



Mathematics: Overview of content – Nursery

Through Nursery Routines during the year and in Continuous Provision		
All Year	<ul style="list-style-type: none"> Counting beyond 5 Positional language Sequencing events Days of the week Months and Seasons Solving real life number problems with numbers up to 5 Experiment with own symbols and marks as well as numerals Discussing routes (also Welly Wednesday) 	
Half-term	Numbers	Shape, Pattern and Measures
Autumn 1 Children will:	<p style="text-align: center;">First three weeks: Baseline Assessments</p> <p>All about 'one'</p> <ul style="list-style-type: none"> Understand what 'one' means. Select one object from a larger group. Recognise the numeral 1 Represent 1 in different ways, including on fingers Subitise 1 Make comparisons between 1 and more than 1. To place one object on a 5 frame. 	<p>2D Shape</p> <ul style="list-style-type: none"> Recognise and name a circle Use a circle appropriately for pictures/models. Select a circle from a group of shapes. Begin to be aware that a circle has no corner and one side (link to 1)
Autumn 2 Children will:	<p>All about 'two'</p> <ul style="list-style-type: none"> Understand 2 is the number after 1 (1 more than) Understand what 'two' means Select 2 from a larger group Recite numbers to 2 Recognise numeral 2 Represent 2 in different ways, including on fingers Be able to subitise 2 (on dice and with objects) Compare 2 groups – which has fewer/more Count 2 objects with 1:1 correspondence Be able to place 2 objects on a 5 frame <p>All about 'three'</p> <ul style="list-style-type: none"> Understand 3 is the number after 2 (1 more than) Understand what 'three' means 	<p>Sorting</p> <ul style="list-style-type: none"> To sort into one of 2 groups – e.g. by colour. <p>Pattern</p> <ul style="list-style-type: none"> Extend and create a 2 stage pattern (ABABAB) Be able to talk about a 2 stage pattern. To finish a 2 stage pattern. <p>2D shape</p> <ul style="list-style-type: none"> Triangle – naming a triangle when shown (link to 3).

	<ul style="list-style-type: none"> • Select three from a larger group • Recite numbers in order to 3 • Recognise numeral 3 • Represent 3 in different ways, including on fingers • Subitise 3 (on dice and with objects) • Count 3 objects with 1:1 correspondence • Know that 2 is one less than 3. • Place 3 objects on a 5 frame 	<ul style="list-style-type: none"> • Use a triangle appropriately for pictures/models. • To select a triangle from a group of shapes. • Begin to be aware that a triangle has 3 corners and 3 sides. <p>Measure</p> <ul style="list-style-type: none"> • To order 3 things by height/length/size .
<p>Spring 1 Children will:</p>	<p>All about 'four'</p> <ul style="list-style-type: none"> • Understand the concept of 4 • Recognise the 4 dot pattern on dice (subitise) • Count 4 objects with 1:1 correspondence • See that 4 can represent actions as well as physical objects • To represent 4 in different ways, including on fingers • Recognise more and fewer than 4 • Recite numbers in order to 4 • To place 4 objects on a 5 frame <ul style="list-style-type: none"> • To match numerals and amounts up to 4 • To compare amounts by matching • Understand fingers can represent objects in a rhyme • Understand that taking one away is the same as making one less. • To compare amounts, knowing which is the same, which is more and which is fewer. • To notice similarities and differences. • To understand how to make a given number by adding or taking away 1 object. • To know that a single object can be split onto similar sized parts and then recombined to make the whole. • To know that a given number can be made by adding different amounts together. • 	<p>2D shape</p> <ul style="list-style-type: none"> • Name a square and a rectangle (link to 4) • Know what a corner is on a 2D shape • Know what a side is on a 2D shape. • Select a rectangle and a square from a selection of shapes. • Use shapes appropriately in pictures. <p>Sorting</p> <ul style="list-style-type: none"> • Sort shapes according to whether they have corners or not. • Notice similarities and difference between objects.
<p>Spring 2 Children will:</p>	<p>All about 'five'</p> <ul style="list-style-type: none"> • Understand the concept of 5 • To recognise the 5 dot pattern on dice (subitise) • Count 5 objects with 1:1 correspondence. • See that 5 can represent actions as well as physical objects • Recognise more and fewer than 5. • To recite numbers in order to 5 • To match quantity to amount up to 5. 	<p>Measures</p> <ul style="list-style-type: none"> • Days of the week. • Sequencing pictures and events • Spotting mistakes in sequencing of pictures/events. <p>Capacity</p> <ul style="list-style-type: none"> • To identify and say when a container is full and empty.

	<ul style="list-style-type: none"> • Use fingers to represent objects in different rhymes . • Understand that taking one away is the same as making one less. • To compare amounts, knowing which is the same, which is more and which is fewer. • To represent numbers 0-5 on a 5 frame. 	<ul style="list-style-type: none"> • To fill a container so that it is full. • To empty a container so that it is empty. • To order 3 containers for capacity. • To know which container has more/less
<p>Summer 1</p> <p>Children will:</p>	<ul style="list-style-type: none"> • Solve problems with numbers to 5 • Compare quantities using language ‘more than’, ‘fewer than’ <p>Embed knowing and using skills for counting</p> <ul style="list-style-type: none"> • Say one number for each item • Say number names in the right order • Know that the last number reached when counting a small set of objects tells how many there are in total (Cardinal Principle) 	<p>Positional Language</p> <ul style="list-style-type: none"> • To respond correctly to the positional language – in, on, under, in front, behind, next to. • To begin to use some positional language. <p>2D shape</p> <ul style="list-style-type: none"> • Recap 2D shape <p>3D shape</p> <ul style="list-style-type: none"> • Explore 3D shapes • Recognise and name some 3D shapes • Use 3D shapes appropriately in model making <p>Weight</p> <ul style="list-style-type: none"> • To compare 2 items for weight saying which one is heavier and which one is lighter.
<p>Summer 2</p> <p>Children will:</p>	<p style="text-align: center;">6 7 8 9 10... then I let it go again! – Numbers 6 - 10</p> <p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>	