

Nursery Maths Overview

	Comparison (Purpose of seeing which set has more)	Cardinality & Counting (Identifying Quantity)	Composition (Whole into parts and parts into a whole)
AUTUMN TERM Stories: Where's Bear Room on the Broom Songs: 1,2,3,4,5 Dobi Aya 3 Jelly Fish 1,2 Buckle my Shoe 5 Little Ducks	Perceptual <ul style="list-style-type: none"> Develop the skill to visually compare two groups where one group is at least double the size of the other where one group of objects is different where both groups contain similar 	Verbal Counting <ul style="list-style-type: none"> Develop the knowledge that number words are separate Develop the skill to recite the number sequence to 5 	Part-Whole Relationships <ul style="list-style-type: none"> Develop the knowledge that a single object can be split into similar sized parts and then recombined to make the whole Develops the understanding that a word can act to unify a group of objects (e.g. toys) Develop the understanding that parts can be combined in any order
	Matching <ul style="list-style-type: none"> Develop a matching strategy for two small groups (below 4) where both groups are the same quantity where one group has more or fewer 	Object Counting <ul style="list-style-type: none"> Develop the knowledge that number words hold a numeric meaning Develop an attempt to apply 1:2:1 correspondence 	
	Sorting <ul style="list-style-type: none"> Develop the skill to find the exact same object Develop the skill to find all objects with a given attribute Develop the skill to identify the attribute used to sort a set 	Subitising <ul style="list-style-type: none"> Develop the skill to visually replicate a small (below 4) quantity (number names might not be used) Develop the skill to name a small (below 4) presented quantity 	
	Shape, Space, Measures: Notice patterns Begin to compare e.g sizes, volume, weights Explore and make arrangements with 2D and 3D shapes Begin to understand language of routines and times of the day		

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<p>SPRING TERM</p> <p>Stories: Where are the Five Frogs Spot? The Very Hungry Caterpillar</p> <p>Songs: 5 Little</p>	<p>Perceptual</p> <ul style="list-style-type: none"> • Embed the skill to visually compare two groups where one group is at least double the size of the other - where one group of objects is different - where both groups contain similar objects • Develop the skill to visually compare two small groups (below 5) of <i>similar</i> objects when the quantities are closer together. 	<p>Verbal Counting</p> <ul style="list-style-type: none"> • Embed the knowledge that number words are separate • Develop the skill to recite the number sequence to 10 	<p>Part-Whole Relationships</p> <ul style="list-style-type: none"> • Embed the knowledge that a single object can be split into similar sized parts and then recombined to make the whole • Develop the knowledge that a single object can be split into dissimilar sized parts and then recombined to make the whole • Embed the understanding that a word can act to unify a group of objects (e.g. toys) • Develops the understanding that the word whole can be used to describe a group of objects • Embed the understanding that parts can be combined in any order

<p>Monkeys Jumping on the Bed</p> <p>5 Little Monkeys Swinging in the Trees</p>	<p>Matching</p> <ul style="list-style-type: none"> • Extend a matching strategy for two groups (below 6) starting to use precise vocabulary – focusing on similar sized objects 	<p>Object Counting</p> <ul style="list-style-type: none"> • Embed the knowledge that number words hold a numeric meaning • Develop the skill to apply 1:2:1 correspondence accurately up to 5 objects when presented in a line • Develop the knowledge that the last number said answers “how many are in the group?” 	<p>Mathematical Graphics:</p> <p>Begin to represent mathematical thinking through making marks</p>
<p>Sorting</p> <ul style="list-style-type: none"> • Embed the skill to find the <i>exact</i> same object • Embed the skill to <i>find</i> all objects with a <i>given attribute</i> • Embed the skill to <i>identify</i> the attribute used to sort a set • Develop the skill of sorting a set of objects into two groups and describe the rule 	<p>Subitising</p> <ul style="list-style-type: none"> • Embed the skill to visually replicate a small (below 4) quantity (number names might not be used) • Develop the skill to name a small (below 4) presented quantity in under two seconds in any arrangement 		
<p>Shape, Space, Measures: Arrange things in patterns</p> <p>Make comparisons between objects relating to size, length, weight, capacity</p> <p>Select shapes appropriately for a purpose</p> <p>Develop understanding of positional language</p>			

