Dudley House School
Termly Mathematics Curriculum for Nursery

Autumn Term

Development Matters Links:

- Say one number for each item in order: 1,2,3,4,5. (M N3)
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (M N4)
- Show 'finger numbers' up to 5. (M N5)
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (M N6)
- Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (M PN5)
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (M N20)
- Understand position through words alone – for example, "The bag is under the table," – with no pointing. (M N11)
- Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. (M N12 & 13)
- Climb and squeeze themselves into different types of spaces. (M PN7)
- Build with a range of resources. (M PN8)
- Complete inset puzzles. (M PN9)

Key Vocabulary

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, number, count/count on/count back, forwards, backwards, represent, show, more, less, fewer, how many, altogether, largest, smallest, order, compare, add, take away, altogether, groups, same, different, amount, half, share, equal, each, first, then, now, next, finish

Fluency Focus:	Representations and Structures:
Oral counting	Familiar Everyday Objects

Autumn 1						
Baseline Assessments	**Baseline Assessments**	**Comparison** - Sorting by categories	**Comparison** - Sorting by categories	**Comparison** - Sorting by categories	**Comparison** - Sorting by categories	**Comparison** - Sorting by categories
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Baseline Assessments	Baseline Assessments	Step 1 Sorting by category with the same objects, such as blocks, logs, pine cones etc. Step 2 Sort into the correct tin/hoop by category. Step 3 Model counting how many. *Follow up in the provision.*	Step 1 Sorting by category with the same objects and some that are different, clearly stating which is different and why (odd one out). Step 2 Sort into the correct tin/hoop by category. Step 3 Model counting how many.	Step 1 Sorting by colour Step 2 Sort into the correct tin/hoop by category. Step 3 Model counting how many. *Follow up within the provision*	Step 1 Sorting by size Step 2 Sort into the correct tin/hoop by category Step 3 Model counting how many. *Follow up within the provision*	Step 1 Sorting by size or colour Step 2 Sort into the correct tin/hoop by category Step 3 Model counting how many. *Follow up within the provision*

			Follow up in the provision.			
Autumn 2						
Comparison - More	**Comparison** - Less	**Number** Counting within 3	**Number** - Reciting	**Number** - Counting within 3	**Number** - Counting within 3	Buffer week
Week 8	**Week 9**	**Week 10**	**Week 11**	**Week 12**	**Week 13**	**Week 14**
Step 1 Compare groups of objects with clear differences focusing on who has more. Step 2 Model counting how many *Follow up within the provision*	Step 1 Compare groups of objects with clear differences focusing on who has less. Step 2 Model counting how many. *Follow up within the provision*	Step 1 'Give me 1' 'Give me 2' from a larger group of objects. Step 2 Model counting how many. Step 3 Recognition of numbers to 2. *Follow up within the provision*	Step 1 Recite numbers in the correct order to 5 Step 2 Model count a number of objects to 5. Step 3 Complete a number of actions, saying the numbers as you do. *Follow up within the provision*	Step 1 Say numbers in the correct order. Step 2 Count a number of objects accurately to a maximum of 3. Step 3 Say how many they have counted.	Step 1 Subitising within 3. Step 2 Recognition of number to 3.	Buffer week

Spring Term

Development Matters Links:

• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). (M N1)

• Say one number for each item in order: 1,2,3,4,5. (M N3)

• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (M N4)

• Show 'finger numbers' up to 5. (M N5)

• Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. (M PN6)

• Compare amounts, saying 'lots', 'more' or 'same'. (M N9)

• Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (M PN5)

• React to changes of amount in a group of up to three items. (M PN3)

• Combine objects like stacking blocks and cups. Put objects inside others and take them out again. (M PN1)

• Talk about & identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. (M N17)

• Extend and create ABAB patterns – stick, leaf, stick, leaf. (M N18)

• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. (M N15)

• Combine shapes to make new ones – an arch, a bigger triangle, etc. (M N16)

• 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'. (M N10)

• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. (M N15)

• Combine shapes to make new ones – an arch, a bigger triangle, etc. (M N16)

• Notice patterns and arrange things in patterns. (M N19)

Key Vocabulary

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, number, count/count on/count back, forwards, backwards, represent, show, more, less, fewer, how many, altogether, largest, smallest, order, compare, add, take away, altogether, groups, same, different, amount, half, share, equal, each, first, then, now, next, finish

Fluency Focus:	**Representations and Structures:**
Oral counting and Number Rhymes	Number track, dice, five frame, counters, objects

Spring 1

Number Counting within 3 **Time**	**Number** Counting within 3 **Time**	**Number** Counting out **Time**	**Number** Counting within 4 **Shape** - 2D Shapes	**Number** Counting within 4 Shape **Shape** - 2D Shapes	**Number** Counting out **Shape** - 2D Shapes
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Step 1 Say numbers in the correct order. Step 2 Count a number of objects accurately to a maximum of three. *Follow up in the provision.*	Step 1 Say how many they have counted. Step 2 Begin to recognise numerals to 3. *Follow up in the provision.*	Step 1 Reciting numbers to 3 in the correct order and knowing when to stop. Step 2 Counting out the correct number of objects, up to 3, from a larger group.	Step 1 Say numbers in the correct order. Step 2 Count a number of objects accurately to a maximum of 4.	Step 1 Say how many they have counted. Step 2 Beginning to recognise numerals to 4.	Step 1 Reciting numbers to 4 in the correct order and knowing when to stop. Step 2 Counting out the correct number of objects, up to 4, from a larger group.

