

Whilst we do look at numbers up to 5 in Nursery, through nursery rhymes and songs, we use Ten Town to support our understanding of numbers from 0 up to 3. Ten Town helps us to gain a deep understanding of each number in detail so we can develop a fast recognition of up to 3 objects, without having to count them individually. With Ten Town, we also begin to compare quantities using the language of 'more than' and 'fewer than'.



Counting

Children encouraged to ...

Stop counting when the last number represents the total.
Match the right number of objects to number up to 5.
Say one number for each item in order 1, 2, 3, 4, 5.
Touch count objects

Adults may ask...

How many are there?
How many do I need?
Can you show me two on your fingers?
What number is it?
Can you count how many there are?
Can you count up to 5?

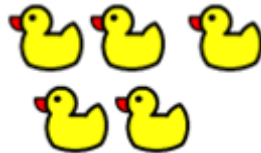
Vocabulary

total, number, count, touch
count

Examples of how we do this in Nursery



Incidental counting– e.g. fruit and milk time, whilst playing, registration



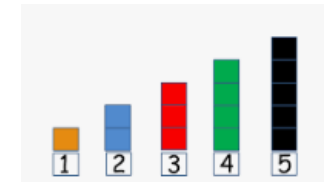
Counting through nursery rhymes



Count out the correct number of objects to match a number up to 5



Count with their fingers, showing the 'finger number'


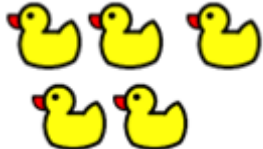

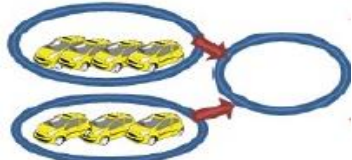



Count objects

We learn to solve real world mathematical problems with numbers up to 5.

Children encouraged to ...	Adults may ask...	Vocabulary
<p>Ask for more or less Talk about amounts e.g. 'I have lots of...' or 'some are left' Say how many they have/want e.g. 'I have got lots' or 'I put two away' Make marks to represent numbers and mathematical symbols</p>	<p>Can I have one more? How many are altogether? Can you take one away? What happens when I add one/take one away? How many are left? What has happened to the set? (after adding or taking objects away) Can you get me two toys? Can you put two toys away? How many different ways can we put 4 teddy bears?</p>	<p>more, altogether less, take away, fewer equal</p>

Examples of how we do this in Nursery

				
<p>Incidental addition and subtraction – e.g. fruit and milk time, whilst playing</p>	<p>Using the language of addition and subtraction during nursery rhymes e.g. 5 little ducks</p>	<p>Phsically adding and subtraction objects from sets</p>	<p>Finding the total amount of sets combined. Children move objects in the 2 parts to explore different way sof making the total amount. (Early representation of part and whole)</p>	<p>Separate a group of objects in different ways.</p>