subtract the super hero's with 10</li> <li>• Fly like a superhero whilst counting forwards and backwards to 50</li> <li>• How many capes in each superhero's wardrobe – repeated addition</li> <li>• How many superheroes flying in the sky – blow pictures of super hero's out of a cup with a hole in the bottom. Let them fall to the floor and estimate how many – to 10</li> </ul> <p><b>The runaway train</b></p> <ul style="list-style-type: none"> <li>• Park the correct quantity of trains in the correct station 1- 50</li> <li>• Fill the train carriages with items and match the numeral 1-50</li> <li>• Explore writing numbers 1-50 with charcoal</li> <li>• Print trains counting them as you go and matching the correct numeral - 1-50</li> <li>• Explore numicon train pictures – match the numicon in the carriage to the numeral – 1-50</li> <li>• Use train pictures for simple number problems to 20</li> </ul> <p><b>Marvellous machines</b></p> <ul style="list-style-type: none"> <li>• Count the marvellous machines and write how many or match to numeral to 50</li> <li>• Estimate how many vehicles are in the box to 10</li> <li>• Order numbered space rockets to 50</li> <li>• Decorate number space rockets with correct amount of stars to 50</li> </ul>
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**Key Vocab**

Count, Sort, Number, more, less, add, takeaway, fewer, greater, estimate, guess, forwards, backwards.

Use skills ladders for assessment

## Maths PNC - Medium Term Planning – Spring Term

Cycle 5 Spring Term – Beautiful Britain/Reach for the Stars				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p><b>Exploring Number: Exploring objects related to number</b></p> <ul style="list-style-type: none"> <li>I can reach out for, touch and begin to hold number-related objects.</li> <li>Explore objects related to numbers. Engage with number related activities (e.g.; attention autism number activities, number posting, foam numbers, number blocks).</li> <li>I am beginning to understand that things exist, even when out of sight</li> </ul> <p><b>Exploring Number: Exploring Number Songs and Activities</b></p> <ul style="list-style-type: none"> <li>Watch/listen to number songs and experience number activities.</li> <li>React to new number activities and experiences (e.g.; new number action songs such as 1,2,3,4,5 once I caught a fish alive)</li> <li>Develop focus and attention on number activities (e.g.; five little speckled frogs splashing into water, number-based attention autism activities).</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>I am developing an awareness of number names through an enjoyment of action rhymes and songs.</li> <li>I can notice a change in number of objects/sounds up to 3.</li> </ul>	<p><b>Exploring Number: Exploring objects related to number</b></p> <ul style="list-style-type: none"> <li>Explore number toys and resources by hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</li> <li>Explore number toys with buttons, flaps and simple mechanisms, often by trial and improvement.</li> </ul> <p><b>Exploring Number: Exploring Number Songs and Activities</b></p> <ul style="list-style-type: none"> <li>Join in with number action songs (verbally or actions).</li> <li>Explore activities where there are changes in quantity when something is added or taken away.</li> <li>Request 'more' of an item or action.</li> <li>I know that things exist, even when out of sight.</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Select a small number of objects from a group when asked (e.g.; please give me one. Please give more</li> <li>Take part in activities linked to organising and categorising objects (e.g.; putting all the teddy bears together and all of the cars together)</li> <li>Begin to say (or use symbols) for some counting words randomly.</li> <li>Experiment with symbols and marks representing ideas of number</li> <li>Recite/order some number names in sequence.</li> </ul>	<p><b>Exploring Number: Number Activities</b></p> <ul style="list-style-type: none"> <li>I can take part in activities related to grouping objects.</li> <li>Begin to show understanding of 1:1 correspondence.</li> <li>Sometimes know that numbers identify how many objects are in a set</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Begin to realise anything can be counted (including step/claps).</li> <li>Begin to count up to 3 objects reliably</li> <li>Begin to compare amounts of objects</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Begin to show an interest in number problems.</li> <li>Recite/order numbers to 10.</li> <li>Begin to match numeral and quantity correctly</li> <li>Use some number names and number language spontaneously</li> </ul>	<p><b>Exploring Number: Developing an Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Select the correct numeral to represent 1-10 objects.</li> <li>Recognise numbers 1-10.</li> <li>Begin to write numerals</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Count an irregular arrangement of up to 10 object</li> <li>Find the total of items in two groups by counting all of them.</li> <li>Count objects to 10 and beginning to count beyond 10.</li> <li>Begin to estimate how many objects I can see and check them by counting.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>I am beginning to demonstrate an understanding of 'less' through practical situations.</li> <li>Respond in practical situations to add 1 on to a number of objects.</li> <li>Begin to use vocabulary involved in adding and subtraction.</li> <li>I can respond in practical situations to 'take one away' from a number of objects.</li> <li>Begin to use vocabulary involved in adding and subtraction</li> </ul>	<p><b>Exploring Number: Number and Place value</b></p> <ul style="list-style-type: none"> <li>Read numbers to 50 in numerals.</li> <li>Read numbers to 50 in words.</li> <li>Write numbers to 50.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers to 10.</li> <li>Solve simple missing number problems to 10.</li> <li>Use number bonds to 10.</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Count backward and forward to 50.</li> <li>Use repeated addition to count objects organised into sets.</li> <li>Estimate a number up to 10</li> </ul>
<p><b>Please note these activities are based around exploration and will require lots of adult modelling. Children are not expected to know numbers or be able to count they are just experiencing numbers in different ways</b></p> <p><b>Postman Bear</b></p> <ul style="list-style-type: none"> <li>Explore posting letters with numbers on into a postbox</li> <li>Explore number posting toys</li> <li>Explore posting numbers into different containers</li> <li>Hide numbers in envelopes for the children to pull out</li> <li>Explore number songs related to bears</li> <li>Hide bears with numbers in sensory materials and retrieve – adult modelling counting</li> <li>Post counter bears into tubs</li> <li>Cocoa powder shake over bears – count them</li> <li>Sprinkle sensory materials onto pictures of bears and count</li> <li>Add googly eyes to pictures of bears counting as you add.</li> <li>Use numicon to make a bears face</li> </ul> <p><b>Aliens love underpants</b></p> <ul style="list-style-type: none"> <li>Explore numbered flying saucers</li> <li>Throw flying saucers (paper plates) and count as throwing</li> </ul>	<p><b>Please note these activities are based around exploration and will require lots of adult modelling. Children are not expected to know numbers or be able to count they are just experiencing numbers in different ways</b></p> <p><b>Postman Bear</b></p> <ul style="list-style-type: none"> <li>Explore posting letters with numbers on into a postbox</li> <li>Explore number posting toys</li> <li>Explore posting numbers/quantities into different containers</li> <li>Explore posting objects into a postbox counting as you post</li> <li>Hide numbers and quantities in envelopes for the children to pull out</li> <li>Explore number songs related to bears</li> <li>Hide bears with numbers in sensory materials and retrieve – adult modelling counting – post onto containers</li> <li>Post counter bears into tubs</li> <li>Cocoa powder shake over bears – count them</li> <li>Sprinkle sensory materials onto pictures of bears and count</li> <li>Add googly eyes to pictures of bears counting as you add.</li> <li>Teddy bears picnic - give the bears different quantities of items – change quantity each day</li> <li>Use numicon to make a bears face</li> </ul>	<p><b>Postman Bear</b></p> <ul style="list-style-type: none"> <li>Explore posting letters with numbers on into numbered postboxes – matching</li> <li>Grouping compare bears by size/colour</li> <li>Explore posting numbers/quantities into different containers – 1-3</li> <li>Explore posting objects into a postbox counting as you post 1-10</li> <li>Hide quantities in envelopes for the children to count 1-10</li> <li>Put the correct quantity into the numbered envelope 1-3</li> <li>Explore number songs related to bears</li> <li>Hide bears with numbers in sensory materials and retrieve – post into numbered containers – 1-3</li> <li>Post counter bears into tubs 1-10</li> <li>Cocoa powder shake over bears – count them 1-10</li> <li>Sprinkle sensory materials onto pictures of bears and count 1-10</li> <li>Teddy bears picnic - give the bears different quantities of items – change quantity each day 1-3</li> <li>Count how many of each item the bear has and find the matching number – 1-3</li> <li>Pull the bears out of the toy box and count 1-10</li> <li>Pull the bears out of the toy box and count then match the number 1-3</li> </ul> <p><b>Aliens love underpants</b></p>	<ul style="list-style-type: none"> <li>Explore subitising small numbers</li> <li>Count different groups of objects</li> </ul> <p><b>Super worm</b></p> <ul style="list-style-type: none"> <li>Order pictures of numbered characters to 10</li> <li>Count the characters and find the matching numeral</li> <li>Make numbers from wiggle worm straws</li> <li>Use cooked spaghetti to make worm numbers</li> <li>Count the worms in the soil and find the matching numeral – to 10</li> <li>Throw worms into the soil and count – irregular arrangement</li> <li>How many worms in the jar – estimate then count to 3</li> <li>Post the correct amount of worms into worm homes (plastic cups with soil)</li> <li>Put the correct amount of lines on the worm 1-10</li> <li>Add lines to the pictures of worms – add one</li> <li>Add different groups of worms together</li> <li>Worm splat – subtraction</li> <li>Worm homes with worm in – which has less</li> </ul> <p><b>Aliens in underpants save the world</b></p> <ul style="list-style-type: none"> <li>Explore numbered flying saucers and place aliens inside 1-10</li> </ul>	<ul style="list-style-type: none"> <li>Explore subitising numbers to 3.</li> <li>Explore conservation</li> </ul> <p><b>Super worm</b></p> <ul style="list-style-type: none"> <li>Order pictures of numbered characters to 50</li> <li>Count the characters and find the matching numeral to 50</li> <li>Make numbers from wiggle worm straws 1-50</li> <li>Use cooked spaghetti to make worm numbers 1-50</li> <li>Count the worms in the soil and find the matching numeral – to 50</li> <li>Throw worms into the soil and count – irregular arrangement to 50</li> <li>How many worms in the jar – estimate then count to 10</li> <li>Post the correct amount of worms into worm homes (plastic cups with soil) to 50</li> <li>Put the correct amount of lines on the worm 1-50</li> <li>Add and subtracting pictures of worms</li> <li>Match the worm to the worm hom – number bonds to 10</li> <li>Worm splat – subtraction</li> <li>Wriggle like a worm counting forwards and backwards</li> <li>Worm simple missing number problems</li> <li>Use repeated addition finding items in soil and adding altogether.</li> </ul>

