

# Nursery

# Mathematics - Autumn Term



## Knowledge and Skills

To Develop fast recognition of up to 3 objects, without having to count them individually (subitising).

Perceptual and conceptual subitising.

To compare quantities using language 'more than, fewer than, same'.

## Knowledge and Skills

To select shapes appropriately.

To talk about and identify patterns around them.

To extend and create ABAB patterns.

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

## Opportunities

**I do, We do, You do** approach to learning

**Widgit Symbols** to support introducing new vocabulary.

**Concrete resources** (Taken from calculation policy) - counters, natural objects, pictures of collections of amounts, 5 frame, 10 frame, numicon, number track, counting stick. Numerals, dominoes, dot arrangements, Fingers.

**Sentence stems** - to promote high quality reasoning.

**Enabling environment-** Opportunity to apply mathematical skills and thinking through resources in the provision, Adult modelling and high quality questioning to extend learning. rhymes and books to promote mathematical thinking.

## Vocabulary

Subitise, look, observe, explain. predict, amount, groups, total, how many? check, look. sets, decompose, chunk.

sort, Compare, more, less, same. Bigger amount, smaller amount. groups, most, least.

## Vocabulary

Select, build, construct, layer, stack, make, design, create, explore, explain, describe.

Pattern, shape, colour, size, sound, repeat, stripy, spotty, pointy, blobs.

big, small, bigger, smaller, compare, tall, short, large, small, heavy, light, heavier, lighter. weight, length, capacity, full, not full, half full.



# Nursery

# Mathematics - Spring Term



## Knowledge and Skills

To say one number for each item in order 1,2,3,4,5.

To show finger numbers up to 5.

To know that the last number reached when counting in a small set of objects tells you how many there are in total. (cardinal principle.)

To compare quantities using language 'more than and fewer than'

## Knowledge and Skills

To talk about and explore 2D shapes using informal language.

To make comparisons between objects relating to length.

To select shapes appropriately.

To notice and correct an error in a repeating pattern.



## Opportunities

**I do, We do, You do** approach to learning

**Widgit Symbols** to support introducing new vocabulary.

**Concrete resources** (Taken from calculation policy) - counters, natural objects, pictures of collections of amounts, 5 frame, 10 frame, numicon, number track, counting stick. Numerals, dominoes, dot arrangements, Fingers.

**Sentence stems** - to promote high quality reasoning.

**Enabling environment-** Opportunity to apply mathematical skills and thinking through resources in the provision, Adult modelling and high quality questioning to extend learning. rhymes and books to promote mathematical thinking.

## Vocabulary

Zero, one, two, three, four, five. how many, count up, count on, count back. how many have i got? how many have i got left? show me, total, group, amount.

More, fewer, amount, total, same, equal.

## Vocabulary

2D, flat shapes. circle, triangle, square, rectangle, corners, straight, flat, round. Same, different, sharp corner, pointy, curvy.

length, long, short, longer, shorter, longest, shortest. distance, travel.

Pattern, repeat, look, check, change, correct, shape, size, colour, pattern.

# Nursery

# Mathematics - Summer Term



## Knowledge and Skills

To recite numbers past 5.  
To know that the last number reached when counting in a small set of objects tells you how many there are in total. (cardinal principle.)  
To link numerals and amounts.  
To experiment with their own symbols and marks as well as numerals.  
To solve real world mathematical problems with numbers to 5.

## Knowledge and Skills

To talk about and explore 3D shapes.  
To understand position through words alone.  
To describe a familiar route.  
To discuss routes and locations, using words like in front of and behind.  
To combine shapes to make new ones.  
to begin to describe a sequence of events, real or fictional, using words such as first, then.  
To make comparisons between objects- Capacity, Weight

## Opportunities

**I do, We do, You do** approach to learning

**Widgit Symbols** to support introducing new vocabulary.

**Concrete resources** (Taken from calculation policy) - counters, natural objects, pictures of collections of amounts, 5 frame, 10 frame, numicon, number track, counting stick. Numerals, dominoes, dot arrangements, Fingers.

**Sentence stems** - to promote high quality reasoning.

**Enabling environment-** Opportunity to apply mathematical skills and thinking through resources in the provision, Adult modelling and high quality questioning to extend learning. rhymes and books to promote mathematical thinking.

## Vocabulary

subitise, count forwards, count backwards, represent, record, how many, match, amount, same, different, number, mark make, sequence, solve, show me.

## Vocabulary

3d, object, cube, cuboid, cylinder, cone, sphere, pyramid, shar corner, pointy, curvy, edge, flat, round. circle, square, triangle, stack, slide, roll, build, join, combine, create.

Sequence, morning, afternoon, evening, day, night, before, after, today, tomorrow, now, next, later.

First, then, next, after, finally, order, sequence.

In, on, under, up, down, besides, between.

Heavy, light, heavier, lighter, heaviest, lightest.

Full, empty, half full, nearly full, nearly empty, container.