

Nursery Mathematics Curriculum

Baseline	Autumn	Spring	Summer
- Beginning to recite numbers to 3. - Beginning to say some number names and sometimes accurately in a sequence. - Beginning to touch and count giving each item 1 number name (not necessarily in the correct order). SSM: - Chooses correct shape to fit through specific shape hole. - Matches colours. - Enjoys filling and emptying containers - Investigates fitting themselves inside and moving through spaces - Becoming familiar with patterns in daily routines - Beginning to arrange items in their own patterns, e.g. lining up toys	✓ Recites numbers to 3. ✓ Beginning to show 'finger numbers' to 3. ✓ Beginning to count objects saying 1 number name for each item. ✓ Confidently gets 1 from a larger group. ✓ Beginning to compare groups of objects saying which has more. SSM: ✓ Beginning to recognise some 2D shapes ✓ Beginning to select shapes appropriately for task. ✓ Continue a simple pattern (1 type classification e.g. red/blue/ big/small etc.	✓ Recites numbers to 5. ✓ Recognises numerals to 3. ✓ Beginning to subitise objects and arrangements. ✓ Beginning to match numeral to quantity to 5. ✓ Beginning to recognise that the last counting number is the total (cardinality). ✓ Shows 'finger numbers' to 3 confidently and beginning to show them to 5. ✓ Confidently counts up to 5 objects with 1-1 correspondence. ✓ Confidently gets 1 and 2 from a larger group. ✓ Compare 2 groups of objects saying which has more/less. SSM: ✓ Select shapes appropriately: flat surfaces for building, a triangle for a roof. ✓ Recognises and names some 2D shapes accurately. ✓ Beginning to compare the weight of 2 objects and notice the differences between them. ✓ Beginning to understand the language of position and direction (on, under, next to, behind, in front of, in between)	✓ Recite numbers to 10. ✓ Recognise numerals to 5. ✓ Subitise up to 3 in any arrangement. ✓ Match numbers and quantities to 5. ✓ Recognise the last counting number is the total (cardinality). ✓ Confidently shows 'finger numbers' up to 5. ✓ Count up to 5 objects with 1-1 correspondence. ✓ Get up to 3 objects out of a large amount. ✓ Find how many altogether by combining 2 groups of objects (up to 5). ✓ Experiment with their own symbols and marks as well as numerals. ✓ Find how many are left over after removing a small amount from a larger amount (up to 5). ✓ Add 1 more to a given amount. ✓ Compare 2 groups of objects saying which has more/less. SSM: ✓ Recognise 2d shapes (circle, square, triangle, rectangle). ✓ Select shapes appropriately: flat surfaces for building, a triangle for a roof, etc. and talk about the shapes and why they have used them. ✓ Compare the weight of 2 objects, identifying which is heavier/lighter. ✓ Compare the volume of capacity, identifying empty and full. ✓ Understand the language of position and direction (on, under, next to, behind, in front of, in between)

At the end of Nursery

Number

- ✓ Recite numbers to 10.
- ✓ Recognise numerals to 5.
- ✓ Subitise up to 3 in any arrangement.
- ✓ Match numbers and quantities to 5.
- ✓ Recognise the last counting number is the total (cardinality).
- ✓ Confidently shows 'finger numbers' up to 5.
- ✓ Count up to 5 objects with 1-1 correspondence.
- ✓ Get up to 3 objects out of a large amount.
- ✓ Find how many altogether by combining 2 groups of objects (up to 5).
- ✓ Experiment with their own symbols and marks as well as numerals.
- ✓ Find how many are left over after removing a small amount from a larger amount (up to 5).
- ✓ Add 1 more to a given amount.
- ✓ Compare 2 groups of objects saying which has more/less.

SSM:

- ✓ Recognise 2d shapes (circle, square, triangle, rectangle).
- ✓ Select shapes appropriately: flat surfaces for building, a triangle for a roof, etc. and talk about the shapes and why they have used them.
- ✓ Compare the lengths of 2 objects identifying which is longer/ shorter.
- ✓ Compare the weight of 2 objects, identifying which is heavier/lighter.
- ✓ Compare the volume of capacity, identifying empty and full.
- ✓ Understand the language of position and direction
(on, under, next to, behind, in front of, in between)
- ✓ Continue a simple pattern (1 type classification eg. red/blue/ big/small etc.