



## Nursery Mathematics Curriculum Overview

AUTUMN		Spring		Summer	
1	2	1	2	1	2
All About me	Stickman (family trees) Nativity Story	Life Cycle of a caterpillar Oliver's Vegetables	Life Cycle of Plants	Where in the world do I come from?	Materials Our Wonderful World
Describe a familiar route.	Say one number name for each item in order: 1, 2, 3, 4, 5.	Fast recognition of up to 3 objects, without having to count them individually (subitise)	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Notice and correct an error in a repeating pattern.	Recite numbers past 5.
Discuss routes and locations, using words like 'in front of' and 'behind'	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.	Extend and create ABAB patterns – stick, leaf, stick, leaf.	Compare quantities using language: 'more than', 'fewer than'.	Solve real world mathematical problems with numbers up to 5.
Understand position through words alone – for example, "The bag is under the table," – with no pointing.	Make comparisons between objects relating to size, length, weight and capacity.	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'.		Experiment with their own symbols and marks as well as numerals	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.'
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.	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.				