Month: July Week: 5 Subject: Mathematics

Day 1	Topic(s)		Foundation(s)
	Review Week		M1.1 Demonstrate strong sense of counting M1.3 Recognition of number relations

Indicators			
	Younger Infants		**Older Infants**
	May visually track moving ducks or reach for one at a time.		May respond to "one," "two," and "three" with gestures or sounds.

Activity: **Duck Count 1-3**

Using soft or plastic ducks, teachers will line them up one by one while counting aloud slowly: "One duck… two ducks… three ducks!" Infants are invited to watch, touch, or move the ducks as they hear the numbers. Repeating this sequence supports early understanding of quantity and language-to-object matching. It also ties back to previous pond-themed counting activities.

Resources/Materials	Key Vocabulary:	Support:
● 3 small rubber or plush ducks	one, two, three	

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Day 2	Topic(s)		Foundation(s)
	Review Week		M3.1 Demonstrate understanding of classifying M1.2 Demonstrate understanding of written numerals

Indicators		
	Younger Infants	**Older Infants**
	May explore green toys by mouthing or shaking.	May point to or choose green objects from a mixed group.

Activity: **Green Toys Basket**

Infants will explore a basket filled with green toys from earlier color recognition activities. Teachers will describe the toys and highlight their color: "This is a green ball. Look at the green frog!" This reinforces color classification while allowing free exploration. Educators may also count or label toys during play to support added learning moments.

Resources/Materials	Key Vocabulary:	Support:
● Soft green blocks, frogs, and textured toys	green, toy, same	

Month: July Week: 5 Subject: Mathematics

Day 3	Topic(s)		Foundation(s)	
	Review Week		M1.1 Demonstrate strong sense of counting M2.2 Demonstrate awareness of patterning	

Indicators				
	Younger Infants		**Older Infants**	
	May watch or smile during the clapping sequence.		May join in clapping or anticipate the rhythm.	

Activity: **Count & Clap**

Teachers will lead infants through a clapping game by counting out loud from 1 to 5, clapping for each number. Infants are encouraged to follow along or react with movement. The pattern and rhythm of clapping provide both a sensory and cognitive experience that builds early number familiarity. This mirrors math circle time from previous weeks.

Resources/Materials	Key Vocabulary:	Support:
● None required	count, clap, five	

Month: July Week: 5 Subject: Mathematics

Day 4	Topic(s)	Foundation(s)
	Review Week	M4.2 Exhibit ability to identify, describe, analyze, compare, and create shapes M4.1 Understanding of spatial relationships

Indicators		
	Younger Infants	**Older Infants**
	May mouth or grasp shapes with curiosity.	May attempt to fit a shape into a matching space.

Activity: **Shape Puzzle Play**

Infants will revisit large foam or wood shape puzzles from earlier in the month. Teachers will model placing a square or circle into the puzzle, naming each shape clearly. Infants may watch, grasp, or attempt to move the pieces themselves. This supports both motor development and foundational shape recognition.

Resources/Materials	Key Vocabulary:	Support:
● Large, infant-safe shape puzzle (circle, square, triangle)	shape, circle, square	

Month: July Week: 5 Subject: Mathematics

Day 5	Topic(s)		Foundation(s)	
	Review Week		M1.1 Demonstrate strong sense of counting M2.2 Demonstrate awareness of patterning	
Indicators				
	Younger Infants		**Older Infants**	
	May sway, coo, or smile during the song.		May bounce, move hands, or vocalize to the beat.	

Activity: **Count Song**

Teachers will sing a familiar number song (e.g., "1, 2, Buckle My Shoe" or "Five Little Ducks") while gently moving or bouncing with the infants. Using repetition, rhythm, and counting together helps reinforce number order and anticipation. Singing with motion also strengthens auditory processing and social interaction.

Resources/Materials • None required	Key Vocabulary: number, sing, duck	Support: