

<b>Nursery – Pre 3</b>			
Term	What we are learning:	What a child might be doing: (Birth to 5 Matters)	Vocabulary:
<b>Spring</b>	Baseline	-	-
	<b>Spatial Awareness/ Positional Language</b>	Moves their bodies and toys around objects and explores fitting into spaces  Begins to remember their way around familiar environments	‘that goes in there’ ‘it fits’ ‘I can fit in there’ ‘I can squeeze in’  ‘the toilets are over there’ ‘we have snack here’
	<b>Shape</b>	Chooses puzzle pieces and tries to fit them in	‘that one goes in there’
	<b>Counting</b>	Begins to say numbers in order, some of which are in the right order (ordinality)	Number names 1-2-3-5 etc.
	<b>Pattern</b>	Joins in and anticipates repeated sound and action patterns	E.g. <i>Heads, shoulders, knees and toes</i>
	<b>Measure</b>	Beginning to anticipate times of the day such as mealtimes or home time	‘It is home time soon’ ‘I’m hungry, is it snack time?’

<b>Summer</b>	<b>Spatial Awareness/ Positional Language</b>	<p>Responds to some spatial and positional language</p> <p>Explores how things look from different viewpoints including things that are near or far away</p>	<p>Can you jump up? Can you sit down?</p> <p>‘Look at that’, ‘it is in the sky’</p>
	<b>Shape</b>	<p>Recognises that two objects have the same shape</p> <p>Makes simple constructions</p>	<p>‘They look the same’</p> <p>‘I’m building a ... castle/house/boat/zoo/park/car/train’ etc.</p>
	<b>Counting</b>	<p>Cardinality (how many) – in everyday situations, takes or gives two or three objects from a group</p> <p>Beginning to notice numerals (number symbols)</p> <p>Beginning to count on their fingers</p>	<p>‘I’m going to have 2 grapes for snack’</p> <p>‘That’s my number’ ‘That’s on my front door’</p> <p>One, two, three</p>

	<p><b>Comparing Quantities and Numbers</b></p>	<p>Beginning to compare and recognise changes in numbers of things, using words like <i>more, lots</i> or <i>'same'</i></p>	<p>More, lots, same</p>
	<p><b>Pattern</b></p>	<p>Is interested in what happens next using the pattern of everyday routines</p>	<p>'Is it lunch time now?'</p>
	<p><b>Measure</b></p>	<p>Explores differences in size, length, weight and capacity</p> <p>Beginning to understand some talk about immediate past and future</p>	<p>Big, small, bigger, little, smaller, high, low, tall, heavy</p> <p>'I did that on another day' 'Can I do that on another day?'</p>

<b>Nursery – Mathematics</b>			
Term	What we are learning: (Development Matters)	What a child might be doing: (Birth to 5 Matters)	Vocabulary:
<b>Autumn</b>	Baseline	-	-
	<b>Counting</b> Reciting numbers up to 3.  Say one number for each item in order: 1, 2, 3	May enjoy counting verbally. Points or touches (tags each item) saying one number for each item. Use the stable order of 1, 2, 3 Uses some number names and number language within play	One, two, three
	<b>Mark Making</b> Experiment with their own symbols and marks.	Explores using a range of their own marks and signs to which they ascribe mathematical meanings.	One, two, three, lines, dots
	<b>Shape</b> Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	Chooses items based on their shape which are appropriate for the child's purpose.	Flat, pointy, roly, brick, round
	<b>Subitising</b> Develop fast recognition of up to 3 objects without having to count them individually (Begins here but should be present throughout Nursery).	Subitises 1, 2 & 3 objects (without counting).	One, two, three, all of them
	<b>Linking Numerals and Amounts</b> Link numerals and amounts: for example, showing	Links numerals with amounts up to 3 and maybe beyond (cardinality).	One, two, three, how many, matching, the same, not that one

