Mrs Bland's Infant and Nursery School – Mathematics Overview – Nursery

Birth to three	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Number and Numerical Patterns					
	Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Notice patterns and arrange things in patterns.	Notice patterns and arrange things in patterns. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.	Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Combine objects like stacking blocks and cups. Put objects inside others and take them out again.	Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.	Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.	Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Combine objects like stacking blocks and cups. Put objects inside others and take them out again.

	Shape, Space and Measure					
	Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.		Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles	Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles.	Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles.	Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles.
3 – 4 year olds	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Number and Numerical Patterns					
	Developing an awareness of number names through their enjoyment of action rhymes and songs. Beginning to organise and categorise objects. Noticing patterns. Talk about and identify the patterns	Continuing AB patterns Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Beginning to make comparisons between quantities. Using some language of quantities such as 'more' 'a lot' Knowing that a group of things change in quantity when something is added or taken away. Experiment with their own symbols and	Selecting a small number of objects from a group when asked. Reciting some number names in sequence. Creating and experimenting with symbols and marks representing the idea of number. Say one number for each item in order: 1,2,3,4,5. Know that the last	Using some number names accurately in play. Reciting numbers in order to 10. Recite numbers past 5. Sometimes matching numeral and quantity correctly. Beginning to represent numbers using fingers, marks on paper. Finger Numbers to 5	Knowing that numbers identify how many objects are in a set. Separating a group of three or four objects in different ways, beginning to recognise that the total is still the same. Comparing two groups of objects, saying when they have the same number.

	around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.	Subitising to 3 Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.	number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Realising not only objects, but anything can be counted including steps, claps or jumps. Using some number names and number language spontaneously.	Showing curiosity about numbers by offering comments or asking questions.
	Shape, Space and Measure					
	Getting to know daily routines such as meal-times and home time Enjoying filing and emptying containers Make comparisons between objects relating to size, length, weight and capacity.	Recognising big things and small things in meaningful context Associating a sequence of actions with daily routines Beginning to understand that things might happen 'now'	Using blocks to create their own simple structures and arrangements. Attempting, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch,	Beginning to use the language of size. Anticipating specific time-based events such as mealtimes or home time. Noticing simple shapes and patterns in pictures Beginning to categorise objects according to properties such as shape or size. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using	Showing an interest in shape and space by playing with shapes or making arrangements with objects. Showing awareness of similarities of shapes in the environment Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners';	Beginning to talk about the shapes of everyday objects. 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'. Using positional language. Understand position through words alone –

			a bigger triangle, etc.	informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.	‘straight’, ‘flat’, ‘round’.	for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.