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<p>SUMMER TERM</p> <p>Stories: We're Going on an Egg Hunt</p> <p>10 Little Dinosaurs</p> <p>Songs: The Farmer's in his Den</p> <p>5 Speckled Frogs</p>	<p>Perceptual</p> <ul style="list-style-type: none"> • Embed the skill to visually compare two groups where one group is at least double the size of the other - where one group of objects is different - where both groups contain similar objects • Embed the skill to visually compare two small groups (below 5) of <i>similar</i> objects. • Develop the skill to visually compare two small groups (below 5) of different objects when the quantities are closer together 	<p>Verbal Counting</p> <ul style="list-style-type: none"> • Embed the knowledge that number words are separate • Embed the skill to recite the number sequence to 10 (beginning to count backwards) • Develop an awareness of number names above 10 	<p>Part-Whole Relationships</p> <ul style="list-style-type: none"> • Embed the knowledge that a single object can be split into similar – or dissimilar – sized parts and then recombined to make the whole • Develop the understanding that the whole is bigger than the parts • Embed the understanding that a word can act to unify a group of objects (e.g. toys) • Embed the understanding that the word whole can be used to describe a group of objects • Develop the knowledge of using number words to talk about the parts they can see • Embed the understanding that parts can be combined in any order • Develop the understanding that an act of partitioning can be inversed to return to the whole

10 in the Bed			
	<p>Matching</p> <ul style="list-style-type: none"> • Embed a matching strategy for two groups (below 6) starting to use precise vocabulary – focusing on different sized objects 	<p>Object Counting</p> <ul style="list-style-type: none"> • Embed the knowledge that number words hold a numeric meaning • Develop the skill to apply 1:2:1 correspondence accurately up to 5 objects in any arrangement that is presented to them • Develop the skill to apply 1:2:1 correspondence accurately up to 10 objects when presented in a line • Embed the knowledge that the last number said answers “how many are in the group?” • Develop the skill to produce a quantity up to 5 by counting out from a larger group Link numerals to quantity up to 5 	<p>Mathematical Graphics</p> <p>Develop representation of mathematical thinking through making marks</p>
	<p>Sorting</p> <ul style="list-style-type: none"> • Embed the skill to find the <i>exact</i> same object • Embed the skill to <i>find</i> all objects with a <i>given attribute</i> • Embed the skill to <i>identify</i> the attribute used to sort a set • Develop the skill of sorting a set of objects into two groups and describe the rule 	<p>Subitising</p> <ul style="list-style-type: none"> • Embed the skill to visually replicate a small (below 4) quantity (number names might not be used) • Embed the skill to name a small (below 4) presented quantity in under two seconds in any arrangement • Develop the skill to produce a quantity (up to 4) without counting 	

	<p>Shape, Space, Measures: Identify and talk about patterns around them</p> <p>Notice simple repeating patterns e.g ABAB</p> <p>Extend and create simple repeating patterns e.g ABAB</p> <p>Begin to use language of time and routines</p> <p>Use positional language</p>
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<p>Non Negotiables</p>	<p>Visually compare 2 small groups of different objects</p> <p>Physically compare 2 groups of objects using a matching strategy</p> <p>Sort a set of objects into 2 groups</p>	<p>Verbally count to 10</p> <p>Count between 5-10 presented objects using 1:2:1 correspondence</p> <p>Instantly recognise a quantity to 4</p>	<p>Knows the whole is bigger than the parts</p> <p>Practically undo (inverse) action</p> <p>Use number words to talk about what they can see</p>
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