	the right number of objects to match the numeral up to 3.		
	<b>Positional Language</b> Understand position through words alone	Responds to and uses language of position and direction. Uses spatial words in play.	In, on, up, down
	<b>Pattern</b> Talk about and identify the patterns around them.  Use informal language to describe patterns	Talk about spatial patterns showing some organization or regularity.	Stripes on clothes, design on rugs, displays,  Pointy, spotty, blobs
	<b>Measure</b> Make comparisons between objects relating to size.	In meaningful contexts finds the bigger or smaller of two items.	Bigger/smaller
	<b>Problem solving and Composition of Numbers</b> Solve real world mathematical problems with numbers up to 2.	Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.  Beginning to use understanding of number to solve practical problems in play and meaningful activities.	One & two, one & one, put them together, how many?
<b>Spring</b>	<b>Counting</b> Reciting numbers up to 5.  Say one number for each item in order: 1, 2, 3, 4, 5  Show 'finger numbers' up to 5.	May enjoy counting verbally as far as they can go.  Points or touches (tags each item) saying one number for each item. Use the stable order of 1, 2, 3, 4, 5	One, two, three, four, five  One after the other, fingers

	Cardinal Principle – know that the last number reached when counting a small set of objects tells you how many there are in total	Counts up to 5 items recognising that the last number said represents the total counted so far.	5 altogether
	<b>Comparing Quantities and Numbers</b> Compare quantities using language: ‘more than’, ‘fewer than’.	Compares two small groups of up to 3 objects, saying when there are the same number of objects in each group e.g. <i>you’ve got 2, I’ve got 2’.</i> <i>Same!</i>	More than, fewer than, same, different
	<b>Shape</b> Combine shapes to make new ones – an arch, a bigger triangle etc.	Attempts to create arches and enclosures when building, using trial and improvement to select blocks.	Does it fit? Shape, right shape, wrong shape, triangle, square, circle, rectangle
	<b>Linking Numerals and Amounts</b> Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5.	Links numerals with amounts up to 5 and maybe beyond (cardinality).	One, two, three, four, five, how many, matching, the same, not that one, which one?
	<b>Mark Making</b> Experiment with their own symbols and marks.	Explores using a range of their own marks and signs to which they ascribe mathematical meanings.	One, two, three, four, five, lines, dots,
	<b>Pattern</b> Extend and create ABAB patterns e.g. stick, leaf, stick, leaf  Notice and correct an error in a repeating pattern	Creates their own spatial patterns showing some organization or regularity.  Extends and creates simple linear patterns of two (AB) or three (ABC) repeating items.	Repeating, the same again, different, one after the other, right/wrong, in a line
	<b>Measure</b>	In meaningful contexts finds the	Longer/ shorter

	<p>Make comparisons between objects relating to length.</p>	<p>longer or shorter of two items.</p>	
	<p><b>Problem solving and Composition of Numbers</b> Solve real world mathematical problems with numbers up to 3.</p>	<p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</p> <p>Beginning to use understanding of number to solve practical problems in play and meaningful activities.</p> <p>Separates a group of 3 objects in different ways, beginning to recognise that the total is still the same.</p>	<p>One, two, three, one &amp; two more, two &amp; one more, put them together, how many? Total</p>
<p><b>Summer</b></p>	<p><b>Counting</b> Reciting numbers up to 10.</p> <p>Cardinal Principle – know that the last number reached when counting a small set of objects tells you how many there are in total</p>	<p>May enjoy counting verbally as far as they can go.</p> <p>Counts up to and beyond 5 items recognising that the last number said represents the total counted so far.</p> <p>Begins to recognise numerals up to 10 and may show fascination with large numbers.</p>	<p>One, two, three, four, five, six, seven, eight, nine, ten</p> <p>One after the other, total, how many?</p>
	<p><b>Mark Making</b> Experiment with their own symbols and marks as well as numerals.</p>	<p>Explores using a range of their own marks and signs as well as beginning to write some numerals.</p>	<p>One, two, three, four, five, six, seven, eight, nine, ten</p> <p>Lines and dots</p>
	<p><b>Comparing Quantities and Numbers</b></p>	<p>Compares two small groups of up to 5 objects, saying when there are the same</p>	<p>More than, fewer than, same, different</p>

