Termly Curriculum Overview - Maths Year Group – Nursery - Two year olds

Autumn	Spring	Summer
Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Complete inset puzzles.	Compare amounts, saying 'lots', 'more' or 'same' Counting-like behaviour, such as making sound, pointing or saying some numbers in sequence. Build with a range of resources.	Count in everyday contexts, sometimes skipping numbers. Compare sizes, weights etc using gesture and language – bigger, little/smaller high/low, tall, heavy. Notice patterns and arrange things in patterns.

Termly Curriculum Overview - Maths Year Group – Nursery Three and Four -year olds

Autumn	Spring	Summer
Fast recognition of up to 3 objects, without having to count them (subitising). Recite numbers past 5. Experiment with their own symbols and marks as well as numerals. Make comparisons between objects relating to size. Talk about and identify patterns around them; e.g. patterns on clothes, furnishings etc (pointy, spotty, blobs)	Say one number for each item in order (1-5) Know that the last number reached when counting a small set of objects tells you how many there are (cardinal principle). Solve real world problems with numbers up to 5. Understand position through words alone; e.g. the bag is under the table (without pointing). Describe a familiar route. Make comparisons between objects relating to length, weight and capacity. Select shapes appropriately; flat surfaces for building a triangular prism for a roof etc. Extend and create ABAB patterns – stick, leaf, stick, leaf	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. Compare quantities using language: more than, fewer than. Talk about and explore 2D and 3D shapes using informal and mathematical language. Discuss routes and locations, using words like in front of and behind. Combine shapes to make new ones – an arch, a bigger triangle etc. 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…..