**Experience/Outcome**

**Number, money and measure**
I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.

I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.

I use practical materials and can ‘count on and back’ to help me to understand addition and subtraction, recording my ideas and solutions in different ways.

**Language used**

More, less, lots, a few, many, compare count, match, sort, more / less than, the same as, enough / not enough, big / bigger / biggest, small / smaller / smallest, most / least, before / after

**Where learning opportunities may arise**

**Areas within the nursery and outdoor environment**
- Outside:
  - Steps
  - Stairs
  - Brick building
  - Transient art (sequences)
  - Collections of objects
- Baking, measuring and weighing
- Water play
- Sand play
- Play dough
- House play: cups and saucers etc
- Snack/baking: counting things onto plates/bowls
- Snack/baking: adding/taking away opportunities
- Games
- Beads and threading
- Sequencing beads
- Counting beads
- Music
- Singing games and number songs
- Number in ‘real’ situations e.g.
  - Counting people, chairs, plates, food

**Routines & classroom organisation**
- Snack/baking:
  - Estimating amount of food needed for snack
  - Counting things onto plates/bowls
  - Adding/taking away opportunities
- Self-register – how many people are absent today?
- Making lines
- Counting children – is everyone here?
- Counting collections – do we have enough?
- Number of children in areas of nursery:
  - Seats at table
  - Play equipment
  - Signs: 3 can play here
- Numbers on pegs
- Counting forward and backwards → for timing activities

