

NURSERY MATHS OVERVIEW

<b>Autumn</b>	Development Matters 0-3 <ul style="list-style-type: none"> <li>Take part in finger rhymes with numbers. when</li> <li>React to changes of amount in a group of up to three items.</li> <li>Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>notice patterns and arrange things in patterns .</li> </ul>						Development Matters 3-4 <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Show 'finger numbers' up to 5.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern. motor happens</li> </ul>					
	<b>Wk 1 Settling In Colours</b>  Red Blue Yellow	<b>Wk 2 Colours</b>  Green Purple Mix of colours	<b>Wk 3 Match</b>  Buttons & colours Matching towers Matching shoes	<b>Wk 4 Match</b>  Match number shapes Match shapes Pattern handprints (big & small)	<b>Wk 5 Sort</b>  Colour Size Shape	<b>Wk 6 Sort</b>  What do you notice? Guess the rule	<b>Wk 7 Number 1</b>  Subitising Counting Numeral	<b>Wk 8 Number 2</b>  Subitising dice pattern Subitising random pattern Subitising different sizes	<b>Wk 9 Number 2</b>  Counting 2 Numeral 2	<b>Wk 10 Pattern</b>  Extend AB colour patterns Extend AB outdoor patterns AB movement patterns	<b>Wk 11 Pattern</b>  Fix my pattern Extend AB colour patterns Extend AB outdoor patterns	<b>CONSOLIDATTOIN ACTIVITIES</b>
<b>Spring</b>	Development Matters 0-3 <ul style="list-style-type: none"> <li>Take part in finger rhymes with numbers.</li> <li>React to changes of amount in a group of up to three items.</li> <li>Compare amounts, saying 'lots', 'more', or 'same'.</li> <li>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>count in everyday contexts, sometimes skipping numbers – '1, 2, 3, 5'.</li> <li>Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> </ul>						Development Matters 3-4 <ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul>					
	<b>Wk 1 Number 3</b>  Subitising 3 Counting 3	<b>Wk 2 Number 3</b>  Three Little Pigs 1:1 counting	<b>Wk 3 Number 4</b>  1:1 counting Numeral 4	<b>Wk 4 Number 4</b>  Composition of 4	<b>Wk 5 Number 5</b>  1:1 counting Numeral 5 Pentagon	<b>Wk 6 Number 5</b>  Composition of 5	<b>CONSOLIDATTOIN 1-5</b>	<b>Wk 8 Number 6</b>  1:1 counting	<b>Wk 9 Height &amp; Length</b>  Tall & short Long and short	<b>Wk 10 Mass</b>  Relate to books...	<b>Wk 11 Capacity</b>  Heavy and light	<b>CONSOLIDATTOIN ACTIVITIES</b>



		Numeral & Triangles	Squares & rectangles				Introduce 10 frame	Tall/long and short	Three Little Pigs & Goldilocks		
Summer	<p>Development Matters 3-4</p> <ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>										
	<p><b>Wk 1</b> More than &amp; fewer than</p> <p>Comparing amounts</p>	<p><b>Wk 2</b> One more</p> <p>Changing the amount of a set by getting one more</p>	<p><b>Wk 3</b> One less</p> <p>Changing the amount of a set by getting one less</p>	<p><b>Wk 4</b> Shape – 2D Revisit pattern</p> <p>Squares &amp; rectangles Circles &amp; triangles</p>	<p><b>Wk 5</b> Shape – 3D Revisit pattern</p> <p>Fix my pattern Extend AB colour patterns Explore 3D shapes (cylinder, cone, cubes, cuboids)</p>	<p><b>CONSOLIDATOIN</b> More than/fewer One more/less</p>	<p><b>Wk 7</b> Number composition 1-5 revision</p> <p>Composition of 5</p>	<p><b>Wk 8</b> Night &amp; day</p> <p>Order events in their day at nursery What happens in the day/night</p>	<p><b>Wk 9</b> Positional Language</p> <p>Understand position through words alone</p>	<p><b>Wk 10</b> Positional Language</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p>	<p><b>CONSOLIDATOIN ACTIVITIES</b></p>

Assessment will take place throughout the year – On entry, Nov, Feb, April, June – dates are decided at the beginning of each academic year