	<p>Compare quantities using language: 'more than', 'fewer than'.</p>	<p>number of objects in each group e.g. <i>you've got 5, I've got 5. Same!</i></p> <p>Beginning to recognise that each counting number is one more than the one before.</p>	<p>One, two, three, four, five</p> <p>One more</p>
	<p><b>Shape</b></p> <p>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'</p>	<p>Responds to both informal language and common shape names.</p> <p>Shows awareness of shape similarities and differences between objects.</p> <p>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.</p> <p>Predicts, moves and rotates objects to fit the space or create the shape they would like.</p>	<p>Circle, square, triangle, rectangle, sphere, cube, pyramid, cuboid, sides, corners, straight, flat, round, bigger, smaller, turn, twist, does it fit?</p>
	<p><b>Positional Language</b></p> <p>Understand position through words alone using a sentence</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Describe a familiar route</p>	<p>Responds to and uses language of position and direction.</p> <p>Discuss position in real contexts. Describe routes and give directions to each other.</p>	<p>On, off, under, beside and between</p> <p>"The bag is under the table"</p> <p>In front of, behind</p> <p>Along the road, go that way, straight on, turn, on that side, on the other side, wrong, way, right way</p>
	<p><b>Pattern</b></p>	<p>Joins in with simple patterns in sounds,</p>	<p>First, then, after, before, every day,</p>



	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' ...</p>	<p>objects, games and stories, dance and movement, predicting what comes next.</p> <p>Recalls a sequence of events in everyday life and stories.</p>	<p>evening, morning, afternoon, tomorrow, today, yesterday, next, next day</p>
	<p><b>Measure</b> Make comparisons between objects relating to weight and capacity.</p>	<p>In meaningful contexts finds the heavier or lighter and more/less full of two items.</p>	<p>Heavier/ lighter, more/less full</p>
	<p><b>Problem solving and Composition of Numbers</b> Solve real world mathematical problems with numbers up to 5.</p>	<p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</p> <p>Beginning to use understanding of number to solve practical problems in play and meaningful activities.</p> <p>Separates a group of up to 5 objects in different ways, beginning to recognise that the total is still the same.</p>	<p>One, two, three, four, five, put them together, how many? Total, same, different, fair/unfair</p>

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<b>Autumn 1</b>	Baseline	-	-
	<b>Counting</b> Counts objects, actions and sounds	Reciting numbers from 0-10 (and beyond) and back from 10-0  Encourage cardinal counting by saying how many there are after counting (...6, 7, 8. There are 8 balls).  Counts out up to 10 objects from a larger group.	Number names
	<b>Linking Numerals and Amounts</b> Link the number symbol (numeral) with its cardinal number value	Matches the numeral with a group of items to show how many there are (up to 10).	Number names
	<b>Measure</b> Compare length, weight and capacity	Becomes familiar with measuring tools in everyday experiences and play	Long, short, longer, shorter, bigger, smaller, more, less, same, different, ruler, heavy, light, heavier, lighter, jug, cup, bowl, bucket, full, empty, half full/empty
	<b>Problem solving and Composition of Numbers</b> Explore the composition of numbers 2 & 3	Shows awareness that numbers are made up (composed) of smaller numbers, exploring portioning in different ways with a wide range of objects.  Begins to explore and work out mathematical	Two and three  Adding, taking away, plus, subtract, equals, total, same, different, more, odd, even, double, half, how many? Fair/unfair, share