**Use skills ladders for assessment**



## Maths PNC - Medium Term Planning – Spring Term

<ul style="list-style-type: none"> <li>• Add googly eyes to aliens counting as they are added.</li> <li>• Counting aliens hidden in corn flour gloop</li> <li>• Sprinkle sensory materials onto different quantities of aliens</li> <li>• Post numbers into the aliens mouths to feed them</li> <li>• Toilet roll tube aliens – use tweezers to fill with pom poms</li> <li>• Decorate number underpants</li> <li>• Alien splat – use green moon sand to create aliens and splat counting as you go</li> <li>• Make aliens out of green playdough and count</li> <li>• 5 little men in a flying saucer sensory activity</li> </ul> <p><b><u>What the ladybird heard at the seaside</u></b></p> <ul style="list-style-type: none"> <li>• Find the ladybirds in the sand and count</li> <li>• Use paint dabbers to dab spots onto ladybirds</li> <li>• Go on a lady bird hunt to find ladybirds with different spots on</li> <li>• Explore number songs related to lady birds</li> <li>• Sandcastle building and splat – modelling counting</li> <li>• Exploring numbered shells hidden in the sand</li> <li>• Fish the ladybirds out of the water and count</li> <li>• Use number moulds to make number sandcastles</li> <li>• Set up a seaside tray with different quantities of buckets and spades etc each day</li> <li>• Explore number songs about the seaside</li> <li>• Make ladybirds from jelly and add raisins as spots</li> <li>• Add spots to the ladybird using numicon</li> </ul> <p><b><u>What you see at the seaside</u></b></p> <ul style="list-style-type: none"> <li>• Add pom poms to ice cream cones</li> <li>• Ice cream splat – add shaving foam to ice cream cones counting each squirt then drop into tray</li> <li>• Explore numbered boats in water</li> <li>• Explore number pebbles in sand</li> <li>• Sand tray with magnetic numbers in.</li> <li>• Hide numicon in sand</li> </ul>	<p><b><u>Aliens love underpants</u></b></p> <ul style="list-style-type: none"> <li>• Explore numbered flying saucers and place aliens inside</li> <li>• Throw flying saucers (paper plates) and count as throwing. Add quantities of aliens on before throwing</li> <li>• Add googly eyes to aliens counting as they are added.</li> <li>• Counting aliens hidden in corn flour gloop</li> <li>• Sprinkle sensory materials onto different quantities of aliens</li> <li>• Post numbers into the aliens mouths to feed them</li> <li>• Sort aliens into categories</li> <li>• Toilet roll tube aliens with numbers on – use tweezers to fill with pom poms</li> <li>• Decorate number underpants</li> <li>• Alien splat – use green moon sand to create aliens and splat counting as you go use number symbols to represent - can they request more</li> <li>• Make different quantities of aliens out of green playdough and count</li> <li>• 5 little men in a flying saucer sensory activity</li> </ul> <p><b><u>What the ladybird heard at the seaside</u></b></p> <ul style="list-style-type: none"> <li>• Sort the ladybirds into groups</li> <li>• Sort the shells into groups</li> <li>• Find the ladybirds in the sand and count</li> <li>• Explore number songs based on the seaside</li> <li>• Use paint dabbers to dab spots onto ladybirds</li> <li>• Sprinkle sand onto different quantities of ladybirds – can they request more</li> <li>• Make ladybirds from jelly and add raisins as spots</li> <li>• Go on a lady bird hunt to find ladybirds with different spots on</li> <li>• Explore number songs related to lady birds</li> <li>• Sandcastle building and splat – modelling counting and show numbers</li> <li>• Exploring numbered shells hidden in the sand – match to numbers</li> <li>• Fish the numbered ladybirds out of the water and match to a bingo board</li> <li>• Use number moulds to make number sandcastles</li> <li>• Build sand castles and put number flags in the top</li> <li>• Set up a seaside tray with different quantities of buckets and spades etc each day</li> <li>• Add spots to the ladybird using numicon</li> </ul> <p><b><u>What you see at the seaside</u></b></p>	<ul style="list-style-type: none"> <li>• Explore numbered flying saucers and place aliens inside 1-3</li> <li>• Throw flying saucers (paper plates) and count as throwing 1-10             <ul style="list-style-type: none"> <li>• match quantities 1-3</li> </ul> </li> <li>• Add googly eyes to aliens counting as they are added. 1-3</li> <li>• Counting aliens hidden in corn flour gloop 1-10</li> <li>• Sprinkle sensory materials onto different quantities of aliens 1-3</li> <li>• Post numbers into the aliens mouths to feed them the correct amount 1-3</li> <li>• Sort aliens into groups</li> <li>• Toilet roll tube aliens with numbers on – use tweezers to fill with correct amount of pom poms 1-3</li> <li>• Decorate number underpants with different quantities - 3 spots 1-3</li> <li>• Alien splat – use green moon sand to create aliens and splat counting as you go use number symbols to represent 1-10</li> <li>• Order pictures of aliens 1-10</li> <li>• Make different quantities of aliens out of green playdough 1-3 and match to correct number</li> <li>• 5 little men in a flying saucer sensory activity</li> </ul> <p><b><u>What the ladybird heard at the seaside</u></b></p> <ul style="list-style-type: none"> <li>• Sort the ladybirds into groups</li> <li>• Sort the shells into groups</li> <li>• Find the ladybirds in the sand and match their spots to a numeral 1-3</li> <li>• Explore number songs based on the seaside</li> <li>• Use paint dabbers to dab spots onto ladybirds 1-3</li> <li>• Sprinkle sand onto number pictures 1-3 to create sensory pictures</li> <li>• Make ladybirds from jelly and add raisins as spots 1-3</li> <li>• Go on a lady bird hunt to find ladybirds with different spots on</li> <li>• Count lady birds 1-10</li> <li>• Explore number songs related to lady birds</li> <li>• Sandcastle building and splat – 10 little sandcastles</li> <li>• Exploring numbered shells hidden in the sand – match to numbers 1-3</li> <li>• Fish the ladybirds out of the water, count their spots and match to the correct number 1-3</li> <li>• Use number moulds to make number sandcastles 1-10</li> <li>• Build sand castles and put number flags in the top 1-10</li> <li>• Set up a seaside tray with different quantities of buckets and spades encourage children to count how many</li> </ul>	<ul style="list-style-type: none"> <li>• Throw flying saucers (paper plates) and count as throwing beyond 10             <ul style="list-style-type: none"> <li>• match quantities 1-10</li> </ul> </li> <li>• Add googly eyes to aliens 1-10 and write how many eyes</li> <li>• Count the eyes on the alien and write how many</li> <li>• Aliens hidden in corn flour gloop 1-10 post into numbered pots</li> <li>• Post numbers into the aliens mouths to feed them the correct amount 1-10</li> <li>• Sort aliens into groups</li> <li>• Toilet roll tube aliens with numbers on – use tweezers to fill with correct amount of pom poms 1-10</li> <li>• Add different groups of aliens by counting them when together</li> <li>• 10 little men in a flying saucer – subtraction</li> <li>• Use alien pictures to add 1 and take one away.</li> </ul> <p><b><u>Planets</u></b></p> <ul style="list-style-type: none"> <li>• Use planets to add and take away 1</li> <li>• Group planets into categories</li> <li>• Write numerals in moon sand</li> <li>• Find objects hidden in moon sand and put into correct numbered pots</li> <li>• Ordering space rockets beyond 10</li> </ul> <p><b><u>Oliver twist</u></b></p> <ul style="list-style-type: none"> <li>• Find numbers in gruel 1-10</li> <li>• Write numbers in gruel 1-10</li> <li>• Add and subtract with bowls of gruel 1 more and 1 less</li> <li>• Add and subtract pictures of top hats 1 more and 1 less</li> <li>• Use character pictures to find the total of two groups</li> <li>• Estimation of jewels covered with a handkerchief 1-3</li> <li>• Wrap quantities of jewels in numbered handkerchiefs</li> </ul>	<p><b><u>Aliens in underpants save the world</u></b></p> <ul style="list-style-type: none"> <li>• Explore numbered flying saucers and place aliens inside 1-50</li> <li>• Place aliens into the flying saucers (paper plates) and throw 1-50</li> <li>• Add googly eyes/draw eyes onto aliens 1-50 and write how many eyes</li> <li>• Count the eyes on the alien and write how many</li> <li>• Aliens hidden in corn flour gloop 1-50 post into numbered pots</li> <li>• Post numbers into the aliens mouths to feed them the correct amount 1-50</li> <li>• Sort aliens into groups</li> <li>• Toilet roll tube aliens with numbers on – use tweezers to fill with correct amount of pom poms 1-50</li> <li>• Add different groups of aliens by counting them when together</li> <li>• Match the alien to flying saucer – number bonds to 10</li> <li>• Adding and subtracting aliens to 10</li> <li>• Adding and subtracting flying saucers to 10</li> </ul> <p><b><u>Planets</u></b></p> <ul style="list-style-type: none"> <li>• Use planets to add and subtract</li> <li>• Group planets into categories</li> <li>• Write numerals in moon sand 1-50</li> <li>• Find the number words hidden in the moon sand and match to the numeral</li> <li>• Find objects hidden in moon sand and put into correct numbered pots 1-50</li> <li>• Ordering space rockets beyond to 50</li> <li>• Fly around in a flying saucer (sensory board) and count forwards and backwards to 50</li> </ul> <p><b><u>Oliver twist</u></b></p> <ul style="list-style-type: none"> <li>• Find numbers in gruel 1-50</li> <li>• Write numbers in gruel</li> <li>• Add and subtract with bowls of gruel</li> <li>• Add and subtract pictures of top hats</li> <li>• Use character pictures to add and subtract</li> <li>• Estimation of jewels covered with a handkerchief 1-10</li> <li>• Wrap quantities of jewels in numbered handkerchiefs 1-50</li> </ul>
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## Maths PNC - Medium Term Planning – Spring Term

	<ul style="list-style-type: none"> <li>Add pom poms to ice cream cones and count</li> <li>Ice cream splat – add shaving foam to ice cream cones counting each squirt then drop into tray</li> <li>Explore numbered boats in water and match</li> <li>Explore number pebbles in sand</li> <li>Sand tray with magnetic numbers in to explore</li> <li>Find the seaside animals in the sand and group</li> <li>Hide numicon in sand</li> </ul>	<ul style="list-style-type: none"> <li>Add spots to the ladybird using numicon</li> </ul> <p><b>What you see at the seaside</b></p> <ul style="list-style-type: none"> <li>Add pom poms to numbered ice cream cones 1-3</li> <li>Ice cream splat – add shaving foam to ice cream cones counting each squirt then drop into tray 1-10</li> <li>Explore numbered boats in water and put correct quantity of people in 1-3</li> <li>Count the boats in the water 1-10</li> <li>Explore number pebbles in sand 1-10</li> <li>Sand tray with magnetic numbers in encourage mark making</li> <li>Find the seaside animals in the sand and group</li> <li>Hide numicon in sand and match on a bingo board</li> <li>Create seaside pictures using numicon</li> </ul>		
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**Key Vocab**  
 Count, Sort, Number, more, less, add, takeaway, fewer, greater, estimate, guess, forwards, backwards.

