**Maths Medium Term Over-view – Nursery**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | **Topic – Families** | **Topic - Woodland** | **Topic - Snow** | **Topic - Jobs** | **Topic - Food** | **Topic - Beach** |
| 2sObjectives Covered | **BASELINE ASSESSMENTS**NUMBER\*Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.\*Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’\*Take part in finger rhymes with numbers. | Shape, space measure\*Notice patterns and arrange things in patterns.\* Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.NUMBER\*Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.\*Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’\*Take part in finger rhymes with numbers.\*Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ | Shape, space measure\*Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.\*Name the 4 basic 2D shapes – rectangle, square, triangle, circle.NUMBER\*Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.\*Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’\*Take part in finger rhymes with numbers.\*Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ | Shape, space measure\*Climb and squeezing selves into different types of spaces.Number pattern\*Compare amounts, saying ‘lots’, ‘more’ or ‘same’.NUMBER\*Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.\*Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’\*Take part in finger rhymes with numbers.\*Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ | Number pattern\*Compare amounts, saying ‘lots’, ‘more’ or ‘same’.Shape, space measure\*Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.\*Name the 4 basic 2D shapes – rectangle, square, triangle, circle.NUMBER\*Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.\*Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’\*Take part in finger rhymes with numbers.\*Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ | Number pattern\*Notice patterns and arrange things in patterns.\*Compare amounts, saying ‘lots’, ‘more’ or ‘same’.Shape, space measure\*Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.\*Name the 4 basic 2D shapes – rectangle, square, triangle, circle.NUMBER\*Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.\*Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’\*Take part in finger rhymes with numbers.\*Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ |
| Opportunities to develop skills | Snack timeNumber RhymesCounting in continuous provision, counting dolls, bricks, cars, craft materials | Patterns in NatureCounting Natural artifactsBuilding NestsLengths of sticksFeeding owls spaghetti wormsHeight and weight comparison in woodland walkSnack time – length and pattern focus alongside numberMapped out Nursery rhymes linked to WoodlandsCounting in continuous provision | Snowball gamesBuilding shape sleighs practical den making – weight language Shape pictures – snowman, sledge, houseShapes in iceCounting objects in iceSnowy animal small world countPenguin weightsMapped out Nursery rhymes linked to SnowCounting in continuous provision | Emergency Service counting cars, people, hats and equipment in role play.Recycling Bin Men making instruments, counting media inside, shape of shakersMapped out Nursery rhymes linked to JobsCounting in continuous provision | Food tasting, healthy eating, counting, weight shape.Counting playfood in role play and dough area.Investigating seeds counting, plantingNumbers in snack time, matching amounts to numbers.Setting the table, sharing food, plates etc..Mapped out Nursery rhymes linked to foodCounting in continuous provision | Natural artefact investigations pattern and numberBeach art – counting, shapeSand digging for artifactsRock pool hunt, counting creatures and shellsShape flags for sandcastles, different shaped buckets and spades.Mapped out Nursery rhymes linked to beachCounting in continuous provision |
| 3sObjectives covered | **BASELINE ASSESSMENTS**NUMBER\*Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).\*Recite numbers past 5.\*Say one number for each item in order: 1,2,3,4,5.\*Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).Shape, space measure\*Make comparisons between objects relating to size, length, weight and capacity.\*Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. | Shape, space measure\*Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.\*Extend and create ABAB patterns – stick, leaf, stick, leaf.\*Notice and correct an error in a repeating pattern.\*Make comparisons between objects relating to size, length, weight and capacity.NUMBER\*Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).\*Recite numbers past 5.\*Say one number for each item in order: 1,2,3,4,5.\*Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).\*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. | NUMBER\*Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).\*Recite numbers past 5.\*Say one number for each item in order: 1,2,3,4,5.\*Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).\*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.\*Experiment with their own symbols and marks as well as numerals.\*Solve real world mathematical problems with numbers up to 5.Shape, space measure\*Make comparisons between objects relating to size, length, weight and capacity.\*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. | NUMBERFast recognition of up to 3 objects, without having to count them individually (‘subitising’).\*Recite numbers past 5.\*Say one number for each item in order: 1,2,3,4,5.\*Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).\*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.\*Experiment with their own symbols and marks as well as numerals.\*Solve real world mathematical problems with numbers up to 5.Number pattern\*Through play and exploration begin to understand that numbers are made up of smaller numbers.Shape, space measure\*Understand position through words alone – for example, “The bag is under the table,” – with no pointing.\*Describe a familiar route.\*Discuss routes and locations, using words like ‘in front of’ and ‘behind’ | Number pattern\*Compare quantities using language: ‘more than’, ‘fewer than’.\*Through play and exploration begin to understand that numbers are made up of smaller numbers.NUMBER\*Recite numbers past 5.\*Say one number for each item in order: 1,2,3,4,5.\*Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).\*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.\*Experiment with their own symbols and marks as well as numerals.\*Solve real world mathematical problems with numbers up to 5.Shape, space measure\*Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.\*Extend and create ABAB patterns – stick, leaf, stick, leaf.\*Notice and correct an error in a repeating pattern.\*Make comparisons between objects relating to size, length, weight and capacity. | Number pattern\*Compare quantities using language: ‘more than’, ‘fewer than’.\*Through play and exploration begin to understand that numbers are made up of smaller numbers.NUMBER\*Recite numbers past 5.\*Say one number for each item in order: 1,2,3,4,5.\*Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).\*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.\*Experiment with their own symbols and marks as well as numerals.\*Solve real world mathematical problems with numbers up to 5.Shape, space measure\*Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.\*Extend and create ABAB patterns – stick, leaf, stick, leaf.\*Notice and correct an error in a repeating pattern.\*Make comparisons between objects relating to size, length, weight and capacity. |
| Opportunities to develop skills | Snack time – instant recognition of 3. Counting children, cups, fruit, comparative language of fruit.Building their home in using construction area.Counting in continuous provision, counting dolls, bricks, cars, craft materials | Patterns in NatureCounting Natural artifactsBuilding NestsLengths of sticksFeeding owls spaghetti wormsHeight and weight comparison in woodland walkSnack time – length and pattern focus alongside number finger flashesContinous provision counting, comparative language, pattern work. | Snowball gamesBuilding shape sleighs practical den making – weight language Shape pictures – snowman, sledge, houseShapes in iceCounting objects in iceSnowy animal small world countPenguin weightsNumber/Shape problems – building a bigger sleigh to carry more snowballs/presents | Number cars, garages, emergency service small world role play.Post office letter writing, door numbersMap out the way the police officer will have to go – what the ladybird heard link.Where is the police car?PE – equipment – map out a route and describe where we go.Recycling Bin Men making instruments, counting media inside, shape of shakersSnack time – numicon, numbers in numbers. In continuous provision too | Food tasting, healthy eating, counting, weight shape.Counting playfood in role play and dough area. Comparative language – fewer, more than.Investigating seeds counting, plantingNumbers in snack time, matching amounts to numbers.Setting the table, sharing food, plates etc..Mapped out Nursery rhymes linked to foodCounting in continuous provisionPatterns with food, printing, arranging, organising, sorting. Labelling amounts in home corner/farm shop.Word problems in focus maths | Natural artefact investigations pattern and numberBeach art – counting, shapeSand digging for artifactsRock pool hunt, counting creatures and shellsShape flags for sandcastles, different shaped buckets and spades.Pattern work – shape, natural objects.Capacity sand and water mixing and exploration.Counting in continuous provisionWord problems in focus mathsNumbers within Numbers cubes, numicon, sharing out shells, picnic food for the beach. |