

Nursery Curriculum Coverage

Below is the coverage for the Nursery Maths curriculum.

Nursery 1- Birth to Three Years

- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
- Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.
- Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.
- Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles.
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.

Nursery 2- Three to Four Years

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- 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 5.
- 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 numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
- 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.
- 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.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Nursery Basic Skills

Listed below are the number facts that we expect nursery children to be fluent in.

	Number facts, number bonds	Counting
Nursery	Use fingers to represent numbers up to 5 Match the numeral to the quantity up to 5	Count forwards to 5 Count backwards from 5 Subitise numbers up to 3

Teaching sequence – Main Maths Lesson Coverage

Autumn 1	
1	Recognise the colour red Recognise the colour blue Recognise the colour yellow
2	Recognise the colour green Recognise the colour purple Recognise colours
3	Recognise matching buttons Recognise matching shoes Recognise and create matching towers
4	Match number shapes Match the same size Match prints
5	Sort by size Sort by colour Sort by shape
6	Sorting- what do you notice? Sorting- guess my rule
Autumn 2	
1	Number 1- subitising Number 1- counting Number 1- numeral matching
2	Number 2- subitising dice patterns Number 2- subitising different patterns Number 2- subitising different sizes and patterns
3	Number 2- counting Number 2-link numeral and amount
4	Colour AB patterns Extend AB patterns
5	Fix my AB patterns Extend ABC colour patterns Outdoor ABC patterns
6	Consolidating- sorting and matching, counting, pattern
Spring 1	
1	Subitising 3- dice patterns Subitising 3- different patterns Subitising 3
2	Counting 3 Numeral 3 Composition of 3 Recognise triangles
3	Counting 4 Numeral 4 Recognise squares and rectangles
4	Composition of 4
5	Counting 5 Numeral 5 Recognise pentagons
6	Composition of 5

<u>Spring 2</u>	
1	Consolidation- subitising Consolidation- counting Consolidation- numerals
2	Counting 6 Counting 6- ten frame
3	Tall and short Long or short Tall/long and short
4	Mass- Introducing balance scales Mass- lighter Mass- heavier or lighter
5	Capacity- full or empty Capacity- nearly full or empty Capacity- comparing containers
6	Consolidation- length Consolidation- mass Consolidation- capacity
<u>Summer 1</u>	
1	Sequencing- nursery rhymes Sequencing- daily routine Sequencing- familiar story
2	Position- on and under Position- in and out Position- in front and behind
3	Comparing groups- more than Comparing groups- fewer than Comparing groups- more than and fewer than
4	2D shapes- circles 2D shapes- triangles 2D shapes- rectangles
5	3D shapes- cubes and cuboids 3D shapes- cylinders 3D shapes- spheres
6	Consolidation- sequencing Consolidation- position Consolidation- more or fewer
<u>Summer 2</u>	
1	Composition of 3 Composition of 4 Number composition
2	What comes after?
3	What comes before?
4	Numbers to 5
5	Consolidation- shape patterns Consolidation- more or fewer
6	Consolidation- what comes before or after? Consolidation- composition

Teaching sequence - Starter tasks

We have carefully planned our curriculum so that some key concepts are revisited throughout the year.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	Count forwards to 5	Count forwards to 5	Count forwards to 5	Count forwards to 5	Notice and discuss patterns in the environment	Count backwards from 5	Naming circle, square and triangle	Notice and discuss patterns in the environment
Autumn 2	Recognising primary colours	Make comparisons between objects relating to capacity full, empty, half full, most, least	Positional language in front, behind, next to	Naming circle, triangle, square and rectangle, oval	Make comparisons between objects relating to size smaller, bigger, smallest, biggest, small, big	Naming circle, triangle, square and rectangle, oval	Positional language up, down	
Spring 1	Naming circle, triangle, square, rectangle, oval and pentagon	Positional language in front, behind, next to	Continue, copy and create repeating patterns	Recognising primary colours Subitising to 3	Naming circle, triangle, square, rectangle, pentagon, oval and hexagon	Positional language on top, between		
Spring 2	Positional language on, in, under, in front, behind, next to, up, down	Continue, copy and create repeating patterns Subitising to 3	Naming circle, triangle, square, rectangle, pentagon, oval, hexagon and semi-circle	Sequence events first, next, before, after Describe a familiar route	Make comparisons between objects relating to length long, short, longest, shortest, longer, shorter, tall, taller, tallest	Naming circle, triangle, square, rectangle, pentagon, hexagon, oval, octagon and semi-circle		
Summer 1	Make comparisons between objects relating to size smaller, bigger, smallest, biggest, small, big	Positional language on, in, under, in front, behind, next to, up, down	Continue, copy and create repeating patterns Subitising to 3	Make comparisons between objects relating to weight heavy, light, heavier, lighter, heaviest, lightest	Naming circle, triangle, square, rectangle, pentagon, hexagon, octagon and semi-circle	Sequencing events Describe a familiar route		
Summer 2	Make comparisons between objects relating to weight heavy, light, heavier, lighter, heaviest, lightest	Naming cube, cuboid, sphere, cone, cylinder	Make comparisons between objects relating to capacity full, empty, half full, most, least Subitising to 5	Naming circle, triangle, square, rectangle, pentagon, hexagon, octagon and semi-circle	Naming circle, triangle, square, rectangle, pentagon, hexagon, oval, octagon and semi-circle	Make comparisons between objects relating to length Long, short, longest, shortest, longer, shorter, tall, taller, tallest	Naming cube, cuboid, sphere, cone, cylinder Subitising to 5	

Maths opportunities within daily routines

The number of children present and absent each day is recorded on tens frames and on a part-part whole model.

Sequencing days of the week.

Paying for snack with different maths equipment.

Maths nursery rhyme of the week.

Daily maths stories.

Daily sorting.

The children have access to Numbots and the 1minute maths app



Maths equipment in daily continuous provision

Numicon
Loose parts for counting, ordering, pattern making and sorting
Scales for weighing and comparing
Numbers in environment to be referred to
An assortment of containers for measuring and comparing
An assortment of 3D shapes for making and building
Maths stories