**Activities throughout the year**
- Advent calendar
- Celebrations – birthdays/candles
- How many sleeps until ………..?

[Diagram: Pyramid with sections for Number, Counting, Language, Spatial Understanding, Problem Solving, Movement, and a tree with branches labeled Expert, Mastery, Challenge, Reflection.]
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<th>Experience/Outcome</th>
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<th>Where learning opportunities may arise</th>
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<tr>
<td><strong>I can share out a group of items by making smaller groups and can split a whole object into smaller parts.</strong></td>
<td>Share, parts, same size, same amount, count, how many bits/parts, sort, bigger/smaller group</td>
<td>Areas within the nursery and outdoor environment</td>
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<td></td>
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<td>Routines &amp; classroom organisation</td>
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<td>Activities throughout the year</td>
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<td></td>
<td>• Imaginative play (e.g. House corner) - sharing</td>
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<td></td>
<td>• Baking</td>
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<td>• Water play</td>
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<td>• Sand play</td>
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<td>• Dough play</td>
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<td></td>
<td>• Sorting and matching experiences</td>
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<td></td>
<td>• Craft/art</td>
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<td></td>
<td></td>
<td>• Paper – cutting and folding</td>
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<td></td>
<td></td>
<td>Snack – Sharing</td>
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<td>Cutting 1 whole into parts for sharing etc</td>
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<td></td>
<td></td>
<td>• Baking</td>
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<td></td>
<td></td>
<td>• Splitting large quantities of ingredients</td>
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<td></td>
<td>• Tidy up time - categorise into groups</td>
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<td></td>
<td>• PE</td>
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<td>• Whole class split into groups</td>
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<td><strong>I am developing my awareness of how money is used and can recognise and use a range of coins.</strong></td>
<td>Buy, cost, sell, change, spend, spent, amount, value, same, not the same, coin, note, card, price, more, less, altogether, sale, special offer, how much, cheaper, dearer, between, left, pound, pence, penny, pennies, price tags, bargain, purse, wallet, enough, not enough</td>
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<td></td>
<td></td>
<td>• House</td>
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<td>• Money – purse</td>
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<td>• Shop</td>
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<td>• Café etc</td>
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<td>• Role-play: money, purses, handbags, till, etc.</td>
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<td>• Sorting trays - coins</td>
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<td></td>
<td>• Visit to shops to buy things for money</td>
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<td></td>
<td></td>
<td>• Snack shopping</td>
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<td>• Food/bags/money/shopping list</td>
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<td>• Outings</td>
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<td>• Going to shops</td>
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<td>• Using real money</td>
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<td></td>
<td>• Counting it out</td>
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<td>• Understanding we have to pay for goods in the shops</td>
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<td>• List</td>
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<td>• Shop</td>
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<td>• Money</td>
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<td>• Bags</td>
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<td><strong>I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.</strong></td>
<td>First, next, then, after, later, before, day, week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, clock, long hand, short hand, month, season, yesterday, today, tomorrow, spring, summer, autumn, winter.</td>
<td>Areas within the nursery and outdoor environment</td>
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<td>Activities throughout the year</td>
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<td>• Themed fiction/non-fiction books</td>
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<td>• Sequence activities</td>
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<td>• Class clock</td>
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<td>• Egg timers/stop clocks at activities</td>
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<td>• Daily routine</td>
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<td>• Group time</td>
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<td>• Story time</td>
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<td>• Snack time</td>
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<td>• Calendar chart/symbols</td>
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<td>• Weather charts and discussion</td>
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<td>• Egg timers/stop clocks</td>
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<td>• Turn taking</td>
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<td>• Charities</td>
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<td>• Sponsorship forms</td>
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<td>• School fairs/ fund raising stalls: Children man the stalls Collect the money Handle money Café bags for money Enterprise - buying and selling Ask children what money from the school fund should be used for School trips: buying the tickets</td>
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<tr>
<td></td>
<td></td>
<td>• Birthdays</td>
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<td>• Celebrating seasons</td>
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<td>• Calendar</td>
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<td></td>
<td>• Celebrating festivals</td>
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<td>• Life cycles</td>
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<td>• Births/deaths: families and pets Growing plants Pets</td>
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| I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. | Heavier, lighter, longer, shorter, more, greater, less, fewer, big, bigger, biggest, small, smaller, smallest, long, longer, longest, short, shorter, shortest, tall, taller, thinnest, thin, thinner, thinnest, full, empty, wide, wider widest, narrow, narrower, narrowest, high highest, lowest, low, lower, lowest. How long? How heavy? How much does it hold? | Environment – everyday objects and themselves  
Woodwork  
Craft : glue table/junk/collage  
Water: bottles, vessels, jugs, pipes, hoses  
Sand: various containers, balance scales, spades  
Varying the size of environment  
Den building  
Using big boxes  
Construction  
Beads  
Play dough  
Baking  
Blocks  
Role play: shoe shop, garden centre, fruit shop  
Correct size of clothes for dolls/costumes  
Sorting items  
Outdoors  
Stepping stones  
Block play  
Collections of objects  
Obstacle course  
Stories: e.g.  
Gloves/socks  
Action songs, singing games  
Measuring items – tapes, rulers, cubes, ribbons, string etc.  
Weighing items: Pebbles, blocks, sponge, marbles etc.  |
|                                                                                   |                                                                                | Baking  
Height chart – look how tall you are getting!  
Tidying up  
Will that fit?  
Putting things in boxes |
| I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. | Before, after, next, between, continue, sequence, pattern, own, straight, zig-zag, first, last, next to, follow, match, because, works, if...then, size, colour, again, on and on, repeat, shape, order, again, spots, stripes | Daily routines  
Talking about them |
|                                                                                   |                                                                                | Season-related time of year  
e.g. winter: making snowflake – cutting out shapes  
Seasons walk – patterns all around us – environment. |

- **Areas within the nursery and outdoor environment**
  - Transient art – natural materials
  - Water painting outside
  - Sewing/threading – shapes and manmade materials – pasta etc
  - Chalks and pens inside
  - Chalks outside
  - Construction area - bricks
  - Magnetic shapes
  - Printing
  - Laces and beads/Straws/Pasta/Cotton reels
  - Kid counters and grids
  - Mirrors
  - Art/craft area – sponges/bricks – brushes
  - Shape/wheels/corks/leaves (autumn) marbling regular and irregular patterns
  - Sand: stickers, rakes, combs, shells, stones, feathers, imprints
  - Following a musical patterns
  - PE – movement, obstacle course, jumps
  - Outdoor play – stepping stones
  - Making symmetrical patterns,
  - Books
  - Computer

- **Routines & classroom organisation**
  - Celebration - related time of year  
    e.g. winter: making snowflake – cutting out shapes
  - Seasons walk – patterns all around us – environment.