Cycle 6 Spring Term – Birmingham/Chocolate				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p><b>Exploring Number: Exploring objects related to number</b></p> <ul style="list-style-type: none"> <li>I can reach out for, touch and begin to hold number-related objects.</li> <li>Explore objects related to numbers. Engage with number related activities (e.g.; attention autism number activities, number posting, foam numbers, number blocks).</li> <li>I am beginning to understand that things exist, even when out of sight</li> </ul> <p><b>Exploring Number: Exploring Number Songs and Activities</b></p> <ul style="list-style-type: none"> <li>Watch/listen to number songs and experience number activities.</li> <li>React to new number activities and experiences (e.g.; new number action songs such as 1,2,3,4,5 once I caught a fish alive)</li> <li>Develop focus and attention on number activities (e.g.; five little speckled frogs splashing into water, number-based attention autism activities).</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>I am developing an awareness of number names through an enjoyment of action rhymes and songs.</li> <li>I can notice a change in number of objects/sounds up to 3.</li> </ul>	<p><b>Exploring Number: Exploring objects related to number</b></p> <ul style="list-style-type: none"> <li>Explore number toys and resources by hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</li> <li>Explore number toys with buttons, flaps and simple mechanisms, often by trial and improvement.</li> </ul> <p><b>Exploring Number: Exploring Number Songs and Activities</b></p> <ul style="list-style-type: none"> <li>Join in with number action songs (verbally or actions).</li> <li>Explore activities where there are changes in quantity when something is added or taken away.</li> <li>Request 'more' of an item or action.</li> <li>I know that things exist, even when out of sight.</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Select a small number of objects from a group when asked (e.g.; please give me one. Please give more</li> <li>Take part in activities linked to organising and categorising objects (e.g.; putting all the teddy bears together and all of the cars together)</li> <li>Begin to say (or use symbols) for some counting words randomly.</li> <li>Experiment with symbols and marks representing ideas of number</li> <li>Recite/order some number names in sequence.</li> </ul>	<p><b>Exploring Number: Number Activities</b></p> <ul style="list-style-type: none"> <li>I can take part in activities related to grouping objects.</li> <li>Begin to show understanding of 1:1 correspondence.</li> <li>Sometimes know that numbers identify how many objects are in a set</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Begin to realise anything can be counted (including step/claps).</li> <li>Begin to count up to 3 objects reliably</li> <li>Begin to compare amounts of objects</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Begin to show an interest in number problems.</li> <li>Recite/order numbers to 10.</li> <li>Begin to match numeral and quantity correctly</li> <li>Use some number names and number language spontaneously</li> </ul>	<p><b>Exploring Number: Developing an Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Select the correct numeral to represent 1-10 objects.</li> <li>Recognise numbers 1-10.</li> <li>Begin to write numerals</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Count an irregular arrangement of up to 10 object</li> <li>Find the total of items in two groups by counting all of them.</li> <li>Count objects to 10 and beginning to count beyond 10.</li> <li>Begin to estimate how many objects I can see and check them by counting.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>I am beginning to demonstrate an understanding of 'less' through practical situations.</li> <li>Respond in practical situations to add 1 on to a number of objects.</li> <li>Begin to use vocabulary involved in adding and subtraction.</li> <li>I can respond in practical situations to 'take one away' from a number of objects.</li> <li>Begin to use vocabulary involved in adding and subtraction</li> </ul>	<p><b>Exploring Number: Number and Place value</b></p> <ul style="list-style-type: none"> <li>Read numbers to 50 in numerals.</li> <li>Read numbers to 50 in words.</li> <li>Write numbers to 50.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers to 10.</li> <li>Solve simple missing number problems to 10.</li> <li>Use number bonds to 10.</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Count backward and forward to 50.</li> <li>Use repeated addition to count objects organised into sets.</li> <li>Estimate a number up to 10</li> </ul>
<p><b>Please note these activities are based around exploration and will require lots of adult modelling. Children are not expected to know numbers or be able to count they are just experiencing numbers in different ways</b></p>	<p><b>Please note these activities are based around exploration and will require lots of adult modelling. Children are not expected to know numbers or be able to count they are just experiencing numbers in different ways</b></p>	<p><b>Handa's noisy night</b></p> <ul style="list-style-type: none"> <li>Explore adding sticks to a ball of playdough to make a porcupine exploring number and quantity - 1-3</li> </ul>	<ul style="list-style-type: none"> <li>Explore subitising small numbers</li> <li>Count different groups of objects</li> </ul> <p><b>Don't Panic Anika</b></p>	<ul style="list-style-type: none"> <li>Explore subitising numbers to 3.</li> <li>Explore conservation</li> </ul> <p><b>Don't Panic Anika</b></p>

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<p><b>Handa's noisy night</b></p> <ul style="list-style-type: none"> <li>Explore adding sticks to a ball of playdough to make a porcupine</li> <li>Explore adding feathers to an owl</li> <li>Explore numbered pictures of animals</li> <li>Sensory tray with characters in – model counting</li> <li>Explore numbers on trees (woodpecker)</li> <li>Posting characters into boxes</li> <li>Use numicon to build a pen for the noisy animals</li> <li>Feed the single numicon to animals</li> <li>Finding numbers/objects related to the story in straw and counting</li> <li>Adding stars to a dark sensory tray</li> <li>Sprinkling stars with glitter and counting</li> <li>Glitter shake over stars - counting</li> </ul> <p><b>Birmingham in photographs</b></p> <ul style="list-style-type: none"> <li>Explore numbers in photos of Birmingham – buses, signs, buildings etc</li> <li>Explore numbers on buses in a sensory tray</li> <li>Put stickers onto bus toys and explore on a car mat</li> </ul> <p><b>Mr Bunnies Chocolate Factory</b></p> <ul style="list-style-type: none"> <li>Explore numbered bunnies</li> <li>Collage numbers with chocolate wrappers</li> <li>Chocolate sprinkle over number</li> <li>Counting chocolate buttons</li> <li>Adding chocolate buttons to Mr bunnies jacket</li> <li>Explore melting chocolate into number moulds</li> <li>Adding chocolate chips to cookies</li> <li>Adding individually wrapped chocolates to a tub</li> <li>Explore advent calendars</li> <li>Making marks in melted chocolate with number symbols</li> <li>Adding cotton wool to the bunnies tails</li> </ul> <p><b>Hot chocolate</b></p> <ul style="list-style-type: none"> <li>Add marshmallows to the hot chocolate cups</li> <li>Numbered pictures of hot chocolate in a sensory tray - coco powder</li> <li>Adding ingredients to a cup – 1 spoon of hot chocolate, 1 spoon of sugar etc</li> <li>Squirting foam onto hot chocolate cups whilst counting</li> </ul>	<p><b>Handa's noisy night</b></p> <ul style="list-style-type: none"> <li>Explore adding sticks to a ball of playdough to make a porcupine exploring number and quantity</li> <li>Explore adding feathers to an owl exploring number and quantity</li> <li>Explore numbered pictures of animals</li> <li>Sensory tray with characters in – model counting and adding more characters</li> <li>Explore numbers on trees (woodpecker)</li> <li>Add numbers to trees – matching</li> <li>Use numicon to build a pen for the noisy animals</li> <li>Feed the single numicon to animals</li> <li>Finding numbers/objects related to the story in straw and counting</li> <li>Adding stars to a dark sensory tray</li> <li>Sprinkling stars with glitter and counting- can they request more?</li> <li>Glitter shake over stars - counting</li> <li>Make stars with glitter then blow with a straw to remove some – changes in quantity</li> <li>Explore number songs related to stars</li> </ul> <p><b>Birmingham in photographs</b></p> <ul style="list-style-type: none"> <li>Explore numbers in photos of Birmingham – buses, signs, buildings etc</li> <li>Explore numbers on buses in a sensory tray</li> <li>Put stickers onto bus toys and explore on a car mat</li> <li>Push numbered bus through messy materials – can they request more.</li> <li>Explore number songs inked to buses</li> <li>Adding numbered buses into the bus station - give me one/more</li> <li>Sort buses into groups</li> <li>Sort Birmingham buildings into groups</li> <li>Flour shake over building outlines to make a city – one at a time – use adding language</li> </ul> <p><b>Mr Bunnies Chocolate Factory</b></p> <ul style="list-style-type: none"> <li>Explore numbered bunnies</li> <li>Adding cotton wool to the bunnies tails</li> <li>Collage numbers with chocolate wrappers</li> <li>Chocolate sprinkle over numbers – can they request more</li> <li>Counting chocolate buttons</li> <li>Eating chocolate buttons – can they request more</li> <li>Adding chocolate buttons to Mr bunnies jacket</li> <li>Sorting the chocolates into group – purple choc and gold (quality streets)</li> <li>Explore melting chocolate into number moulds</li> </ul>	<ul style="list-style-type: none"> <li>Explore adding feathers to an owl exploring number and quantity 1-3</li> <li>Explore counting pictures of animals from the story to 10</li> <li>Explore numbers on trees and match the woodpecker 1-3</li> <li>Add leaves to trees – which one has more</li> <li>Use numicon to build a pen for the noisy animals - use numicon 1-3</li> <li>Hide numicon in hay and match</li> <li>Feed the single numicon to animals and count or match numeral to quantity 1-3</li> <li>Finding numbers/objects related to the story in straw and counting to 10</li> <li>Adding stars to a dark sensory tray to 10</li> <li>Sprinkling stars with glitter and counting 1-10</li> <li>Glitter shake over stars - counting 1-10</li> <li>Explore number songs related to stars</li> <li>Put the characters into groups</li> </ul> <p><b>Birmingham in photographs</b></p> <ul style="list-style-type: none"> <li>Explore numbers in photos of Birmingham – buses, signs, buildings etc</li> <li>buses in a sensory tray and count 1-10 and order 1-3</li> <li>Put stickers onto bus toys and explore on a car mat – put in order 1-3</li> <li>Push numbered bus through messy materials in order.</li> <li>Adding numbered buses into the bus station - matching numbers 1-10/ordering 1-3</li> <li>Sort buses into groups</li> <li>Sort Birmingham buildings into groups</li> <li>Flour shake over building outlines to make a city using adding language – 2 buildings and 1 more is 3</li> <li>Order the numbered buildings 1-3</li> <li>Count the building 1-10</li> <li>Use duplo to build a tower of ten to make a building</li> </ul> <p><b>Mr Bunnies Chocolate Factory</b></p> <ul style="list-style-type: none"> <li>Explore numbered bunnies – count 1-10 and order 1-3</li> <li>Adding cotton wool to the bunnies tails up to 3</li> <li>Collage numbers with chocolate wrappers 1-3</li> <li>Chocolate sprinkle over numbers 1-10 <ul style="list-style-type: none"> <li>Can they add chocolate buttons onto the number 1-3</li> </ul> </li> <li>Counting chocolate buttons</li> <li>Adding chocolate buttons to Mr bunnies jacket 1-3</li> <li>Sorting the chocolates into groups – purple choc and gold (quality streets) x3</li> </ul>	<ul style="list-style-type: none"> <li>Order pictures of numbered characters to 10</li> <li>Count the characters and find the matching numeral</li> <li>Make number kites and fly them in order</li> <li>Fish numbers out of the water and order them 1-10</li> <li>Make marks in toothpaste to represent numerals</li> <li>Match numbered Anika's to the quantity of objects in the story e.g. 5 kites</li> <li>Key and quantity locks</li> <li>Decorate moose's antlers with different quantities</li> <li>Post numbered keys in order through a letterbox</li> <li>Adding 1 more key to the bundles</li> <li>Taking 1 key off the bundles</li> <li>How many keys in the bag 1-3</li> </ul> <p><b>History of Birmingham</b></p> <ul style="list-style-type: none"> <li>Explore numbers in photos of Birmingham – buses, signs, buildings etc</li> <li>Buses in a sensory tray and count and order 1-10</li> <li>Put stickers onto bus toys and explore on a car mat – put in order 1-10</li> <li>Add groups of buses together to find a total</li> <li>Adding numbered buses into the bus station in order 1-10</li> <li>Sort buses into groups</li> <li>Sort Birmingham buildings into groups</li> <li>Flour shake over building outlines to make a city using adding, blow them with a straw to take away within 3</li> <li>Order the numbered buildings 1-10</li> <li>Count the buildings beyond 10</li> <li>Use duplo to build order a tower of ten to make a building</li> <li>Count the windows on Birmingham buildings – which one has more/less</li> </ul> <p><b>Charlie and the chocolate factory</b></p> <ul style="list-style-type: none"> <li>Use characters form the story to add groups together to make a total.</li> <li>Order numbered characters from the story</li> <li>Collage numbers with chocolate wrappers 1-10</li> <li>Write numbers in melted chocolate</li> <li>Paint numbers 1-10 with melted chocolate</li> <li>Chocolate sprinkle over numbers 1-10 <ul style="list-style-type: none"> <li>Can they add chocolate buttons onto the numbers</li> </ul> </li> <li>Counting chocolate buttons to 10</li> <li>Matching chocolate buttons and quantities</li> <li>Explore melting chocolate into number moulds 1-10 and ordering</li> </ul>	<ul style="list-style-type: none"> <li>Order pictures of numbered characters to 50</li> <li>Count the characters and find the matching numeral</li> <li>Make number kites and fly them in order</li> <li>Fish numbers out of the water and order them 1-50</li> <li>Make marks in toothpaste to represent numerals to 50</li> <li>Match numbered Anika's to the quantity of objects in the story e.g. 5 kites</li> <li>Decorate moose's antlers with different quantities</li> <li>Post numbered keys in order through a letterbox 1-50</li> <li>Post the correct quantity of keys through the numbered doors – 1-50</li> <li>Adding and subtracting keys</li> <li>How many keys are in the bag 1-10</li> <li>Use characters from the story to create simple addition and subtraction number problems</li> </ul> <p><b>History of Birmingham</b></p> <ul style="list-style-type: none"> <li>Explore numbers in photos of Birmingham – buses, signs, buildings etc 1-50</li> <li>Buses in a sensory tray - count and order 1-50</li> <li>Put stickers onto bus toys and explore on a car mat – put in order 1-50</li> <li>Add and subtract using buses</li> <li>Add different building together – repeated addition</li> <li>Adding numbered buses into the bus station in order 1-50</li> <li>Flour shake over building outlines to make a city using adding, blow them with a straw to take away within 10</li> <li>Order the numbered buildings 1-50</li> <li>Count the buildings beyond to 50 – create a skyline in the corridor</li> <li>Use duplo to build order a tower of 50 to make a building</li> <li>Count the windows on Birmingham buildings – which one has more/less</li> </ul> <p><b>Charlie and the chocolate factory</b></p> <ul style="list-style-type: none"> <li>Use characters form the story to add and subtract</li> <li>Order numbered characters from the story</li> <li>Collage numbers with chocolate wrappers 1-50</li> <li>Print numbers 1-50 On to chocolate</li> <li>Write numbers in melted chocolate 1-50</li> <li>Paint numbers 1-50 with melted chocolate</li> <li>Chocolate sprinkle over numbers 1-50 <ul style="list-style-type: none"> <li>Can they add chocolate buttons onto the numbers</li> </ul> </li> <li>Counting chocolate buttons to 50</li> </ul>
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**Use skills ladders for assessment**

