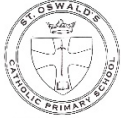


<p>Year Group</p> 	<h1><u>NURSERY 2024-2025</u></h1>
<p><u>Autumn 1</u></p>	<p><b><u>Number</u></b>          To hear and sing some number nursery rhymes.          To begin to understand counting using fingers to touch count using 1:1 correspondence.          Compare quantities using language: 'more than', 'fewer than'.</p> <p><b><u>Numerical Patterns</u></b>          To begin to recognise some common 2d shapes and match them during games and sorting activities.          To begin to understand the daily routine using now and next and visual timetables.          To begin to learn the days of the week.</p>
<p><u>Autumn 2</u></p>	<p><b><u>Number</u></b>          To show finger numbers up to 3.          To begin to recognise some numerals in the environment.          Say one number for each item in order: 1,2,3.</p> <p><b><u>Numerical Patterns</u></b>          To begin to name some 2d shapes and be able to identify a triangle, square, rectangle and circle from an assortment of shapes.          To develop vocabulary related to time such as; morning, afternoon, evening.          Recite the days of the week in order.          To begin to understand words including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'.</p>
<p><u>Spring 1</u></p>	<p><b><u>Number</u></b>          To recognise numerals 1-3.          Show 'finger numbers' up to 5.          To begin to recognise up to 3 objects, without having to count them individually ('subitising').</p> <p><b><u>Numerical Patterns</u></b>          Recite numbers forwards to 5.          Make comparisons between objects relating to size and length.          Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.          Extend and create ABAB patterns – stick, leaf, stick, leaf.          Notice and correct an error in a repeating pattern.</p>
<p><u>Spring 2</u></p>	<p><b><u>Number</u></b>          To recognise numerals 1-5.          Experiment with their own symbols and marks as well as numerals.          Compare quantities using language: 'more than', 'fewer than'.</p> <p><b><u>Numerical Patterns</u></b>          Recite numbers forwards and backwards within 5.</p>

	<p>To begin to talk about properties of 2d shapes using the vocabulary 'sides', 'corners', 'straight', 'flat', and 'round'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc</p> <p>To develop vocabulary related to time such as; today, yesterday and tomorrow.</p>
<b>Summer 1</b>	<p><b><u>Number</u></b></p> <p>To be able to count objects to 5 touching or moving each one to the side as they count. Say one number for each item in order: 1,2,3,4,5.</p> <p>Begin to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3.</p> <p><b><u>Numerical Patterns</u></b></p> <p>Make comparisons between objects relating to weight and capacity.</p> <p>To talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Begin to use spatial words in play, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'.</p>
<b>Summer 2</b>	<p><b><u>Number</u></b></p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p><b><u>Numerical Patterns</u></b></p> <p>Recite numbers forwards and backwards past 5.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
<b><u>DAILY SKILLS</u></b>	<p>Maths should not only be taught during specific maths sessions but wherever possible throughout the day. The following should be utilised to support maths teaching:</p> <ul style="list-style-type: none"> <li>• Days of the week song and talking about the day</li> <li>• General counting e.g. counting how many bananas there are in the fruit box.</li> <li>• Counting songs</li> <li>• Use of ordinal numbers e.g. "Sam line up first, Lilly line up second..."</li> <li>• Maths games such as track counting games</li> <li>• Noticing maths in the environment e.g. asking children what they notice about a tree. They may say it is tall, has circles on etc.</li> <li>• Incorporating maths in areas of continuous provision wherever possible e.g. an activity that matches numeral to quantity in the finger gym area.</li> <li>• Incorporating maths in daily routines e.g. during registration time.</li> </ul>