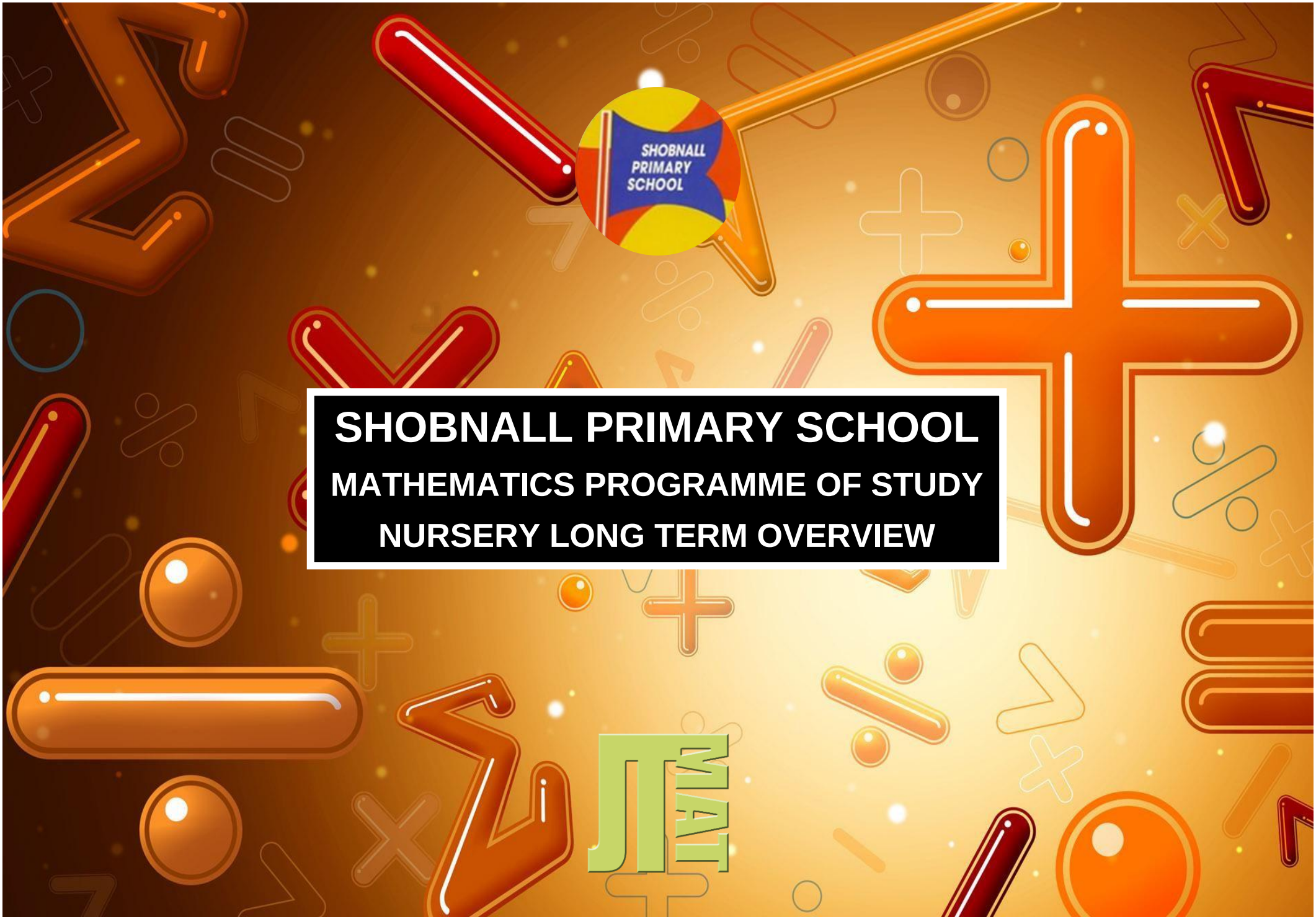

SHOBNALL PRIMARY SCHOOL

MATHEMATICS PROGRAMME OF STUDY

NURSERY LONG TERM OVERVIEW

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KEY: NUMBER 40 – 60+ MONTHS, SHAPE, SPACE AND MEASURE 40-60+ MONTHS, NUMBER 30-50 MONTHS and SHAPE, SPACE AND MEASURE 30-50 MONTHS

