



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Light and Dark	Antarctic Explorers	Come Outside	Where do we Live?	Fun at the Seaside
<p>Maths</p> <p><i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i></p> <p>Vocabulary (including but not limited to) Number, shape, more, less, how many, altogether, amount, add, take away, number names, the same as, order, share, pattern, heavy, light, empty, full, half full, small, big, little, large, long, longer, longest, short, shorter, shortest, measure, puzzle, shape, before, after.</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>Baseline: counting, sorting, matching basic shapes. Counting objects, pointing out the last number. Introducing basic 2D shapes. Explore colour Make comparisons relating to size. Complete puzzles Compare size- bigger/little small</p>	<p>Subitising 1 then 2. Counting 1 then 2 objects. Numeral matching 1 then 2. Subitising patterns Counting in sequence. Link numeral and amounts. Explore AB patterns e.g. red, green, red Sorting and matching.</p>	<p>Subitising 3 Counting 3 objects. Introduce numeral 3. Triangles Counting 4 Squares and rectangles Composition of 4 Counting 5 objects Numeral 5 Composition of 5 Say one number for each item in order Experiment with their own symbols.</p>	<p>Consolidation subitising Consolidation counting recite numbers past 5. Know that the last number reached when counting a set tells you the total (cardinal principle) Consolidation numerals Counting 6 Tall and short Long or short Tall/long or short Heavier/ Lighter Full/Empty Nearly full/empty</p>	<p>Sequence pictures from a nursery rhyme/daily routine/ story. Position on and under, in and out, in front or behind. Compare groups- more than, fewer than. 2D shapes Explore 3D shapes.</p>	<p>Explore the different pairs of numbers that make up 3 then 4. Identify which number comes after... before... Exploring number tracks before and after. Counting objects in a set to 5. Sequencing numerals. Consolidation more/fewer, shape patterns.</p>
	<p><u>How do we support the development of children's mathematics on a daily basis in Nursery?</u> Children have free access to a variety of maths equipment to support counting, sorting and other mathematical concepts through continuous provision. Children talk about the day and orally count through the daily calendar. Children count orally throughout the day, such as registration and lining up time. Children sing maths songs. Children practise subitising daily during registration and incidental number challenges. Sand timers are used to manage sharing of equipment etc . A range of 2d shapes are always accessible to children. Adults model key vocabulary such as long, short, tall, full etc during interactions with children during their play.</p>					