- **Activities throughout the year**
  - Seasonal: gathering rain, snow, leaves
  - Making symmetrical patterns,
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| **Shape, position and movement** I enjoy investigating objects and shapes and can sort, describe and be creative with them. | Match, sort, roll, stack, straight, curved, side, corner, the same as (2d faces on 3d objects) | 1. Construction e.g. Duplo, stickle bricks  
2. Craft, junk play  
3. Woodwork  
4. Jigsaws  
5. Mosaics  
6. Peg boards  
7. Table top games  
8. Threading  
9. Shape towers  
10. Play shop – shelves of different boxes, tins etc  
11. Laces and beads/Straws/Pasta/Cotton reels  
12. Outside play  
   Transient art – cones etc  
   Big bricks’  
   Collections of objects  
   Building Blocks/Shapes, different sizes, types, weight  
   Model making, investigating shape and objects/creating models  
   Basic moves, gym lesson | 1. Basic moves, gym lesson  
2. Routines  
3. Forming a line  
4. ‘taking a partner’  
5. Snack presentation and preparing  
6. Matching and ordering ‘to tidy and organise’  
7. Junk organisation in area → into different shape groups | Celebrations throughout the year:  
1. Witches hats  
2. Bonfire night rockets → cylinder and cone  
3. Christmas trees – triangles/cones  
4. Stars  
5. Wrapped presents  
6. Easter eggs → oval shapes  
7. Burns/ St Andrews Day Tartan – thick/thin lines  
8. Valentine’s Day Hearts |
| **In movement, games, and using technology I can use simple directions and describe positions.** | Up, down, across, above, below, in front of, behind, left, right | 1. Obstacle courses  
2. Balancing beams  
3. Climbing frames  
4. Bikes scooters  
5. Blindfolded walks  
6. Indoors/outdoors  
7. Arts and crafts  
8. Bricks  
9. Music  
10. Dancing  
11. Computer – bee bots  
12. Jigsaws  
13. Obstacle Courses | 1. Tidying up  
2. Basic moves  
3. sticky kids  
4. circle games  
5. singing games | |
| **I have had fun creating a range of symmetrical pictures and patterns using a range of media.** | Mirror, half, identical | 1. Natural materials  
2. Creating patterns (transient art) symmetrical puzzles negotiating obstacles – daily lives  
3. Obstacle courses  
4. Balancing beams  
5. Climbing frames  
6. Bikes scooters  
7. Blindfolded walks  
8. Arts and crafts  
9. Bricks  
10. Computer  
11. Tidy up time – bricks  
12. Painting – folding paper  
13. Mirrors | |
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<td><strong>Information handling</strong></td>
<td>Label, chart, display, sign, pictures, choose, order, first, next Belongs / does not belong, because, same / not the same, set, group, bundles, sort, own way, own reasons, how many, less/more than, altogether</td>
<td><strong>Areas within the nursery and outdoor environment</strong></td>
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| I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. | • Displays  
• Rich environment of displays around the room  
• Photos/text  
• Collections: variety of textures, colours, materials, size  
• Sorting trays  
• Block play  
• Baking  
• Computers  
• Cameras – photos of findings  
• Whiteboards/chalk boards outside/clip boards → for displaying findings | **Routines & classroom organisation** |
| I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life. | • Being a part of decision making – voting on preferences  
• Register names  
• Tidy-up  
• Voting/tallying  
• Snack time  
• Group time  
• Mind maps  
• Snack menu  
• Displays  
• Signs/symbols around room  
• Chat time – child to get opportunity to talk about home experiences/sharing these | **Activities throughout the year** |
| I can match objects, and sort using my own and others’ criteria, sharing my ideas with others. | | |

- Outside objects – using maps  
- Treasure trail  
- Outings to woods/beach