		problems, using signs and strategies of their own choice including (when appropriate) standard numerals, tallies and “+” or “-”. Odd or Even Doubles	
<b>Autumn 2</b>	<b>Counting</b> Counts objects, actions and sounds	Increasingly confident at putting numerals in order 0-10 (ordinality).	Sequence, order
	<b>Subitising</b> Subitise	Subitising numbers to 4 and maybe 5 (5 frame)	One, two, three, four, five
	<b>Shape and Space</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills	Uses informal language and analogies as well as mathematical terms to describe shapes.  Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.	Heart shaped, hand shaped, leaf shaped, 2D shapes, circle, square, rectangle, triangle  In front of, behind, before and after, in a line, next to, between, up, down, on top of, under, beside
	<b>Counting</b> Count beyond 10	Recognising the pattern of the counting system.  Number lines	Number names
	<b>Comparing Quantities and Numbers</b> Compare Numbers	Uses number names and symbols when comparing numbers, showing interest in large numbers.  Estimates of numbers of things, showing understanding of relative size.  Odd and Even	Number names  More/ less, big, smaller, full, empty, half full/empty, lots, fewer, odd, even, guess, what can you see? Roughly,

		Fair and unfair when sharing quantities	similar, different, the same, many, fewer, lots  fair and unfair
	<b>Time</b> (only in birth to 5 matters)	Is increasingly able to order and sequence events using everyday language related to time.	First, next, after, that, then, finally, today, tomorrow, yesterday, the next day, last, before, earlier, later
		Beginning to experience measuring time with timers and calendars (advent calendars).	How many? Longer, shorter, quick, slow, when, days of the week, months, minute, quicker, faster
	<b>Problem solving and Composition of Numbers</b> Explore the composition of numbers 4 & 5	Shows awareness that numbers are made up (composed) of smaller numbers, exploring portioning in different ways with a wide range of objects.	Four and five
		Begins to explore and work out mathematical problems, using signs and strategies of their own choice including (when appropriate) standard numerals, tallies and “+” or “-”. Odd or Even Doubles	Adding, taking away, plus, subtract, equals, total, same, different, more, odd, even, double, half, how many? Fair/unfair, share
<b>Spring 1</b>	<b>Subitising</b> Subitise	Begins to conceptually subitise larger numbers by subitising smaller groups within the number (10 frame).	Number names

	<p><b>Comparing Quantities and Numbers</b></p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p>	<p>In practical activities, adds 1 and subtracts 1 with numbers to 10. Number lines.</p> <p>Staircase patterns</p>	<p>One more/less, bigger smaller, number names</p>
	<p><b>Pattern</b></p> <p>Continue, copy and create repeating patterns</p>	<p>Spots patterns in the environment beginning to identify 'rule' (including AB, ABB, ABBC).</p>	<p>Pattern, repeating, what comes next?, sequence, the same, recurring, different</p>
	<p><b>Shape and Space</b></p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can</p>	<p>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes.</p> <p>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems, and visualizing what they will build.</p> <p>Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning).</p>	<p>2D and 3D shapes</p> <p>Square, circle, triangle, rectangle</p> <p>Cone, sphere, cuboid, cube, pyramid, cylinder, triangular prism,</p> <p>Big, bigger, small smaller, round, point, 'pointy', straight, corner</p> <p>Edges, faces, curved</p>
	<p><b>Problem solving and Composition of Numbers</b></p> <p>Explore the composition of numbers 6 &amp; 7</p>	<p>Shows awareness that numbers are made up (composed) of smaller numbers, exploring portioning in different ways with a wide range of objects.</p>	<p>Six and seven</p>

