NURSERY MATHS OVERVIEW

Autumn	**Number & Numerical Pattern** ● Explore comparison of quantities, understanding and labelling 'lots' and 'none' 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** ● 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
Spring	**Number & Numerical Pattern** ● 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 that are 'the same' and 'not the same' ● Begin to talk about what they notice when looking at quantities e.g noticing that smaller groups and be seen within the whole group	**SSM** **Measures** ● 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** ● 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
Summer	**Number & Numerical Pattern** ● Subitise 1,2,3 (quantities of objects and/or on a dice) ● Verbally recite numbers past 5 in stable order ● Recognise numerals to 5 - match to correct quantities and begin to order the numerals ● Understand that numbers are made up of smaller numbers and can be split into smaller groups and recombined (begin to explore 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 ● Comparison of quantities using the language of "more than" and "the same" ● Use number names a language in play - may show fascination with large numbers	**SSM** **Spatial Awareness** ● Understand positional language e.g under, next to, behind… and begin to use it themselves ● Describe a familiar route using simple directional language