### Maths PNC - Medium Term Planning – Spring Term

	<ul style="list-style-type: none"> <li>Adding chocolate chips to cookies – give me one/more</li> <li>Explore advent calendars</li> <li>Making marks in melted chocolate with number symbols</li> </ul> <p><b>Hot chocolate</b></p> <ul style="list-style-type: none"> <li>Add marshmallows to the hot chocolate cups – give me one/more</li> <li>Sort the mugs into groups</li> <li>Squirting foam onto hot chocolate cups whilst counting</li> <li>Numbered pictures of hot chocolate in a sensory tray - coco powder</li> <li>Adding ingredients to a cup – 1 spoon of hot chocolate, 1 spoon of sugar etc</li> </ul>	<ul style="list-style-type: none"> <li>Explore melting chocolate into number moulds 1-10</li> <li>Adding chocolate chips to cookies – 1-3</li> <li>Explore advent calendars</li> <li>Making marks in melted chocolate to represent numbers 1-10</li> </ul> <p><b>Hot chocolate</b></p> <ul style="list-style-type: none"> <li>Add marshmallows to the hot chocolate cups – 1-3</li> <li>Sort the mugs into groups</li> <li>Squirting foam onto hot chocolate cups whilst counting 1-10</li> <li>Numbered pictures of hot chocolate in a sensory tray - coco powder -order 1-10</li> <li>Adding ingredients to a cup – 1 spoon of hot chocolate, 3 spoons of sugar etc 1-3</li> </ul>	<ul style="list-style-type: none"> <li>Adding chocolate chips to cookies – 1-10 and ordering</li> <li>Explore advent calendars – put correct quantity behind the doors to 10</li> <li>Making marks in melted chocolate to represent numbers 1-10</li> <li>Use chocolates to complete simple number problems - take one away</li> </ul>	<ul style="list-style-type: none"> <li>Matching chocolate buttons and quantities to 50</li> <li>Explore melting chocolate into number moulds 1-50 and ordering</li> <li>Adding chocolate chips to cookies – 1-50 and ordering</li> <li>How many chocolate chips on the cookie 1-10 estimate</li> <li>Making marks in melted chocolate to represent numbers 1-50</li> <li>Use chocolates to complete simple missing number problems</li> <li>Match the chocolate to the wrapper number bonds to 10.</li> <li>Find the number words hidden in choc powder and match to numerals</li> <li>Match the number bond – chocolate bars</li> </ul>
<b>Key Vocab</b>				
Count, Sort, Number, more, less, add, takeaway, fewer, greater, estimate, guess, forwards, backwards.				

Cycle 7 Spring Term – Diversity/Let it Grow				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p><b>Exploring Number: Exploring objects related to number</b></p> <ul style="list-style-type: none"> <li>I can reach out for, touch and begin to hold number-related objects.</li> <li>Explore objects related to numbers. Engage with number related activities (e.g.; attention autism number activities, number posting, foam numbers, number blocks).</li> <li>I am beginning to understand that things exist, even when out of sight</li> </ul> <p><b>Exploring Number: Exploring Number Songs and Activities</b></p> <ul style="list-style-type: none"> <li>Watch/listen to number songs and experience number activities.</li> <li>React to new number activities and experiences (e.g.; new number action songs such as 1,2,3,4,5 once I caught a fish alive)</li> <li>Develop focus and attention on number activities (e.g.; five little speckled frogs splashing into water, number-based attention autism activities).</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>I am developing an awareness of number names through an enjoyment of action rhymes and songs.</li> <li>I can notice a change in number of objects/sounds up to 3.</li> </ul>	<p><b>Exploring Number: Exploring objects related to number</b></p> <ul style="list-style-type: none"> <li>Explore number toys and resources by hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</li> <li>Explore number toys with buttons, flaps and simple mechanisms, often by trial and improvement.</li> </ul> <p><b>Exploring Number: Exploring Number Songs and Activities</b></p> <ul style="list-style-type: none"> <li>Join in with number action songs (verbally or actions).</li> <li>Explore activities where there are changes in quantity when something is added or taken away.</li> <li>Request 'more' of an item or action.</li> <li>I know that things exist, even when out of sight.</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Select a small number of objects from a group when asked (e.g.; please give me one. Please give more</li> <li>Take part in activities linked to organising and categorising objects (e.g.; putting all the teddy bears together and all of the cars together)</li> <li>Begin to say (or use symbols) for some counting words randomly.</li> <li>Experiment with symbols and marks representing ideas of number</li> <li>Recite/order some number names in sequence.</li> </ul>	<p><b>Exploring Number: Number Activities</b></p> <ul style="list-style-type: none"> <li>I can take part in activities related to grouping objects.</li> <li>Begin to show understanding of 1:1 correspondence.</li> <li>Sometimes know that numbers identify how many objects are in a set</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Begin to realise anything can be counted (including step/claps).</li> <li>Begin to count up to 3 objects reliably</li> <li>Begin to compare amounts of objects</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Begin to show an interest in number problems.</li> <li>Recite/order numbers to 10.</li> <li>Begin to match numeral and quantity correctly</li> <li>Use some number names and number language spontaneously</li> </ul>	<p><b>Exploring Number: Developing an Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Select the correct numeral to represent 1-10 objects.</li> <li>Recognise numbers 1-10.</li> <li>Begin to write numerals</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Count an irregular arrangement of up to 10 object</li> <li>Find the total of items in two groups by counting all of them.</li> <li>Count objects to 10 and beginning to count beyond 10.</li> <li>Begin to estimate how many objects I can see and check them by counting.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>I am beginning to demonstrate an understanding of 'less' through practical situations.</li> <li>Respond in practical situations to add 1 on to a number of objects.</li> <li>Begin to use vocabulary involved in adding and subtraction.</li> <li>I can respond in practical situations to 'take one away' from a number of objects.</li> <li>Begin to use vocabulary involved in adding and subtraction</li> </ul>	<p><b>Exploring Number: Number and Place value</b></p> <ul style="list-style-type: none"> <li>Read numbers to 50 in numerals.</li> <li>Read numbers to 50 in words.</li> <li>Write numbers to 50.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers to 10.</li> <li>Solve simple missing number problems to 10.</li> <li>Use number bonds to 10.</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Count backward and forward to 50.</li> <li>Use repeated addition to count objects organised into sets.</li> <li>Estimate a number up to 10</li> </ul>
<p>Please note these activities are based around exploration and will require lots of adult modelling. Children are not expected to know numbers or be able to count they are just experiencing numbers in different ways</p> <p><b>We're going on a lion hunt</b></p>	<p>Please note these activities are based around exploration and will require lots of adult modelling. Children are not expected to know numbers or be able to count they are just experiencing numbers in different ways</p> <p><b>We're going on a lion hunt</b></p>	<p><b>We're going on a lion hunt</b></p> <ul style="list-style-type: none"> <li>Make orange, yellow and brown dots (dabbers) around a circle to create a lions mane. Count as you dab 1-10</li> <li>Splat paint onto a lion picture – 1, 2 or 3 splats – children to request</li> </ul>	<ul style="list-style-type: none"> <li><b>Explore subitising small numbers</b></li> <li><b>Count different groups of objects</b></li> </ul> <p><b>We're going on a lion hunt</b></p> <ul style="list-style-type: none"> <li>Make lion cups with numbers on – put the correct amount of lions under each cup 1-10</li> </ul>	<ul style="list-style-type: none"> <li><b>Explore subitising small numbers</b></li> <li><b>Count different groups of objects</b></li> </ul> <p><b>We're going on a lion hunt</b></p> <ul style="list-style-type: none"> <li>Make lion cups with numbers on – put the correct amount of lions under/into each cup 1-50</li> </ul>