AUTUMN TERM, SPRING TERM and SUMMER TERM

Week	Unit	Discover & share	Practical activity	Continuous provision	EYFS Skills:
1	***Baseline***	*Rote counting, number and shape recognition and 1-1 counting.*	*Centred on the children's interests.*	*Centred on the children's interests.*	
2	***Baseline***	*Rote counting, number and shape recognition and 1-1 counting.*	*Centred on the children's interests.*	*Centred on the children's interests.*	
3	***Baseline***	*Rote counting, number and shape recognition and 1-1 counting.* *V1- 'How to Count' Numberblocks*	*Centred on the children's interests.*	*Centred on the children's interests.*	
4	**Counting rhymes**				Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.
5	**Counting rhymes**				Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10.
6	**Counting to 1**	The oneness of one *V1-'One' Numberblocks*	Introduce the five frame		Sometimes matches numeral and quantity correctly. Shows an interest in numerals in the environment. Shows an interest in representing numbers.
7	**Counting to 1**	Recognition of one			Recognise some numerals of personal significance. Recognises numerals 1 to 5. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
8	**Counting to 2**	Introduction to the number 2 2 is one more than 1 *V1-'Another one' Numberblocks*	Introduce the five frame	Two little dickie birds	Sometimes matches numeral and quantity correctly. Shows an interest in numerals in the environment.

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					Shows an interest in representing numbers.
9	**My Day**	Anticipate specific time based events such as mealtimes or home time.			Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways
10	**Counting to 2**	Counting to 2 The 'twoness' of 2 *V1-'Two' Numberblocks*			Recognise some numerals of personal significance. Recognises numerals 1 to 5. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
11	**Counting to 3**	Introduction to the number 3 3 is one more than 2 *V1-' 'Three' Numberblocks*	Introduce the five frame	Triangle activities looking at vertices. Three blind mice	Sometimes matches numeral and quantity correctly. Shows an interest in numerals in the environment. Shows an interest in representing numbers.
12	**Counting to three**	Counting up to 3 3 is made up of 2 and 1 *V1-'One, Two, Three!' Numberblocks*	Introduce the part-whole model and using numicon.		Recognise some numerals of personal significance. Recognises numerals 1 to 5. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
1	**Comparing numbers**	Comparing numbers 1,2 and 3 – 'bigger' and 'smaller' *V1- 'One, Two, Three!' Numberblocks*			Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. Uses the language of 'more' and 'fewer' to compare two sets of objects.
2	**Ordering numbers**	Ordering numbers 1 to 3 *V1- 'One, Two, Three!' Numberblocks*			Uses some number names and number language spontaneously.

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					Uses some number names accurately in play. Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly. Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
3	**Counting to 4**	4 is one more than 3 Counting to 4 The structure of 4 as a square number *V1- 'Four' Numberblocks*		Square looking at vertices. Hickory, Dickory Dock	
4	**Counting to 4**	Recognition of 4 items without counting (subitising) *V1- 'Four' Numberblocks*			Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Says the number that is one more than a given number. Records, using marks that they can interpret and explain.
5	**Counting to 4**	Counting to 4 Adding 1s *V1- 'Three Little Pigs' Numberblocks*		Rectangle looking at vertices.	Uses some number names and number language spontaneously. Uses some number names accurately in play. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures.

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AUTUMN TERM, SPRING TERM and SUMMER TERM

					Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.
6	**Counting to 5**	Meet 5 5 is one more than 4 *V1- 'Five' Numberblocks*		One elephant went to play	Uses some number names and number language spontaneously. Shows curiosity about numbers by offering comments or asking questions. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.
7	**Counting to 5**	Counting to 5 Recognition of 5 items without counting (subitising) *V1- 'Five' Numberblocks*			Uses some number names accurately in play. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly.
8	**Counting to 5**	Counting to 5 Line up 1 to 5 in order Identify missing numbers within a 1 to 5 line-up *V1- 'Off We Go' Numberblocks*			Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Says the number that is one more than a given number.

