

# Nursery Maths Termly Overview

## **Rationale**

The maths curriculum in nursery ensures progression into reception.

It covers the EYFS framework and Development Matters.

The NCETM progression grids are used as a vehicle to teach the curriculum.

<https://www.ncetm.org.uk/in-the-classroom/early-years/>

**These maths strands are introduced at the following points of the year and then reviewed throughout the year:**

**Autumn term** - pre counting skills e.g. pattern, sorting, comparison

**Spring term** - counting, cardinality (the 'howmanyness' of things, and composition (a number is composed of two or more smaller numbers)).

**Summer term** - Shape, space, measure and comparison

## **Maths delivery**

### **Nursery**

- Daily direct teaching sessions - small groups.
- Follow up activities in provision.
- Incorporating in daily routines- singing, stories, counting.

**Knowledge and skills which are embedded and revisited throughout the year during each lesson and term:**

- Days of the week song and talking about the day
- General counting e.g. counting how many bananas there are in the fruit box

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- Counting songs
- Use of ordinal numbers e.g. "Sam line up first, Lilly line up second..."
- Maths games such as track counting games
- Noticing maths in the environment e.g. asking children what they notice about a tree. They may say it is tall, has circles on etc.
- Incorporating maths in areas of continuous provision wherever possible e.g. an activity that matches numeral to quantity in the finger gym area.
- Incorporating maths in daily routines e.g. during registration time. If there are 3 children absent the children clap 3 times. Having labels on pencil pots with a representation of a number to show how many pencils go in that pot during tidy up time. Different representations of numbers on the 'how many children can play here' posters.

A u t u m n	Area of Learning	Pattern	Pattern	Pattern	Pattern	Shape and Space	Comparison
	Maths Strand	Identifying and Matching Colours	Sorting	Talk about and identify patterns  Extend AB patterns	Creating own and correcting AB patterns	Using language of size	Comparing

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	DM links	Talk about and identify patterns around them	Make comparisons between objects	Talk about and identify the patterns around them using informal language  Extend ABAB patterns	Create ABAB patterns  Notice and correct and error in a repeating pattern	Make comparisons between objects relating to size	Compare quantities using language of 'more than' and 'fewer than'
	Other resources to use and book links	The Usborne Big Book of Colours  Monsters Love Colours – Mike Austin	Sort it Out! – Barbara Mariconda  Sorting at the market – Tracey Steffora		Pattern Fish – Trudy Harris  Lots and lots of Zebra Stripes – Stephen R. Swinburne  <a href="https://nrich.maths.org/13250">https://nrich.maths.org/13250</a>	Big Bear, Small Mouse – Karma Wilson & Jane Chapman	NCETM Early Years Typical Progression Chart – Comparison.

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S p r i n g	Area of Learning	Cardinality, Counting, Composition, Shape	Cardinality, Counting, Composition, Shape	Cardinality, Counting, Composition, Shape	Cardinality, Counting, Composition, Shape	Cardinality, Counting, Composition, Shape	Cardinality, Counting, Composition, Shape
	Maths Strand	Understanding Number 1	Understanding Number 2	Understanding Number 3	Understanding Number 4	Understanding Number 5	Problems within 5
	DM links	Developing subitising to 3 Experiment with own symbols and marks Talk about and explore 2D shapes Say one number name, show fingers up to 5	Developing subitising to 3 Experiment with own symbols and marks Talk about and explore 2D shapes Say one number name, show fingers up to 5	Developing subitising to 3 Experiment with own symbols and marks Talk about and explore 2D shapes Say one number name, show fingers up to 5	Developing subitising to 3 Experiment with own symbols and marks Talk about and explore 2D shapes Say one number name, show fingers up to 5	Developing subitising to 3 Experiment with own symbols and marks Talk about and explore 2D shapes Say one number name, show fingers up to 5	Solve Real World Problems with numbers to 5
	Other resources to use and book links	Number Blocks Series 1: One;	Number Blocks Series 1: 2	<a href="https://nrich.maths.org/13372">https://nrich.maths.org/13372</a> Number blocks Series The Three Little Pigs The Three Billy Goats Gruff	Number Blocks - Series 1: Four	Number Blocks - Series 1: five Series 1: How to count Series 1: The whole of me	5 current buns 5 little men in a flying saucer