**Use skills ladders for assessment**

## Maths PNC - Medium Term Planning – Spring Term

<ul style="list-style-type: none"> <li>• Make orange, yellow and brown dots (dabbers) around a circle to create a lions mane. Count as you dab</li> <li>• Follow lion footprints – counting whilst stepping</li> <li>• Printing lion footprints – count while printing</li> <li>• Coco powder/spice shake over lion footprint – count how many</li> <li>• Use numicon to make a lion's den</li> <li>• Use numicon to make a lion's face</li> <li>• Counting lions</li> <li>• Hide lions in sensory trays related to the story – mud, grass etc - count them – match to numbered lions</li> <li>• Feed the lion – posting</li> <li>• Make sensory numbers using furry material</li> <li>• Make lion handprints and count the fingers</li> <li>• Put spots onto the giraffe and count</li> <li>• Go on a lion hunt in the corridor/playground/round school and find the lions</li> <li>• Explore number song related to lions</li> </ul> <p><b>Bee fact files</b></p> <ul style="list-style-type: none"> <li>• Explore bee bots with number stickers on</li> <li>• Decorate yellow plastic eggs like bees and put numbers or quantities inside</li> <li>• Put stripes onto the bees</li> <li>• Put the bees onto the flowers – number matching</li> <li>• Explore number songs related to bees or flowers</li> <li>• Put the petals on the flower – number matching</li> <li>• Number sequencing puzzles of bees and flowers – matching</li> <li>• Put the bees into the numicon holes</li> <li>• Post the bees into their hives (toilet roll tubes)</li> <li>• Plant the flowers in the soil</li> </ul> <p><b>My little monster</b></p> <ul style="list-style-type: none"> <li>• Add different quantities of googly eyes onto the monsters</li> <li>• Add different quantities of body parts to make the monsters</li> <li>• Create paint and eyes bags in zip lock bags and try to find the eyes by moving the paint around</li> <li>• Feed numbers to the monster</li> <li>• Make monster using numicon</li> <li>• Make monsters using playdough and add different quantities of decoration</li> <li>• Add teeth onto the monster – corn kernels</li> </ul>	<ul style="list-style-type: none"> <li>• Make orange, yellow and brown dots (dabbers) around a circle to create a lions mane. Count as you dab</li> <li>• Sprinkle materials on a lion picture – can they request more</li> <li>• Splat paint onto a lion picture – can they request more</li> <li>• Follow lion footprints – counting whilst stepping</li> <li>• Printing lion footprints – count while printing</li> <li>• Coco powder/spice shake over lion footprint – count how many/request more</li> <li>• Use numicon to make a lion's den</li> <li>• Use numicon to make a lion's face</li> <li>• Counting lions - can you give me one/more</li> <li>• Hide lions in sensory trays related to the story – mud, grass etc - count them – match to numbered lions</li> <li>• Feed the lion – posting and organising into groups - feed the lions different objects by sorting</li> <li>• Make sensory numbers using furry material</li> <li>• Make lion handprints and count the fingers</li> <li>• Make number marks in sensory materials related to the story</li> <li>• Put spots onto the giraffe and count - add one more</li> <li>• Go on a lion hunt in the corridor/playground/round school and find the lions</li> <li>• Explore number song related to lions</li> </ul> <p><b>Bee fact files</b></p> <ul style="list-style-type: none"> <li>• Sort the bees into groups</li> <li>• Sort the flowers into groups</li> <li>• Explore bee bots with number stickers on</li> <li>• Decorate yellow plastic eggs like bees and put numbers or quantities inside</li> <li>• Put stripes onto the bees – can they request more</li> <li>• Mark make in yellow and black paint with number symbols</li> <li>• Plant the flowers in the numbered plant pots – matching</li> <li>• Put the bees onto the flowers – number matching</li> <li>• Explore number songs related to bees or flowers</li> <li>• Put the petals on the flower – number matching</li> <li>• Number sequencing puzzles of bees and flowers – matching</li> <li>• Put the bees into the numicon holes</li> <li>• Post the bees into their hives (toilet roll tubes) - give me one</li> <li>• Velcro stripes onto bees and then take them off – will they look for the extra stripe?</li> </ul>	<ul style="list-style-type: none"> <li>• Follow lion footprints – counting whilst stepping 1-10</li> <li>• Match lion footprints to the number 1-3</li> <li>• Printing lion footprints – count while printing 1-10</li> <li>• Print correct amount of lion footprints next to the correct numeral</li> <li>• Coco powder/spice shake over lion footprint – count how many 1-10</li> <li>• Which paper has the most/least amount of footprints</li> <li>• Use numicon to make a lions face – using 1-3 numicon</li> <li>• Counting lions 1-10</li> <li>• Hide lions in sensory trays related to the story – mud, grass etc - count them.</li> <li>• Hide numbered lions in a sensory tray and order to 3</li> <li>• Feed the lion – posting and organising into groups - feed the lions different objects by grouping – animals with 2 legs, animals with 4 legs</li> <li>• Make sensory numbers using furry material 1-10</li> <li>• Make lion handprints and count the fingers 1-10</li> <li>• Make number marks in sensory materials related to the story</li> <li>• Put spots onto the giraffe and count 1-10</li> <li>• Put the correct amount of spots of the giraffe 1-3</li> <li>• Go on a lion hunt in the corridor/playground/round school and find the lions 1-10</li> </ul> <p><b>Bee fact files</b></p> <ul style="list-style-type: none"> <li>• Sort the bees into groups</li> <li>• Sort the flowers into groups</li> <li>• Explore bee bots with number stickers on – order 1-3</li> <li>• Decorate yellow plastic eggs like bees and put numbers on. Can the children put the correct amount of pollen (small pom poms) inside 1-3</li> <li>• Put stripes onto the bees 1-3</li> <li>• Order bees 1-10</li> <li>• Mark make in yellow and black paint with number symbols</li> <li>• Plant the flowers in the numbered plant pots 1-3</li> <li>• Put the bees onto the flowers – 1-3</li> <li>• Count the flowers 1-10</li> <li>• Explore number songs related to bees or flowers</li> <li>• Put the petals on the flower – 1-3</li> <li>• Count the petals on the flower 1-10</li> <li>• Number sequencing puzzles of bees and flowers 1-10</li> </ul>	<ul style="list-style-type: none"> <li>• Splat paint onto a lion picture – 1 – 10 splats – children to request</li> <li>• Add different groups of lions together to make a total</li> <li>• Add and takeaway lions from a sensory lion den tray – using key language</li> <li>• Create a lion using paper strips for the mane – use language add one to create</li> <li>• Use lions to do practical work around one more/less</li> <li>• Follow lion footprints – counting whilst stepping beyond 10</li> <li>• Match lion footprints to the number 1-10</li> <li>• Printing lion footprints – count while printing beyond 10</li> <li>• Print correct amount of lion footprints next to the correct numeral 1-10</li> <li>• Coco powder/spice shake over lion footprint – count how many beyond 10</li> <li>• Use numicon to make a lions face</li> <li>• How many lions in the cave - beyond 10</li> <li>• Hide lions in sensory trays related to the story – mud, grass etc - count them beyond 10.</li> <li>• Hide numbered lions in a sensory tray and order to 10</li> <li>• Make sensory numbers using furry material 1-10</li> <li>• Make number marks in sensory materials related to the story 1-10</li> <li>• Put spots onto the giraffe and count 1-10</li> <li>• Put the correct amount of spots of the giraffe 1-10</li> <li>• Go on a lion hunt in the corridor/playground/round school and find the lions beyond 10</li> </ul> <p><b>Bee fact files</b></p> <ul style="list-style-type: none"> <li>• Add groups of bees together to make a total</li> <li>• Throw bees in the air and count them once landed – irregular arrangement</li> <li>• How many bees are in the hive 1-3 – estimate</li> <li>• Take one bee away from the hiv</li> <li>• Add one bee to the hive</li> <li>• Explore addition and subtraction songs based on bees</li> <li>• Decorate yellow plastic eggs like bees and put numbers on. Can the children put the correct amount of pollen (small pom poms) inside 1-10</li> <li>• Put stripes onto the bees 1-10</li> <li>• Order bees beyond 10</li> <li>• Mark make in yellow and black paint with number symbols to 10</li> <li>• Plant the flowers in the numbered plant pots 1-10</li> <li>• Put the bees onto the flowers – 1-10</li> </ul>	<ul style="list-style-type: none"> <li>• Splat paint onto a lion picture – 1 – 50 splats – children to request</li> <li>• Add and subtract using lion pictures</li> <li>• Use repeated addition to add up how many legs the lions have altogether</li> <li>• Use lions to do practical work around addition and subtraction</li> <li>• Follow lion footprints – counting whilst stepping to 50</li> <li>• Match lion footprints to the number 1-50</li> <li>• Printing lion footprints – count while printing to 50</li> <li>• Print correct amount of lion footprints next to the correct numeral 1-50</li> <li>• Use numicon to make a lions face – identify which numicon have been used</li> <li>• How many lions in the cave - to 50</li> <li>• Match the lion to den – number bonds to 10</li> <li>• Hide lions in sensory trays related to the story – mud, grass etc - count them to 50</li> <li>• Hide numbered lions in a sensory tray and order to 50</li> <li>• Make number marks in sensory materials related to the story 1-50</li> <li>• Put the correct amount of spots of the giraffe 1-50</li> <li>• Go on a lion hunt in the corridor/playground/round school and find the lions to 50</li> </ul> <p><b>Bee fact files</b></p> <ul style="list-style-type: none"> <li>• Add and subtract bees</li> <li>• How many bees are in the hive 1-10 – estimate</li> <li>• Explore addition and subtraction songs based on bees</li> <li>• Use bees to create simple addition and subtraction number problems</li> <li>• Match the bee to the hive – number bonds to 10</li> <li>• Decorate yellow plastic eggs like bees and put numbers on. Can the children put the correct amount of pollen (small pom poms) inside 1-50</li> <li>• Put stripes onto the bees 1-50</li> <li>• Order bees to 50</li> <li>• Mark make in yellow and black paint with number symbols to 50</li> <li>• Put the bees onto the flowers – 1-50</li> <li>• Count the flowers to 50</li> <li>• Buzz like a bee whilst counting forwards and backwards to 50</li> <li>• Put the petals on the flower – 1-50</li> <li>• Use repeated addition to add the petals on flowers</li> <li>• Number sequencing puzzles of bees and flowers to 50</li> </ul>
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**Use skills ladders for assessment**

### Maths PNC - Medium Term Planning – Spring Term

	<p><b>My little monster</b></p> <ul style="list-style-type: none"> <li>Sort the monsters into groups</li> <li>Add different quantities of googly eyes onto the monsters – can they request more</li> <li>Add different quantities of body parts to make the monsters – give me one/more</li> <li>Create paint and eyes bags in zip lock bags and try to find the eyes by moving the paint around</li> <li>Feed numbers to the monster</li> <li>Make monsters using numicon</li> <li>Make monsters using playdough and add different quantities of decoration</li> <li>Add teeth onto the monster – corn kernels</li> </ul>	<ul style="list-style-type: none"> <li>Put the bees into the numicon holes up to 10</li> <li>Post the bees into their hives (toilet roll tubes) - 1-3</li> <li>Velcro stripes onto bees 1-3</li> </ul> <p><b>My little monster</b></p> <ul style="list-style-type: none"> <li>Sort the monsters into groups</li> <li>Add different quantities of googly eyes onto the monsters – this monster needs two eyes – max to 3</li> <li>Add different quantities of body parts to make the monsters – this monster needs to 3 arms etc – max to 3</li> <li>Create paint and eyes bags in zip lock bags and try to find the eyes by moving the paint around – how many can they count?</li> <li>Feed numbers to the numbered monster</li> <li>Feed the correct quantity to the monsters – 1-3</li> <li>Make monsters using numicon 1-3</li> <li>Make monsters using playdough and add different quantities of decoration - 1-3</li> <li>Add teeth onto the monster – corn kernels 1-3</li> </ul>	<ul style="list-style-type: none"> <li>Count the flowers beyond 10</li> <li>Explore number songs related to bees or flowers</li> <li>Put the petals on the flower – 1-10</li> <li>Count the petals on the flower beyond 10</li> <li>Number sequencing puzzles of bees and flowers beyond 10</li> <li>Post the bees into their hives (toilet roll tubes) - 1-10</li> <li>Velcro stripes onto bees 1-10</li> </ul> <p><b>My little monster</b></p> <ul style="list-style-type: none"> <li>Add different quantities of googly eyes onto the monsters – this monster needs 6 eyes – max to 10</li> <li>Add different quantities of body parts to make the monsters – this monster needs to 3 arms etc – max to 10</li> <li>Create paint and eyes bags in zip lock bags and try to find the eyes by moving the paint around – how many can they count? Beyond 10</li> <li>Feed the correct quantity to the monsters – 1-10</li> <li>Make monsters using numicon 1-10</li> <li>Make monsters using playdough and add different quantities of decoration - 1-10</li> <li>Add teeth onto the monster – corn kernels 1-10</li> </ul>	<ul style="list-style-type: none"> <li>Post the bees into their hives (toilet roll tubes) - 1-50</li> </ul> <p><b>My little monster</b></p> <ul style="list-style-type: none"> <li>Match the monsters – number bonds to 10</li> <li>Add and subtract monsters</li> <li>Use repeated addition to add the monster’s legs</li> <li>Add different quantities of googly eyes onto the monsters – this monster needs 6 eyes – max to 50</li> <li>Add different quantities of body parts to make the monsters – this monster needs to 3 arms etc – max to 50</li> <li>Create paint and eyes bags in zip lock bags and try to find the eyes by moving the paint around – how many can they count?</li> <li>Feed the correct quantity to the monsters – 1-50</li> <li>Make monsters using playdough and add different quantities of decoration - 1-50</li> <li>Add teeth onto the monster – corn kernels 1-50</li> <li>Estimate how many googly eyes in the pot – to 10</li> <li>Walk like a monster counting forward and backwards</li> </ul>
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**Key Vocab**  
 Count, Sort, Number, more, less, add, takeaway, fewer, greater, estimate, guess, forwards, backwards.

