



## Nursery Mathematics Overview

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

Areas of learning covered.	Recognising and counting numbers to 5. 2D Shapes. Number rhymes. Sequencing. More and less Day of the week		One more/less. Size. Recognising and counting numbers beyond 5. Representing numbers. Subitising. Patterns. Positional Language.		2D and 3D shapes. Sequences. Size. Length. Weight and Capacity. Review of previously taught concepts. Positional Language. Problem solving	
Nursery Skills	<p>To talk about what happened today, yesterday and tomorrow.</p> <p>To count out a group of up to 5 objects.</p> <p>To show an understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents the total number of objects</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners</p>	<p>To count out a group of up to 5 objects.</p> <p>To match number of objects to numeral.</p> <p>To show an understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents the total number of objects</p> <p>To identify which group has more or less.</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners</p>	<p>To count out a group of up to 10 objects.</p> <p>To begin to identify one more/less using a number line.</p> <p>To develop fast recognition of numbers.</p> <p>To count up to 10.</p> <p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making.</p> <p>To talk about and explore patterns in the environment</p>	<p>To identify, describe and compare groups of objects.</p> <p>To compare and order objects according to their weight and distance.</p> <p>To develop fast recognition of numbers.</p> <p>To count up to 10 and beyond.</p> <p>One more/less using a number line.</p> <p>To show an awareness of positional language such as under/behind/ next to/over/ on top of.</p> <p>To independently create and talk about</p>	<p>Practical problem solving with numbers up to 5.</p> <p>To select and use shapes appropriately in play, combining them to make models and enclosures.</p> <p>To develop fast recognition of numbers.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p> <p>To begin to make sensible comparisons between objects relating to size, length, weight and capacity.</p>	<p>To count, order and recognise numbers to 10, in and out of sequence</p> <p>To name and describe 2D shapes.</p> <p>To name some common 3D shapes and properties.</p> <p>To compare and order objects according to their size and distance.</p> <p>To develop fast recognition of numbers.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p> <p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts</p>

		To use 2D shapes to make arrangements.		own patterns using a range of objects and resources.	To begin to describe a sequence of events accurately.  To recall simple facts about a familiar journey.	about a familiar journey.  To solve real-life mathematical problems.
Nursery Knowledge	<p>Singing a range of number songs.</p> <p>To say number names to 5 in order.</p> <p>To know that time can be measured using days.</p> <p>To know that the last number said represents the total number of objects</p> <p>To show an awareness and name some 2D shapes in the environment.</p> <p>To know the days of the week.</p>	<p>To say number names to 10 in order.</p> <p>To know that a group of objects can also be represented by a number</p> <p>Singing a range of number songs.</p> <p>To know that the last number said represents the total number of objects</p> <p>To show an awareness and name some 2D shapes in the environment.</p> <p>To know when a group has more or less objects.</p>	<p>To create and repeat simple patterns.</p> <p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To say number names to 10 in order.</p> <p>To be able to say number names forwards and backwards to 10.</p> <p>To know that each object should only be counted once.</p> <p>Singing a range of number songs.</p>	<p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To use the language of more and less to compare amounts.</p> <p>To know that numbers can be ordered.</p> <p>To be able to demonstrate through games and role play an understanding of positional language.</p> <p>Singing a range of number songs.</p>	<p>To subitise to 6.</p> <p>To remember the order in which things happen.</p> <p>To know that subtraction means taking an amount away from a group.</p> <p>To know that some shapes more appropriate than others when building.</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".</p>	<p>To subitise to 6.</p> <p>To learn vocabulary linked to describing size and distance</p> <p>To be able to say number names forwards and backwards to 15.</p> <p>To remember the order in which things happen.</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".</p>