		Begins to explore and work out mathematical problems, using signs and strategies of their own choice including (when appropriate) standard numerals, tallies and “+” or “-”. Odd or Even Doubles	Adding, taking away, plus, subtract, equals, total, same, different, more, odd, even, double, half, how many? Fair/unfair, share
<b>Spring 2</b>	<b>Pattern</b> Continue, copy and create repeating patterns	Chooses familiar objects to create and recreate repeating patterns, beyond AB patterns and begins to identify the unit of repeat.	Pattern, repeating, what comes next?, sequence, the same, recurring, different, the same again
	<b>Measure</b> Compare length, weight and capacity	Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.	I think that ..., long, short, longer, shorter, longest, shortest, tall, tallest, small, smallest, low, lowest, high, highest, medium, in the middle, the same, different, heavy, heavier, heaviest, light, lighter, lightest, fair, unfair, full, fuller, fullest, empty, emptier, emptiest, half full, a little bit, a lot
	<b>Shape and Space</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills	May enjoy making simple maps of familiar and imaginative environments, with landmarks.	Compass, north, south, east, west, river, mountain, trees, treasure, buildings, tents, near, far, close, a long way, a short way

	<p><b>Problem solving and Composition of Numbers</b> Explore the composition of numbers 8 &amp; 9</p>	<p>Shows awareness that numbers are made up (composed) of smaller numbers, exploring portioning in different ways with a wide range of objects.</p> <p>Begins to explore and work out mathematical problems, using signs and strategies of their own choice including (when appropriate) standard numerals, tallies and “+” or “-”.</p> <p>Odd or Even Doubles</p>	<p>Eight and nine</p> <p>Adding, taking away, plus, subtract, equals, total, same, different, more, odd, even, double, half, how many? Fair/unfair, share</p>
Summer 1	<p><b>Number Bonds</b> Automatically recall number bonds for numbers 0-5.</p>	<p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts).</p>	<p>Number bonds, adding, taking away, plus, minus, double, half</p>
	<p><b>Time</b> (only in Birth to 5 Matters)</p>	<p>Beginning to experience measuring time with timers and calendars.</p>	<p>Seasons, summer, winter, spring, autumn, days of the week, months, How many? Longer, shorter, quick, slow, when, minute, quicker, faster, holidays, weekends, after school, morning, after lunch, tonight, afternoon, week</p>
	<p><b>Problem solving and Composition of Numbers</b> Explore the composition of number 10</p>	<p>Shows awareness that numbers are made up (composed) of smaller numbers, exploring portioning in different ways with a wide range of objects.</p>	<p>Number names up to ten</p>

		<p>Begins to explore and work out mathematical problems, using signs and strategies of their own choice including (when appropriate) standard numerals, tallies and “+” or “-”.</p> <p>Odd or Even</p> <p>Doubles</p>	<p>Adding, taking away, plus, subtract, equals, total, same, different, more, odd, even, double, half, how many?</p> <p>Fair/unfair, share</p>
<p><b>Summer 2</b></p>	<p><b>Measure</b></p> <p>Compare length, weight and capacity</p>	<p>Confidently tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.</p>	<p>I think that ..., long, short, longer, shorter, longest, shortest, tall, tallest, small, smallest, low, lowest, high, highest, medium, in the middle, the same, different, heavy, heavier, heaviest, light, lighter, lightest, fair, unfair, full, fuller, fullest, empty, emptier, emptiest, half full, a little bit, a lot</p>



	<p><b>Statutory ELG: Number</b></p>	<p><b>Have a deep understanding of number to 10, including the composition of each number.</b></p> <p><b>Subitise (recognise quantities without counting) up to 5.</b></p> <p><b>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</b></p>	<p>Number names, number bonds, adding, taking away, plus, minus</p> <p>Number names</p> <p>Number bonds, adding, taking away, plus, minus, double, half, counting, more, total, sum, equals, answer, is that all?, put them together, how many altogether?, less, fewer, how many, what is left?, what's the difference?</p>
	<p><b>Statutory ELG: Numerical Patterns</b></p>	<p><b>Verbally count beyond 20, recognizing the pattern of the counting system.</b></p> <p><b>Compare quantities up to 10 in different contexts, recognising when 1 quantity is greater than, less than, or the same as the other quantity.</b></p> <p><b>Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally.</b></p>	<p>Number names</p> <p>Greater than, less than, the same as, equal to, the same, different, more/less</p> <p>Odd, even, double, fair, unfair, sharing</p>