Time Step 1 Sequencing events from their day in the correct order.	Time Step 2 Sequencing events from stories in the correct order	Step 3 Beginning to recognise numerals to 3. *Follow up in the provision.* Time Step 3 Using vocabulary such as 'first', 'then' etc.	Shapes Step 1 Exploring 2D shapes through playing with shapes and creating shape pictures	Shapes Step 2 Categorising shapes by type and finding shapes that are the same	Step 3 Beginning to recognise numerals to 4. Shape Step 3 Finding a named 2D shape and beginning to name 2D shapes.
Spring 2					
Number Counting within 5 **Shape -** 2D Shapes **Pattern**	**Number** Counting within 5 **Shape** - 2D Shapes **Pattern**	**Number** Counting out **Pattern -** Continuing Patterns	**Number** The Number 1 **Size** - Long and Short	**Number** The Number 1 **Size** - Long and Short	Buffer Week
Week 7	**Week 8**	**Week 9**	**Week 10**	**Week 11**	**Week 12**
Step 1 Say numbers in the correct order. Step 2 Count a number of objects accurately to a maximum of 5. Shape Step 4 Beginning to recognise the properties of 2D shapes using the language of 'sides', 'corners', 'straight', 'flat' and 'round'.	Step 1 Say how many they have counted. Step 2 Beginning to recognise numerals to 5. Pattern Step 1 Continuing an ABAB pattern	Step 1 Reciting numbers to 5 in the correct order and knowing when to stop. Step 2 Counting out the correct number of objects, up to 5, from a larger group. Step 3 Beginning to recognise numerals to 5 Pattern Step 1 Recognising and correcting the error in an ABAB pattern	Step 1 Count 1 object. Step 2 'Give me 1' object from a larger group Size Step 1 Compare and order 2 or more objects in relation to length. Size Step 2 Say whether objects are long or short.	Step 1 Recognise the associated numeral and number block. Step 2 Subitise 1 object Size Step 1 Order a number of objects according to length	Buffer Week

Summer Term

Development Matters Links:

• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). (M N1)

• Recite numbers past 5. (M N2)

• Say one number for each item in order: 1,2,3,4,5. (M N3)

• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').   (M N4)

• 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. (M N5)

• Experiment with their own symbols and marks as well as numerals. (M N7)

• Solve real world mathematical problems with numbers up to 5. (M N8)

• Compare quantities using language: 'more than', 'fewer than'. (M N9)

• Extend and create ABAB patterns – stick, leaf, stick, leaf.   (M N18)

• Notice and correct an error in a repeating pattern. (M N19)

• Make comparisons between objects relating to size, length, weight and capacity. (M N14)

• Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.

Key Vocabulary

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, number, count/count on/count back, forwards, backwards, represent, show, more, less, fewer, how many, altogether, largest, smallest, order, compare, add, take away, altogether, groups, same, different, amount, half, share, equal, each, first, then, now, next, finish

Fluency Focus:	**Representations and Structures**:
Oral counting and Number Recognition	Number track, dice, five frame, counters, objects

Summer 1

Number	Number	Number	Number	Number	Number
The Number 2	The Number 2	The Number 3	The Number 3	The Number 3	The Number 4
Size - Tall and Short	**Size** - Tall and Short	**Weight** - Heavy and Light	**Weight** - Heavy and Light	**Weight** - Heavy and Light	**Size and Weight** - Consolidation Week

Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Step 1 Count 2 objects. Step 2 'Give me 2' objects from a larger group Size Step 1 Compare and order 2 or more objects in relation to height.	Step 1 Recognise the associated numeral and number block. Step 2 Subitise up to 2 objects Size Step 1 Say whether objects are tall or small. Size Step 2 Order a number of objects according to height	Step 1 Count 3 objects. Step 2 'Give me 3' objects from a larger group Weight Step 1 Recognise if items are heavy/light.	Step 1 Count out up to 3 objects from a larger group. Step 2 Recognise the associated numeral and number block. Step 3 Subitise up to 3 objects. Weight Step 2 Recognise if items are heavy/light	Step 1 Count 3 objects. Step 2 'Give me 3' objects from a larger group Weight Step 1 Recognise if items are heavy/light.	Step 1 Count 4 objects. Step 2 Count out up to 4 objects from a larger group.

Summer 2					
Number The Number 4 **Capacity** - Full and Empty	**Number** The Number 4 **Capacity** - Full and Empty	**Number** The Number 5 **Pattern** - Continuing Pattern	**Number** Counting within 5 **Pattern** - Continuing Pattern	**Number** Counting within 5 **Pattern** - Continuing Pattern	Buffer Week
Week 7	**Week 8**	**Week 9**	**Week 10**	**Week 11**	**Week 12**
Step 1 Recognise the associated numeral and number block. Step 2 Subitise up to 4 objects. Capacity Step 1 Compare objects by capacity	Step 1 Count 5 objects. Step 2 Count out up to 5 objects from a larger group. Capacity Step 2 Recognise if items are full/empty.	Step 1 Recognise the associated numeral and number block. Step 2 Subitise up to 5 objects. Pattern Step 1 Continuing an ABAB pattern	Step 1 Recite numbers in the correct order to count how many are in the set. Step 2 Accurately count a number of items. Step 3 Say how many are in the set. Step 4 Compare who has more/less. Pattern Step 2 Recognising and correcting the error in an ABAB pattern.	Step 1 Recite numbers in the correct order to count how many are in the set. Step 2 Accurately count a number of items. Step 3 Beginning to recognise numerals. Step 4 Match the numeral to the number of objects counted. Pattern Step 1 Continuing an ABAB pattern Pattern Step 2 Recognising and correcting the error in an ABAB pattern	Buffer Week