Cycle 8 Spring Term – Free Falling/Staying Alive				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p><b>Exploring Number: Exploring objects related to number</b></p> <ul style="list-style-type: none"> <li>I can reach out for, touch and begin to hold number-related objects.</li> <li>Explore objects related to numbers. Engage with number related activities (e.g.; attention autism number activities, number posting, foam numbers, number blocks).</li> <li>I am beginning to understand that things exist, even when out of sight</li> </ul> <p><b>Exploring Number: Exploring Number Songs and Activities</b></p> <ul style="list-style-type: none"> <li>Watch/listen to number songs and experience number activities.</li> <li>React to new number activities and experiences (e.g.; new number action songs such as 1,2,3,4,5 once I caught a fish alive)</li> <li>Develop focus and attention on number activities (e.g.; five little speckled frogs splashing into water, number-based attention autism activities).</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p>	<p><b>Exploring Number: Exploring objects related to number</b></p> <ul style="list-style-type: none"> <li>Explore number toys and resources by hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</li> <li>Explore number toys with buttons, flaps and simple mechanisms, often by trial and improvement.</li> </ul> <p><b>Exploring Number: Exploring Number Songs and Activities</b></p> <ul style="list-style-type: none"> <li>Join in with number action songs (verbally or actions).</li> <li>Explore activities where there are changes in quantity when something is added or taken away.</li> <li>Request ‘more’ of an item or action.</li> <li>I know that things exist, even when out of sight.</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Select a small number of objects from a group when asked (e.g.; please give me one. Please give more</li> <li>Take part in activities linked to organising and categorising objects (e.g.; putting all the teddy bears together and all of the cars together)</li> <li>Begin to say (or use symbols) for some counting words randomly.</li> </ul>	<p><b>Exploring Number: Number Activities</b></p> <ul style="list-style-type: none"> <li>I can take part in activities related to grouping objects.</li> <li>Begin to show understanding of 1:1 correspondence.</li> <li>Sometimes know that numbers identify how many objects are in a set</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Begin to realise anything can be counted (including step/claps).</li> <li>Begin to count up to 3 objects reliably</li> <li>Begin to compare amounts of objects</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Begin to show an interest in number problems.</li> <li>Recite/order numbers to 10.</li> <li>Begin to match numeral and quantity correctly</li> <li>Use some number names and number language spontaneously</li> </ul>	<p><b>Exploring Number: Developing an Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Select the correct numeral to represent 1-10 objects.</li> <li>Recognise numbers 1-10.</li> <li>Begin to write numerals</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Count an irregular arrangement of up to 10 object</li> <li>Find the total of items in two groups by counting all of them.</li> <li>Count objects to 10 and beginning to count beyond 10.</li> <li>Begin to estimate how many objects I can see and check them by counting.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>I am beginning to demonstrate an understanding of ‘less’ through practical situations.</li> <li>Respond in practical situations to add 1 on to a number of objects.</li> <li>Begin to use vocabulary involved in adding and subtraction.</li> </ul>	<p><b>Exploring Number: Number and Place value</b></p> <ul style="list-style-type: none"> <li>Read numbers to 50 in numerals.</li> <li>Read numbers to 50 in words.</li> <li>Write numbers to 50.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers to 10.</li> <li>Solve simple missing number problems to 10.</li> <li>Use number bonds to 10.</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Count backward and forward to 50.</li> <li>Use repeated addition to count objects organised into sets.</li> <li>Estimate a number up to 10</li> </ul>

**Use skills ladders for assessment**

## Maths PNC - Medium Term Planning – Spring Term

<ul style="list-style-type: none"> <li>I am developing an awareness of number names through an enjoyment of action rhymes and songs.</li> <li>I can notice a change in number of objects/sounds up to 3.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with symbols and marks representing ideas of number</li> <li>Recite/order some number names in sequence.</li> </ul>		<ul style="list-style-type: none"> <li>I can respond in practical situations to 'take one away' from a number of objects.</li> <li>Begin to use vocabulary involved in adding and subtraction</li> </ul>	
<p><b>Please note these activities are based around exploration and will require lots of adult modelling. Children are not expected to know numbers or be able to count they are just experiencing numbers in different ways</b></p> <p><b>Big Rain coming</b></p> <ul style="list-style-type: none"> <li>Explore splashing in the water and counting</li> <li>Sit under an umbrella and request how many sprays of water</li> <li>Make splats with blue paint counting as you do it.</li> <li>Water play using numbered bottles</li> <li>Counting Wellies</li> <li>Use numicon frames to decorate wellies</li> <li>Fish numicon out of the water</li> <li>Spraying water onto numbers</li> <li>Washing 'dirty' items with water to reveal numbers</li> <li>Numbered boats in water play</li> <li>Find the numbered fish in the water</li> <li>Explore number songs related to rain</li> <li>Shake blue glitter over numbers</li> <li>Find the frogs in the sensory materials and count</li> </ul> <p><b>Doctor Duck</b></p> <ul style="list-style-type: none"> <li>Explore counting ducks in the water</li> <li>Hook a duck</li> <li>5 little ducks number rhyme</li> <li>Stick plasters onto the dolls</li> <li>Sticking feathers on to the duck</li> <li>Numbers in chicken eggs</li> <li>Match the numbered ducks</li> <li>Find the ducks in the feathers</li> <li>Go on a duck hunt – how many can you find</li> <li>Throw the ducks into the water counting as you throw</li> <li>Use duck cutters to cut ducks out of playdough and decorate with objects within 5</li> </ul>	<p><b>Please note these activities are based around exploration and will require lots of adult modelling. Children are not expected to know numbers or be able to count they are just experiencing numbers in different ways</b></p> <p><b>Big Rain Coming</b></p> <ul style="list-style-type: none"> <li>Explore splashing in the water and counting - request more</li> <li>Sit under an umbrella and request how many sprays of water from a selection</li> <li>Make splats with blue paint counting as you do it – show the correct number</li> <li>Mark make in blue paint with symbol numbers</li> <li>Find numbers in sensory materials and begin to order by matching</li> <li>Water play using numbered bottles – post numbers found in water into the matching bottle</li> <li>Counting Wellies</li> <li>Use numicon frames to decorate wellies</li> <li>Fish numicon out of the water and match</li> <li>Spraying water onto numbers – can they request more</li> <li>Washing 'dirty' items with water to reveal numbers</li> <li>Numbered boats in water play – give me one/more</li> <li>Find the numbered fish in the water</li> <li>Explore number songs related to rain</li> <li>Shake blue glitter over numbers</li> <li>Find the frogs in the sensory materials and count</li> <li>Mark make in blue gloop to represent numbers</li> </ul> <p><b>Doctor Duck</b></p> <ul style="list-style-type: none"> <li>Explore counting ducks in the water - use 5 little ducks as a hook</li> <li>Squirt the ducks with water gun – can they request more</li> <li>Sort the ducks into groups</li> <li>Hook a duck - look at numbers</li> <li>Stick plasters onto the dolls</li> <li>Sticking feathers on to the duck</li> <li>Numbers and quantities in chicken eggs</li> <li>Match the numbered ducks</li> <li>Count the ducks in the pond</li> <li>Find the ducks in the feathers</li> <li>Go on a duck hunt – how many can you find</li> <li>Throw the ducks into the water counting as you throw</li> </ul>	<p><b>Big Rain Coming</b></p> <ul style="list-style-type: none"> <li>Explore splashing in the water and counting how many splashes – find the corresponding number – up to 3</li> <li>Sit under an umbrella and request how many sprays of water from a selection up to 3 – encourage counting</li> <li>Make splats with blue paint counting as you do it – choose the correct number to 3</li> <li>Mark make in blue paint with symbol numbers</li> <li>Find numbers in the water – blue materials and match to a bingo board – to 3</li> <li>Water play using numbered bottles – post correct amount of ducks into the numbered bottles</li> <li>Counting Wellies to 3</li> <li>Use numicon frames to decorate wellies and match numbers to 3</li> <li>Fish numicon out of the water and match</li> <li>Spraying water onto numbers 1-10</li> <li>Washing 'dirty' items with water to reveal numbers 1-10</li> <li>Numbered boats and people in water play – match numeral and quantity 1-3</li> <li>Find the numbered fish in the water 1-10</li> <li>Explore number songs related to rain</li> <li>Shake blue glitter over numbers 1-10</li> <li>Find the frogs in the sensory materials and order – 1-3</li> <li>Mark make in blue gloop to represent numbers 1-10</li> </ul> <p><b>Doctor Duck</b></p> <ul style="list-style-type: none"> <li>Count the ducks in the water up to 3</li> <li>Add the correct amount of ducks to the pond – up to 3</li> <li>Explore counting ducks in the water - use 5 little ducks as a hook - order and count up to 3</li> <li>Hook a duck - look at numbers and match to 3</li> <li>Stick the correct amount of plasters onto the doll – 1-3</li> <li>Sticking the correct amount of feathers on to the duck 1-3</li> <li>Put the correct quantity into a numbered chicken egg 1-3</li> <li>Sort the ducks into groups</li> <li>Match the numbered ducks to their quantity – 1-3</li> <li>Count the ducks in the pond 1-10</li> </ul>	<ul style="list-style-type: none"> <li>Explore subitising small numbers</li> <li>Count different groups of objects</li> </ul> <p><b>Big rain coming</b></p> <ul style="list-style-type: none"> <li>Explore splashing in the water and counting how many splashes – find the corresponding number – up to 10</li> <li>Explore counting raindrops and order</li> <li>Sit under an umbrella and request how many sprays of water from a selection up to 10 – encourage counting</li> <li>Make splats/ rain drips with blue paint counting as you do it – choose the correct number to 10</li> <li>Find numbers in the water – blue materials and match to a bingo board – to 10</li> <li>Water play using numbered bottles – post correct amount of raindrops into the numbered bottles up to 10</li> <li>Counting Wellies to 10</li> <li>Use wellies/raindrops to add one or take one away</li> <li>Use wellies/ raindrops to add to the water and takeaway</li> <li>Spraying water onto painted numbers to make them mix colours and drip 1-10</li> <li>Washing 'dirty' items with water to reveal numbers 1-10</li> <li>Numbered boats and people in water play – match numeral and quantity 1-10</li> <li>Find the numbered fish in the water 1-10</li> <li>Explore number songs related to rain</li> <li>Shake blue glitter over numbers 1-10</li> <li>Find the frogs in the sensory materials and order – 1-10</li> <li>Mark make in blue gloop to represent numbers 1-10</li> </ul> <p><b>Doctor Duck</b></p> <ul style="list-style-type: none"> <li>Count the ducks in the water up to 10</li> <li>Add the correct amount of ducks to the pond – up to 3</li> <li>Explore counting ducks in the water - use 5 little ducks as a hook - order and count up to 10</li> <li>Hook a duck - look at numbers and match to 10</li> <li>Stick the correct amount of plasters onto the doll – 1-10</li> <li>Sticking the correct amount of feathers on to the duck 1-10</li> <li>Put the correct quantity into a numbered chicken egg 1-3</li> </ul>	<ul style="list-style-type: none"> <li>Explore subitising small numbers</li> <li>Count different groups of objects</li> </ul> <p><b>Big rain coming</b></p> <ul style="list-style-type: none"> <li>Explore splashing in the water and counting how many splashes – find the corresponding number – up to 50</li> <li>Explore counting raindrops and order to 50</li> <li>Add and subtract raindrops</li> <li>Find numbers in the water – blue materials and match to a bingo board – to 50</li> <li>Water play using numbered bottles – post correct amount of ducks/raindrops into the numbered bottles up to 10</li> <li>Counting Wellies to 50</li> <li>Use a rainbow to look at number bonds to 10</li> <li>Use raindrops/rainbows for number problems.</li> <li>Make steps in wellies counting forwards and backwards</li> <li>Spraying water onto painted numbers to make them mix colours and drip 1-50</li> <li>Washing 'dirty' items with water to reveal numbers 1-50</li> <li>Numbered boats and people in water play – match numeral and quantity 1-50</li> <li>Find the numbered fish in the water 1-50</li> <li>Explore number songs related to rain</li> <li>Shake blue glitter over numbers 1-50</li> <li>Find the frogs in the sensory materials and order – 1-50</li> <li>Mark make in blue gloop to represent numbers 1-50</li> <li>Add and subtract frogs</li> <li>Match the frog to the Lilly pad – number bonds to 10</li> </ul> <p><b>Doctor Duck</b></p> <ul style="list-style-type: none"> <li>Find the ducks in the water and read the numeral/number word</li> <li>Explore counting ducks in the water - add and subtract using different colour ducks</li> <li>Sticking the correct amount of feathers on to the duck 1-50</li> <li>Put the correct quantity into a numbered chicken egg 1-3</li> <li>Add and subtract ducks</li> <li>Use ducks to create simple number problems</li> <li>Match the numbered ducks to their quantity – 1-50</li> <li>Count the ducks in the pond to 50</li> </ul>

