

Nursery Cycle 1 Developmental Objectives

Composition	Cardinality, Ordinality and Counting	Comparison
	<p>Counting</p> <ul style="list-style-type: none"> • Says some counting words • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence <p>Cardinality</p> <ul style="list-style-type: none"> • Uses number words, like one or two and sometimes responds accurately when asked to give one or two things 	<p>Comparison</p> <ul style="list-style-type: none"> • Responds to words like lots or more
Pattern	Shape and Space	Measures
<p>Pattern</p> <ul style="list-style-type: none"> • Becoming familiar with patterns in daily routines • Joins in with and predicts what comes next in a story or rhyme • Beginning to arrange items in their own patterns, e.g. lining up toys 	<p>Spatial Awareness</p> <ul style="list-style-type: none"> • Enjoys filling and emptying containers • Investigates fitting themselves inside and moving through spaces <p>Shape</p> <ul style="list-style-type: none"> • Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles • Beginning to select a shape for a specific space • Enjoys using blocks to create their own simple structures and arrangements 	<p>Measures</p> <ul style="list-style-type: none"> • Shows an interest in size and weight • Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram • Beginning to understand that things might happen now or at another time, in routines

Nursery Cycle 2 Developmental Objectives

Composition	Cardinality, Ordinality and Counting	Comparison
	<p>Counting</p> <ul style="list-style-type: none"> • Begins to say numbers in order, some of which are in the right order (ordinality) <p>Cardinality (How many?)</p> <ul style="list-style-type: none"> • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. 	<p>Comparison</p> <ul style="list-style-type: none"> • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'
Pattern	Shape and Space	Measures
<p>Pattern</p> <ul style="list-style-type: none"> • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines 	<p>Spatial Awareness</p> <ul style="list-style-type: none"> • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away <p>Shape</p> <ul style="list-style-type: none"> • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions 	<ul style="list-style-type: none"> • Measures • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time

Nursery Cycle 3 Developmental Objectives

Composition	Cardinality, Ordinality and Counting	Comparison
<p>Composition</p> <ul style="list-style-type: none"> • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same 	<p>Counting</p> <ul style="list-style-type: none"> • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 <p>Cardinality</p> <ul style="list-style-type: none"> • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings 	<p>Comparison</p> <ul style="list-style-type: none"> • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!
Pattern	Shape and Space	Measures
<p>Pattern</p> <ul style="list-style-type: none"> • Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next 	<p>Spatial Awareness</p> <ul style="list-style-type: none"> • Responds to and uses language of position and direction • Predicts, moves and rotates objects to fit the space or create the shape they would like <p>Shape</p> <ul style="list-style-type: none"> • Chooses items based on their shape which are appropriate for the child's purpose • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks 	<p>Measures</p> <ul style="list-style-type: none"> • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items • Recalls a sequence of events in everyday life and stories