

NURSERY MATHS OVERVIEW		
A u t u m n	Number & Numerical Pattern <ul style="list-style-type: none"> ● Begin to explore 'lots', 'none' and 'more' using objects ● Verbally recite numbers to 5 in a stable order ● Joins in with singing counting songs, showing an interest in engaging with props ● Begin to show small finger quantities on one hand ● Count small quantities 1,2,3 by tagging one object with one number name ● Begin to be aware that last object counted is the amount (cardinality) 	SSM Shape <ul style="list-style-type: none"> ● Explore and talk about 2D shapes using informal language and maybe some mathematical language e.g shape names, sides, corners, flat, round... ● Begin to explore partitioning and combining shapes (2D and 3D) in play ● Build using shapes, selecting appropriate shapes for the purpose
S p r i n g	Number & Numerical Pattern <ul style="list-style-type: none"> ● Show finger quantities to 5 (joining in rhymes, stories, songs) ● Count quantities 1,2,3,4 by tagging one object with one number name ● Separates small quantities in different ways knowing the total is still the same - begin to understand that numbers are made of smaller numbers ● Know that the last object counted is the total ● Compare quantities using some of the correct language such as 'more than' and 'the same' ● Begin to talk about what they notice when looking at quantities e.g noticing that smaller groups can be seen within the whole group 	SSM Measures <ul style="list-style-type: none"> ● Compare objects in relation to size/ length/ weight/ capacity (at this stage, comparing two very different sized objects e.g a very long string vs a very short string - what do you notice?) ● Begin to describe a sequence of events using language such as 'now', 'later' etc Pattern <ul style="list-style-type: none"> ● Talk about patterns on things around them e.g spotty, blobs, pointy ● Begin to explore AB patterns e.g stick, leaf, stick, leaf or clap, jump, clap, jump ● Notice (and maybe correct) an error in a repeating pattern
S u m m e r	Number & Numerical Pattern <ul style="list-style-type: none"> ● Subitise 1,2,3 ● Verbally recite numbers past 5 ● Recognise numerals to 5 - match to correct quantities and begin to order the numerals ● Explore that numbers are made up of smaller numbers (begin to understand composition of numbers within 5) ● Experiment with their own symbols and marks as well as numerals ● Solve real world mathematical problems with numbers up to 5 ● Use number names a language in play - may show fascination with large numbers 	SSM Spatial Awareness <ul style="list-style-type: none"> ● Understand positional language e.g under, next to, behind... and begin to use it themselves ● Describe a familiar route using simple directional language

Please note: the content should be revised from the previous term as well as the new learning from the current term, especially if children have not mastered those skills