**Use skills ladders for assessment**

### Maths PNC - Medium Term Planning – Spring Term

	<ul style="list-style-type: none"> <li>Use duck cutters to cut ducks out of playdough and decorate with objects within 5</li> </ul>	<ul style="list-style-type: none"> <li>Find the ducks in the feathers</li> <li>Stick the correct amount of feathers on the ducks 1-3</li> <li>Go on a duck hunt – how many can you find 1-10</li> <li>Throw the ducks into the water counting as you throw 1-10</li> <li>Use duck cutters to cut ducks out of playdough and decorate with objects within 1-3</li> <li>Use water and paintbrushes to write numbers on the playground</li> </ul>	<ul style="list-style-type: none"> <li>Add two groups of ducks together</li> <li>Match the numbered ducks to their quantity – 1-10</li> <li>Count the ducks in the pond beyond 10</li> <li>Find the ducks in the feathers – beyond 10</li> <li>Stick the correct amount of feathers on the ducks 1-10</li> <li>Go on a duck hunt – how many can you find beyond 10</li> <li>Throw the ducks into the water counting as you throw beyond 10</li> <li>Add and take away one from a group of ducks</li> <li>How many ducks in the pond – estimate 1-3</li> <li>Use water and paintbrushes to write numbers on the playground</li> </ul>	<ul style="list-style-type: none"> <li>Find the ducks in the feathers and put the correct amount into numbered pots</li> <li>Go on a duck hunt – how many can you find up to 50</li> <li>Throw the ducks into the water counting as you throw to 50</li> <li>How many ducks in the pond – estimate 1-10</li> <li>Use water and paintbrushes to write numbers on the playground</li> </ul>
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**Key Vocab**  
 Count, Sort, Number, more, less, add, takeaway, fewer, greater, estimate, guess, forwards, backwards.

### Cycle 9 Spring Term – Crash bang wallop/evolution

PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p><b>Exploring Number: Exploring objects related to number</b></p> <ul style="list-style-type: none"> <li>I can reach out for, touch and begin to hold number-related objects.</li> <li>Explore objects related to numbers. Engage with number related activities (e.g.; attention autism number activities, number posting, foam numbers, number blocks).</li> <li>I am beginning to understand that things exist, even when out of sight</li> </ul> <p><b>Exploring Number: Exploring Number Songs and Activities</b></p> <ul style="list-style-type: none"> <li>Watch/listen to number songs and experience number activities.</li> <li>React to new number activities and experiences (e.g.; new number action songs such as 1,2,3,4,5 once I caught a fish alive)</li> <li>Develop focus and attention on number activities (e.g.; five little speckled frogs splashing into water, number-based attention autism activities).</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>I am developing an awareness of number names through an enjoyment of action rhymes and songs.</li> <li>I can notice a change in number of objects/sounds up to 3.</li> </ul>	<p><b>Exploring Number: Exploring objects related to number</b></p> <ul style="list-style-type: none"> <li>Explore number toys and resources by hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</li> <li>Explore number toys with buttons, flaps and simple mechanisms, often by trial and improvement.</li> </ul> <p><b>Exploring Number: Exploring Number Songs and Activities</b></p> <ul style="list-style-type: none"> <li>Join in with number action songs (verbally or actions).</li> <li>Explore activities where there are changes in quantity when something is added or taken away.</li> <li>Request 'more' of an item or action.</li> <li>I know that things exist, even when out of sight.</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Select a small number of objects from a group when asked (e.g.; please give me one. Please give more</li> <li>Take part in activities linked to organising and categorising objects (e.g.; putting all the teddy bears together and all of the cars together)</li> <li>Begin to say (or use symbols) for some counting words randomly.</li> <li>Experiment with symbols and marks representing ideas of number</li> <li>Recite/order some number names in sequence.</li> </ul>	<p><b>Exploring Number: Number Activities</b></p> <ul style="list-style-type: none"> <li>I can take part in activities related to grouping objects.</li> <li>Begin to show understanding of 1:1 correspondence.</li> <li>Sometimes know that numbers identify how many objects are in a set</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Begin to realise anything can be counted (including step/claps).</li> <li>Begin to count up to 3 objects reliably</li> <li>Begin to compare amounts of objects</li> </ul> <p><b>Exploring Number: Developing and Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Begin to show an interest in number problems.</li> <li>Recite/order numbers to 10.</li> <li>Begin to match numeral and quantity correctly</li> <li>Use some number names and number language spontaneously</li> </ul>	<p><b>Exploring Number: Developing an Awareness of Number</b></p> <ul style="list-style-type: none"> <li>Select the correct numeral to represent 1-10 objects.</li> <li>Recognise numbers 1-10.</li> <li>Begin to write numerals</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Count an irregular arrangement of up to 10 object</li> <li>Find the total of items in two groups by counting all of them.</li> <li>Count objects to 10 and beginning to count beyond 10.</li> <li>Begin to estimate how many objects I can see and check them by counting.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>I am beginning to demonstrate an understanding of 'less' through practical situations.</li> <li>Respond in practical situations to add 1 on to a number of objects.</li> <li>Begin to use vocabulary involved in adding and subtraction.</li> <li>I can respond in practical situations to 'take one away' from a number of objects.</li> <li>Begin to use vocabulary involved in adding and subtraction</li> </ul>	<p><b>Exploring Number: Number and Place value</b></p> <ul style="list-style-type: none"> <li>Read numbers to 50 in numerals.</li> <li>Read numbers to 50 in words.</li> <li>Write numbers to 50.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers to 10.</li> <li>Solve simple missing number problems to 10.</li> <li>Use number bonds to 10.</li> </ul> <p><b>Exploring Number: Counting</b></p> <ul style="list-style-type: none"> <li>Count backward and forward to 50.</li> <li>Use repeated addition to count objects organised into sets.</li> <li>Estimate a number up to 10</li> </ul>
<p>Please note these activities are based around exploration and will require lots of adult modelling. Children are not expected to know numbers or be able to count they are just experiencing numbers in different ways</p> <p><b>Nursery rhyme comics</b></p> <ul style="list-style-type: none"> <li>Drop the spiders down the drainpipe – counting as you do it</li> </ul>	<p>Please note these activities are based around exploration and will require lots of adult modelling. Children are not expected to know numbers or be able to count they are just experiencing numbers in different ways</p> <p><b>Nursery rhyme comics</b></p>	<p><b>Nursery rhyme comics</b></p> <ul style="list-style-type: none"> <li>Drop the spiders down the drainpipe – requested amount by an adult – 1-10</li> <li>Crack the eggs to see what's inside – numbers and quantities – 1-3</li> <li>Stick black cotton wool on the sheep – counting as you put it on – 1-3</li> </ul>	<ul style="list-style-type: none"> <li>Explore subitising small numbers</li> <li>Count different groups of objects</li> </ul> <p><b>Nursery rhyme comics</b></p> <ul style="list-style-type: none"> <li>Drop the spiders down the drainpipe – requested amount by an adult – beyond 10</li> <li>Estimate how many spiders in the drainpipe – 1-3</li> </ul>	<ul style="list-style-type: none"> <li>Explore subitising small numbers</li> <li>Count different groups of objects</li> </ul> <p><b>Nursery rhyme comics</b></p> <ul style="list-style-type: none"> <li>Match the characters to make number bonds to 10</li> <li>Drop the spiders down the drainpipe – requested amount by an adult – to 50</li> </ul>

