



Colours

Match and Sort

Number 1 and 2

Pattern



Nursery



Mass and Capacity

Length and Height

Number 3,4,5 and 6



More than/ fewer

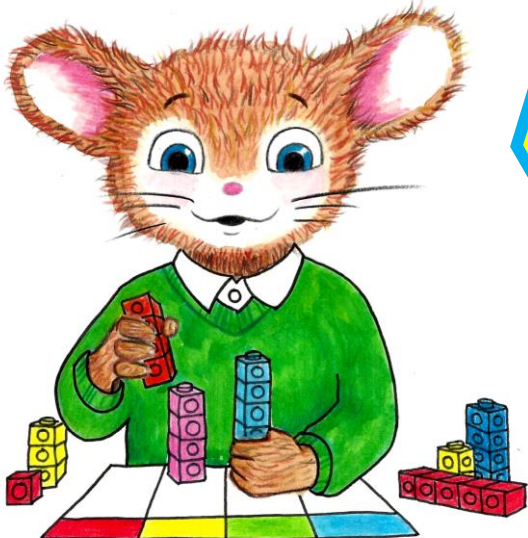
Long Term Plan

Shape

Number Composition

Time

Positional Language



Nursery Overview Small Steps

Autumn

Colours

Red

Blue

Yellow

Green

Purple

Mix of colours

Match

Buttons and colours

Matching towers

Matching shoes

Match number shapes

Pattern handprints – big and small

Sort

Colour

Size

Shape

What do you notice?

Guess the rule

Number 1

Subitising

Counting

Numeral matching

Number 2

Subitising dice pattern

Subitising random pattern

Subitising – different sizes

Counting

Link numeral and amounts

Pattern

Extend AB Colour patterns

Extend AB Outdoor Patterns

AB Movement Patterns

Fix my Pattern

Extend ABC Colour patterns

Extend ABC Outdoor Patterns

National Curriculum Coverage – Autumn

Autumn

Colours Match Sort

EAD 3 – 4 Year Olds: Explore colour and colour mixing

Make comparisons between objects relating to size Complete inset puzzles Compare sizes using gestures and language: 'bigger/little/small' Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat

3 – 4 Year Olds: Make comparisons between objects relating to size Complete inset puzzles Compare sizes using gestures and language: 'bigger/little/small'

Number 1, 2

3 – 4 Year Olds: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). 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 Show 'finger numbers' up to 5. Reception Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5

Pattern

3 – 4 Year Olds: Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.

Nursery Small Steps Spring

Spring

Spring	
Number 3	Consolidation
<i>Subitising Dice Patterns</i>	<i>Subitising</i>
<i>Subitising 3 different patterns</i>	<i>Counting</i>
<i>Subitising</i>	<i>Numerals</i>
<i>Counting 3</i>	Number 6
<i>Numeral 3</i>	<i>Counting 6</i>
<i>Composition of 3</i>	<i>Counting 6 pennies</i>
<i>Recognise triangles</i>	<i>Counting 6 in a tens frame</i>
Number 4	Length, Mass and Capacity
<i>Counting 4</i>	<i>Tall and Short</i>
<i>Numeral 4</i>	<i>Long or Short</i>
<i>Recognise squares and rectangles</i>	<i>Tall/Long or short</i>
<i>Composition of 4</i>	<i>Mass introducing balancing scales</i>
Number 5	<i>Mass lighter</i>
<i>Counting 5</i>	<i>Mass heavier /lighter</i>
<i>Numeral 5</i>	<i>Capacity Full /empty</i>
Recognise pentagons	<i>Capacity nearly full/empty</i>
<i>Composition of 5</i>	<i>Capacity comparing containers</i>
	<i>Consolidation – length mass capacity</i>

National Curriculum Coverage – Spring

Spring

Number 3,4,5 and 6

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Show 'finger numbers' up to 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'). 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. 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'

Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Length, Mass and Capacity

Make comparisons between objects relating to size, length, weight and capacity.

Nursery Overview Small Steps Summer

Summer

Summer			
Sequencing	Comparing Groups	Number	Consolidation
<i>Sequencing a nursery rhyme</i>	<i>Comparing Groups More than</i>	<i>Composition of 3</i>	<i>Shape Patterns</i>
<i>Sequencing a daily rhyme</i>	<i>Comparing Groups Fewer</i>	<i>Composition of 4</i>	<i>More or fewer</i>
<i>Sequencing a story</i>	<i>Comparing Groups – Fewer than and More than</i>	<i>Number Composition</i>	<i>What comes before or after</i>
<i>Position</i>	<i>Shapes</i>	<i>What comes after</i>	<i>Number composition</i>
<i>On and Under</i>	<i>2D shapes Circles</i>	<i>What comes before</i>	
<i>In and out</i>	<i>2D shapes Triangles</i>	<i>Counting to 5</i>	
<i>In front and behind</i>	<i>2D shapes Rectangles</i>	<i>Counting objects to 5</i>	
	<i>3D shapes Cubes and Cuboids</i>	<i>Sequencing numbers to 5</i>	
	<i>3D shapes cylinders</i>	<i>Ordering numbers to 5</i>	
	<i>3D shapes Spheres</i>		
	Consolidation		
	<i>Sequencing</i>		
	<i>Position</i>		
	<i>More than / Fewer</i>		

Summer

Sequencing and Position

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understand position through words alone for example, "The bag is under the table," with no pointing

Comparing Groups

Compare quantities using language: 'more than', 'fewer than'.

Shapes

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'

Number

Explore the composition of numbers to 10.

Recite numbers past 5

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5
Solve real-world mathematical problems with numbers up to 5