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					Records, using marks that they can interpret and explain.
9	**Cardinality and stable order counting**	**One to one correspondence** – match one number name to each item to be counted **Cardinality** – the last number in the count is the total size of the group **Stable order** – say the number names in the correct order *V1- 'How to Count' Numberblocks*			Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
10	**Spatial awareness**	Using positional language to describe the position of items			Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Can describe their relative position such as 'behind' or 'next to'.
11	**3D shapes**	Describing 3D shapes			Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.

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12	**2D shapes**	Describing 2D shapes *V4-'Flatland' Numberblocks*			Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.
1	**Making a simple patterns**	Exploring simple patterns with objects Building with blocks and exploring space and pattern *V3-'Building blocks' and V4-'Pattern Palace' Numberblocks*			Shows an interest in shape and space by playing with shapes or making arrangements with objects Uses shapes appropriately for tasks. Uses familiar objects and common shapes to create and recreate patterns and build models.
2	**Beginning to represent numbers in different ways**	Subitising numbers 1 to 5 Different ways of arranging blocks to 5 Conservation of number – different arrangement of blocks but the number remains the same *V1- 'Stampolines' Numberblocks*			Uses some number names and number language spontaneously. Uses some number names accurately in play. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in representing numbers. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them.

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3	**Beginning to represent numbers in different ways**	Composition of numbers 1 to 5 Introduction to the 'part-part-whole' structure of number Partitioning a whole number into parts Conservation of number – a number can be partitioned but the whole (total) remains the same *V1- 'The Whole of Me' Numberblocks*	Part-whole model reintroduced and five frame combinations		Uses some number names and number language spontaneously. Uses some number names accurately in play. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in representing numbers. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them.
4	**Different ways to make 4**	The number of a group can be changed by adding to it or taking from it. Addition and subtraction of 1 Number bonds to 5 *V1- 'Holes' Numberblocks*			Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in representing numbers. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. Recognises numerals 1 to 5.
5	**Different ways to make 5**	Addition and subtraction of numbers to 5 Number bonds to 5			Shows curiosity about numbers by offering comments or asking questions.

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		V1- 'Hide and Seek' Numberblocks			Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in representing numbers. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. Recognises numerals 1 to 5.
6	**One less**	Introducing the concept of zero Zero is one less than 1 and an absence of something *V3 -'Zero' Numberblocks*			Uses some number names accurately in play. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects.
7	**Counting to 6**	Counting (1 to 6) Subitising (dice patterns).			Uses some number names and number language spontaneously.

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		V2- 'Six' and 'Counting sheep' Numberblocks			Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Shows an interest in representing numbers. Recognise some numerals of personal significance. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Finds the total number of items in two groups by counting all of them.
8	**Counting to 7**	7 is one more than 6 Counting (1 to 7). *V2- 'Seven' Numberblocks*			Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Shows an interest in representing numbers. Recognise some numerals of personal significance. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10.

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					Finds the total number of items in two groups by counting all of them.
9	**Counting to 8**	Counting (1 to 8) 8 is one more than 7 Subitising (8). *V2- 'Eight' Numberblocks*			Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Shows an interest in representing numbers. Recognise some numerals of personal significance. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Finds the total number of items in two groups by counting all of them.
10	**Counting to 9**	Counting (1 to 9) The structure of square numbers (4 and 9) Partitioning and combining 9. *V2- 'Nine' Numberblocks*			Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Shows an interest in representing numbers. Recognise some numerals of personal significance.

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					Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Finds the total number of items in two groups by counting all of them.
11	**Counting to 10**	Counting (1 to 10) 10 ones are equivalent to one 10. *V2- 'Ten' Numberblocks*			Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Shows an interest in representing numbers. Recognise some numerals of personal significance. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Finds the total number of items in two groups by counting all of them.
12	**Counting down 10 to 1**	Subtracting 1 Counting (1 to 10) Counting down 10 to 1 *V2- 'Ten Green Bottles' Numberblocks*			Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Shows curiosity about numbers by offering comments or asking questions. Shows an interest in number problems. Realises not only objects, but anything can be counted, including steps, claps or jumps.

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					Counts objects to 10, and beginning to count beyond 10.