**Use skills ladders for assessment**



## Maths PNC - Medium Term Planning – Spring Term

<ul style="list-style-type: none"> <li>Crack the eggs to see what's inside – numbers and quantities</li> <li>Stick black cotton wool on the sheep – counting as you put it on</li> <li>Numbered nursery rhyme characters hidden in sensory materials</li> <li>Remove the spiders from the spiders web – counting as you go</li> <li>Humpty dumpty – build a wall and count as you build - or use numbered bricks</li> <li>Count the farm animals</li> <li>Match numbered farm animals</li> <li>Use numicon to build an animal pen for the farm</li> <li>Counting shoes</li> <li>Count the kittens</li> <li>Explore number songs related to nursery rhymes</li> </ul> <p><b><u>Splish, splash, splosh</u></b></p> <ul style="list-style-type: none"> <li>Splash in the water counting as you stomp</li> <li>Pour water into different numbered containers</li> <li>Use pipettes to squeeze water into numbers</li> <li>Find the numbers hidden in the water beads</li> <li>Burst numbered water balloons</li> <li>Throw water balloons at number targets</li> <li>Explore number boats in water</li> <li>Fish items out of water related to number</li> </ul> <p><b><u>Dinosaurs don't draw</u></b></p> <ul style="list-style-type: none"> <li>Sensory shake over dinosaur footprints counting as you go</li> <li>Stomp in the mud like a dinosaur and count</li> <li>Numbered dinosaurs hidden in sensory materials</li> <li>Feed leaves to the dinosaurs</li> <li>Count the volcanos</li> <li>Fizzy volcanoes – count as they fizz</li> <li>Volcano mountains made with shaving foam – pour red paint and water mix on to make it disappear – count as they disappear</li> <li>Print numbers into playdough making fossils</li> <li>Make a dinosaur from playdough and add wooden sticks to make spikes – counting</li> <li>Dinosaur egg splat – make eggs out of flour and oil mixture then splat – counting</li> <li>Explore number songs related to dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>Drop the spiders down the drainpipe – counting as you do it – can they request more</li> <li>Crack the eggs to see what's inside – numbers and quantities – have different quantities each day- do they notice the change</li> <li>Stick black cotton wool on the sheep – counting as you put it on</li> <li>Numbered nursery rhyme characters hidden in sensory materials</li> <li>Remove the spiders from the spiders web – counting as you go</li> <li>Humpty dumpty – build a wall and count as you build - or use numbered bricks</li> <li>Count the farm animals hidden in sensory materials – hay, mud etc</li> <li>Match numbered farm animals</li> <li>Use numicon to build an animal pen for the farm</li> <li>Counting shoes</li> <li>Adding buckles to shoes by sprinkling glitter</li> <li>Count the kittens –give me one/more</li> <li>Adding collars onto the kittens and counting</li> <li>Explore number songs related to nursery rhymes</li> <li>Sort the nursery rhyme characters into groups</li> </ul> <p><b><u>Splish, splash, splosh</u></b></p> <ul style="list-style-type: none"> <li>Splash in the water counting as you stomp – use number symbols – can they request more or a quantity of stomps</li> <li>Pour water into different numbered containers – count as they pour the water</li> <li>Use pipettes to squeeze water into numbers</li> <li>Use pipettes to squeeze water into different circles – how many drops to fill.</li> <li>Find the numbers hidden in the water beads – match to a number tray</li> <li>Burst numbered water balloons</li> <li>Throw numbered water balloons at number targets – matching</li> <li>Explore number boats in water – add a numbered sail to the boats by matching</li> <li>Fish items out of water related to number</li> <li>Sort the boats into groups</li> <li>Mark make using water mats and number symbols</li> </ul> <p><b><u>Dinosaurs don't draw</u></b></p> <ul style="list-style-type: none"> <li>Sensory shake over dinosaur footprints counting as you go - can they request more</li> <li>Stomp in the mud like a dinosaur and count</li> <li>Numbered dinosaurs hidden in sensory materials – match to numbers on a bingo board</li> </ul>	<ul style="list-style-type: none"> <li>Numbered nursery rhyme characters hidden in sensory materials, count 1-10 – order 1-3</li> <li>Remove the spiders from the spiders web – counting as you go – which web has more/less? Put spiders into corresponding number tubs quantity 1-3</li> <li>Humpty dumpty – build a wall and count as you build - or use numbered bricks 1-10</li> <li>Count the farm animals hidden in sensory materials – hay, mud etc - match the number of animals to the numeral</li> <li>Match numbered farm animals 1-10</li> <li>Order numbered farm animals 1-10</li> <li>Use numicon to build an animal pen for the farm</li> <li>Counting shoes 1-10</li> <li>Order shoes 1-10</li> <li>Adding buckles to shoes by sprinkling glitter 1-10</li> <li>Count the kittens – match to the numeral 1-3</li> <li>Adding collars onto the kittens and counting 1-10</li> <li>Explore number songs related to nursery rhymes</li> <li>Sort the nursery rhyme characters into groups</li> </ul> <p><b><u>Splish, splash, splosh</u></b></p> <ul style="list-style-type: none"> <li>Splash in the water counting as you stomp – can the children request how many stomps 1-10</li> <li>Pour water into different numbered containers – count as they pour the water – add quantities of water beads into the bottles</li> <li>Use pipettes to squeeze water into numbers and order 1-10</li> <li>Use pipettes to squeeze water into different circles – how many drops to fill 1-10</li> <li>Find the numbers hidden in the water beads – put into a tub and use tweezers to fill the tub with the correct amount of water beads</li> <li>Throw correct amount of water balloons at numbered targets</li> <li>Explore number boats in water – add a numbered sail to the boats depending on how many passengers</li> <li>Fish items out of water related and match quantity to correct numeral</li> <li>Sort the boats into groups</li> <li>Mark make using water mats and number symbols</li> </ul> <p><b><u>Dinosaurs don't draw</u></b></p>	<ul style="list-style-type: none"> <li>Crack the eggs to see what's inside – numbers and quantities – beyond 10</li> <li>Stick black cotton wool on the sheep – counting as you put it on – beyond 10</li> <li>Numbered nursery rhyme characters hidden in sensory materials, count beyond 10 – order 1-10</li> <li>Remove the spiders from the spiders web – counting as you go – which web has more/less? Put spiders into corresponding number tubs quantity 1-10</li> <li>Humpty dumpty – build a wall and count as you build beyond 10 - or use numbered bricks 1-10</li> <li>Add groups of nursery rhyme characters together to make a total</li> <li>Adding 1 and taking one away using nursery rhyme characters</li> <li>Count the farm animals hidden in sensory materials – hay, mud etc - match the number of animals to the numeral 1-10</li> <li>Order numbered farm animals 1-10</li> <li>Use numicon to build an animal pen for the farm – identify which number numicon being used</li> <li>Counting shoes beyond 10</li> <li>Order shoes 1-10</li> <li>Adding buckles to shoes by sprinkling glitter – how many shoes</li> <li>Count the kittens – match to the numeral 1-10</li> <li>Add two groups of kittens together</li> <li>Adding collars onto the kittens and counting 1-10</li> <li>Explore number songs related to nursery rhymes</li> <li>Sort the nursery rhyme characters into groups</li> <li>Write numerals in a sensory nursery rhyme tray</li> </ul> <p><b><u>Splish, splash, splosh</u></b></p> <ul style="list-style-type: none"> <li>Splash in the water counting as you stomp – can the children request how many stomps beyond 10</li> <li>Pour water into different numbered containers – count as they pour the water – add quantities of water beads into the bottles 1-10</li> <li>Use pipettes to squeeze water into numbers and order beyond 10</li> <li>Use pipettes to squeeze water into different circles – how many drops to fill beyond 10</li> <li>Find the numbers hidden in the water beads – put into a tub and use tweezers to fill the tub with the correct amount of water beads 1-10</li> </ul>	<ul style="list-style-type: none"> <li>Estimate how many spiders in the drainpipe – 1-10</li> <li>Crack the eggs to see what's inside – numbers and quantities – to 50</li> <li>Stick black cotton wool on the sheep – counting as you put it on – to 50</li> <li>Numbered nursery rhyme characters hidden in sensory materials and order to 50</li> <li>Remove the spiders from the spiders web – using subtraction</li> <li>Add spiders to the spider webs using addition</li> <li>Humpty dumpty – build a wall and count as you build to 50- or use numbered bricks and order to 50</li> <li>Add and subtract using nursery rhyme characters</li> <li>Count the farm animals hidden in sensory materials – hay, mud etc - match the number of animals to the numeral to 50</li> <li>Order numbered farm animals to 50</li> <li>Use numicon to build an animal pen for the farm – identify which number numicon being used</li> <li>Counting shoes to 50</li> <li>Order shoes to 50</li> <li>Count the kittens – match to the numeral to 50</li> <li>Add and subtract kittens</li> <li>Create missing number problems using kittens</li> <li>Write numerals in a sensory nursery rhyme tray to 50</li> </ul> <p><b><u>Splish, splash, splosh</u></b></p> <ul style="list-style-type: none"> <li>Splash in the water counting as you stomp – can the children request how many stomps to 50</li> <li>Pour water into different numbered containers – count as they pour the water – add quantities of water beads into the bottles 1-50</li> <li>Use pipettes to squeeze water into numbers and order to 50</li> <li>Use pipettes to squeeze water into different circles – how many drops to fill to 50</li> <li>Find the numbers hidden in the water beads – put into a tub and use tweezers to fill the tub with the correct amount of water beads 1-50</li> <li>Throw correct amount of water balloons at targets with quantities on using numbered water balloons</li> <li>Explore number boats in water – add a numbered sail to the boats depending on how many passengers 1-50</li> <li>Fish items out of water related and match quantity to correct numeral 1-50</li> </ul>
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**Use skills ladders for assessment**

### Maths PNC - Medium Term Planning – Spring Term

	<ul style="list-style-type: none"> <li>• Feed leaves to the dinosaurs – counting as you feed</li> <li>• Count and match the volcanoes</li> <li>• Fizzy volcanoes – count as they fizz and show numbers</li> <li>• Volcano mountains made with shaving foam – pour red paint and water mix on to make it disappear – count as they disappear and show numbers</li> <li>• Print numbers into playdough making fossils</li> <li>• Sort the dinosaurs into groups</li> <li>• Make a dinosaur from playdough and add wooden sticks to make spikes – counting</li> <li>• Dinosaur egg splat – make eggs out of flour and oil mixture then splat – counting</li> <li>• Explore number songs related to dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory shake over dinosaur footprints counting as you go - match numeral to quantity – how many footprints</li> <li>• Stomp in the mud like a dinosaur – can they request how many stomps</li> <li>• Numbered dinosaurs hidden in sensory materials – match to quantities on a bingo board 1-3</li> <li>• Feed leaves to the dinosaurs – correct amount of leaves to the number on the dinosaur – 1-3</li> <li>• Count and order the volcanoes 1-10</li> <li>• Fizzy volcanoes – count as they fizz and show numbers 1-10</li> <li>• Volcano mountains made with shaving foam – pour red paint and water mix on to make it disappear – count as they disappear. Use number symbols to match</li> <li>• Print numbers into playdough making fossils</li> <li>• Sort the dinosaurs into groups</li> <li>• Make a dinosaur from playdough and add wooden sticks to make spikes and match the numeral 1-3</li> <li>• Dinosaur egg splat – make eggs out of flour and oil mixture then splat – counting 1-10</li> </ul>	<ul style="list-style-type: none"> <li>• Throw correct amount of water balloons at numbered targets 1-10</li> <li>• Explore number boats in water – add a numbered sail to the boats depending on how many passengers 1-10</li> <li>• Fish items out of water related and match quantity to correct numeral 1-10</li> <li>• Sort the boats into groups</li> <li>• Estimate how many boats in the water 1-3</li> <li>• Represent numbers using water mats and number symbols 1-10</li> <li>• Add groups of boats together to find a total</li> <li>• Explore number rhymes involving adding and subtraction themed on water</li> </ul> <p><b>Dinosaurs don't draw</b></p> <ul style="list-style-type: none"> <li>• Sensory shake over dinosaur footprints counting as you go - match numeral to quantity – how many footprints 1-10</li> <li>• Stomp in the mud like a dinosaur – can they request how many stomps beyond 10</li> <li>• Numbered dinosaurs hidden in sensory materials – match to quantities on a bingo board 1-10</li> <li>• Feed leaves to the dinosaurs – correct amount of leaves to the number on the dinosaur – 1-10</li> <li>• Estimate how many dinosaurs are in the swamp 1-3</li> <li>• Count and order the volcanoes beyond 10</li> <li>• Add 1 and take one away using dinosaurs</li> <li>• Fizzy volcanoes – count as they fizz and show numbers beyond 10</li> <li>• Volcano mountains made with shaving foam – pour red paint and water mix on to make it disappear – count as they disappear beyond 10</li> <li>• Print numbers into playdough making fossils beyond 10 and order</li> <li>• Throw dinosaurs into the swamp and count – irregular arrangement</li> <li>• Make a dinosaur from playdough and add wooden sticks to make spikes and match the numeral 1-10</li> <li>• Dinosaur egg splat – make eggs out of flour and oil mixture then splat – beyond 10</li> </ul>	<ul style="list-style-type: none"> <li>• Order the number splashes to 50</li> <li>• Estimate how many boats in the water 1-10</li> <li>• Match the boat and sail using number bonds to 10</li> <li>• Represent numbers using water mats and number symbols 1-50</li> <li>• Add and subtract using boats</li> <li>• Missing number problems using boats</li> <li>• Explore number rhymes involving adding and subtraction themed on water</li> </ul> <p><b>Dinosaurs don't draw</b></p> <ul style="list-style-type: none"> <li>• Sensory shake over dinosaur footprints estimate how many 1-10</li> <li>• Stomp in the mud like a dinosaur – can they request how many stomps to 50</li> <li>• Numbered dinosaurs hidden in sensory materials – match to quantities on a bingo board 1-50</li> <li>• Feed leaves to the dinosaurs – correct amount of leaves to the number on the dinosaur – 1-50</li> <li>• Estimate how many dinosaurs are in the swamp 1-10</li> <li>• Match the dinosaur to the swamp using number bonds to 10</li> <li>• Add and subtract using volcanoes</li> <li>• Print numbers into playdough making fossils to 50 and order</li> <li>• Throw dinosaurs into the swamp and count – irregular arrangement</li> <li>• Count the legs on the dinosaurs – repeated addition</li> <li>• Make a dinosaur from playdough and add wooden sticks to make spikes and match the numeral 1-50</li> <li>• Stomp like a dinosaur counting forwards and backwards to 50</li> </ul>
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**Key Vocab**

Count, Sort, Number, more, less, add, takeaway, fewer, greater, estimate, guess, forwards, backwards.