

Maths Curriculum

Nursery

Term	Intent	Implementation	Key Vocabulary	Key Texts and Resources
Autumn Term Week 1,2 Week 3,4 Week 5,6 Autumn Term 2 Week 1,2 Week 2,3 week 3,4 week 5,6	Shape and Space <ul style="list-style-type: none"> Developing spatial awareness Developing spatial vocabulary Fitting objects into spaces Cardinality and Counting <ul style="list-style-type: none"> Recognise numbers of significance Begins to say numbers in sequence (1-5). Begin to understand cardinality (takes or gives two or three items from a group) Subitise 1 and 2 (Perceptual Subitising). 	<ul style="list-style-type: none"> Count in everyday activities (ordinality) Explore the collections they make (subitise and introduce cardinality) Model counting on fingers Encourage mark making in role play Use daily routines to emphasise counting Home play and tea parties for toys involve counting out the number of plates, spoons and food items - posing sharing problems in order that everyone has one/the same amount. 	Count, counting, number names, the same as, more, less, few, Count (up) to, count on (from and to). How many?	<ul style="list-style-type: none"> Range of objects for counting of different sizes, shapes and things to engage the interest of the children. Role play resources - bowls, cups, spoons etc. Key Texts: <i>Dog's Colourful Day</i> by Emma Dodd (Dog collects spots to 10) <i>Abigail</i> by Catherine Rayer (Counting sequence with mistakes)
Spring Term Week 1 Week 2 Week 3 Week 4 Week 5 Spring Term 2	Pattern Stages 1-3 <ul style="list-style-type: none"> 1. Continuing an 'AB' pattern 2. Copying an 'AB' pattern 3. Joins in with sound and action patterns and notices patterns. Spotting an error in a pattern and identifying the unit of repeat. Comparison Stages 1 and 2 <ul style="list-style-type: none"> 4. More/less than Use language such as more, lots, the same, 5. Identifying groups with the same number of things Cardinality and counting	<ul style="list-style-type: none"> Pattern making Singing number rhymes and asking questions such as 'how many now?' Mark making items indoors and outdoors Numerals matched to quantities in Continuous provision (to 5) Make and use obstacle courses Play and construction – make roads and tracks and discuss position Language of shape in play Modelling language relating to measures. Comparing items that are the same as well as different in the environment (e.g., buckets, cylinders, beakers, glasses) 	Bigger, smaller, more, less, same, shorter, longer, heavier, lighter, fewer, object, full, empty, quantity, repeat, repeating, pattern. (countable/objects/quantity)	<ul style="list-style-type: none"> Teach through measure and capacity (not numerical). Beakers that are the same size/same capacity (linked to measures). Natural objects to support patterns. Key texts: <i>10 Black Dots</i> by Donald Crews (arranged in different ways) <i>Pete the Cat and his Four Groovy Buttons</i> by Eric Litwin (Subtracting from 4 with a song)

<p>week 1</p> <p>Week 2</p> <p>Week 3</p> <p>Week 4</p> <p>Week 5</p> <p>Week 6</p>	<ul style="list-style-type: none"> 1. Begins to notice numerals in the environment 2. Counts on their fingers 3. Tagging each object with one number word (1-10). 4. Counting sounds and actions. <p>Measures – length, weight, and capacity</p> <ul style="list-style-type: none"> 5. Recognising attributes of length, weight and capacity. 6. Comparing quantities together. 	<ul style="list-style-type: none"> Look at and teach through differences before looking at the same. Make the differences profound to start with to support understanding. 		
<p>SummerTerm 1</p> <p>Week 1</p> <p>Week 2</p> <p>Week 3</p> <p>Week 4</p> <p>Week 5</p> <p>Week 6</p> <p>Summer Term 2</p> <p>Week 1</p> <p>Week 2</p> <p>Week 3</p>	<p>Cardinality and counting</p> <ul style="list-style-type: none"> 1. Compares 2 groups (up to 5 objects) 2. Counts 1:1 to 5 3. Begins to recognise numbers to 10 4. Subitises up to 3 (without counting) 5. Links numerals to amounts (up to 5) 6 Understands cardinality and counts in order (up to 5) <p>Comparison</p> <ul style="list-style-type: none"> 1. Identifying one more/one less Compare quantities saying ‘more than, fewer than) <p>Composition</p> <ul style="list-style-type: none"> 2. Identifying smaller numbers within a number (seeing groups and combining them to a total). Inverse operations – opportunities to partition a number of things into two groups and to recognise that those groups can be recombined to make the same total. <p>Pattern</p>	<ul style="list-style-type: none"> Share items between two people or toys and discuss amounts (more than, fewer than, the same) Count forwards and back to 10 Model writing the numeral in play Emphasise cardinality when counting (1, 2, 3 – there are 3 cups) Loose part play to encourage subitising and looking at composition of number Book talk (maths stories and books) Pattern blocks – talk to the children about how they made their structures, were those good shapes/blocks to use? Provide balances to explore weight Provide a variety of shapes within play Jigsaw puzzles - model strategies for tackling puzzles of increasing difficulty, discussing how certain pieces fit particularly shaped holes. Encouraging children to make arrangements – ensuring the children talk about the different arrangements they can see within the whole. Exploring songs e.g., five currant buns – show that the whole is still five, but some are in the shop and some have been taken away. 	<p>More, less, the same, fit.</p> <p>Up, down, front, back, outside, inside, over, up, under, on, in, sound, in front, behind.</p> <p>Corner, side, shape names.</p> <p>Days of the week, birthday, holiday, morning, afternoon, evening, night, bedtime, dinner time, play time, lunch time, today, tomorrow, now, next, old, new.</p>	<ul style="list-style-type: none"> Large items outside- boxes. Loose parts play Construction materials 5 frames and 10 frames freely available in play. jigsaw puzzles, shape games and resources. Different sized blocks and construction <p>Key texts:</p> <p><i>Handa’s Hen</i> by Eileen Browne (numbers to 10)</p> <p><i>Colour Zoo</i> by Lois Ehlert (Shapes within shapes making animal faces)</p> <p><i>Up and Down</i> by Britta Teckentrup (Directions and opposites)</p>

<p>Week 4</p> <p>Week 5</p> <p>Week 6</p> <p>Week 7</p>	<ul style="list-style-type: none"> ● 3. Continuing patterns that end mid unit Exploring ABC patterns <p>Shape and space</p> <ul style="list-style-type: none"> ● 4. Explore the properties of Shape and develop an awareness of how they fit together. ● 5. Uses positional language in play ● 6. Creates arches and enclosures in construction. <p>Measure</p> <ul style="list-style-type: none"> ● 7. Explore using time to sequence events and durations. ● Explore the days of the week 	<ul style="list-style-type: none"> ● Play skittles and look at how many are standing. How many have fallen over? How many are there altogether? ● Make models with old boxes, junk modelling. posing challenges to make beds for toys, or houses with doors. ● Large den making opportunities in the garden with sheets and pegs. ● Getting dressed and talking about the sequence and way around that clothes are put on including words such as first, next, inside out and upside down. 		
<p>Songs and Rhymes</p>	<p>5 Little firefighters-subtracting by counting back - show the numeral and fingers for the number left, sh sound for the firefighters asleep to represent that number</p> <p>5 Little monkeys swinging in the tree, 5 little Ducks - subtracting by counting back - show the numeral and fingers for the number left.</p> <p>5 little speckled frogs - try two jumping off the log - how many now? show using fingers.</p> <p>1, 2 Buckle my shoe - a counting rhyme to 20 or make up your own rhymes.</p> <p>There were 10 in the bed- counting back from 10-1</p>			

