

Nursery Mathematics Curriculum Overview



Autumn	
2/3 weeks Initial baseline assessment Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers to 3. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 3. Experiment with their own symbols and marks.	Solve real world mathematical problems with numbers up to 3. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes- sorting shapes To sort objects by colour Understand position through words alone- explore and name them To describe a familiar route- where we live Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
Spring	
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as recognising numerals. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) by sorting them and using them to create pictures Understand position through words alone – for example, "The bag is under the table," – with no pointing.	Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.
Summer	
Experiment with their own symbols and marks as well as writing numerals. To recite numbers beyond 5. To solve real world maths problems beyond 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, beyond 5. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language.	Understand position through words alone – for example, "The bag is under the table," – with no pointing. Use the prepositions to place objects. Discuss routes and locations, using words like 'in front of' and 'behind'. To sort by own criteria. Notice and correct an error in a repeating pattern.