



SHOBNALL PRIMARY & NURSERY SCHOOL

MATHEMATICS PROGRAMME OF STUDY

NURSERY LONG TERM OVERVIEW



NURSERY MATHEMATICS LONG TERM OVERVIEW

AUTUMN TERM, SPRING TERM and SUMMER TERM

Week	Unit	Lesson titles	Domain
1	More than, fewer than, same (Comparison 1)	Step 1- Collect objects to compare amounts	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> Compare quantities using language: 'more than', 'fewer than'.
		Step 2- Make simple comparisons of amounts	
		Step 3 – Look for collections of large and small amounts	
		Step 4 – Compare and talk about large and small amounts	
2		Step 5 – Make large and small collections	
		Step 6 – Make collections the same	
3	Explore and build with shapes and objects (shape, space and measure 1)	Step 1- Explore and play with shapes	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes.
		Step 2- Show interest in simple differences between shapes	
		Step 3 - Put shapes and blocks into position	
		Step 4- Select shapes for a reason	
		Step 5- Begin to explore and describe natural shapes and objects	
		Step 6 - Find and collect objects for a purpose	
4	Explore repeats (Pattern 1)	Step 1- Listen to repeats in songs and stories	Development Matters – Birth to three <ul style="list-style-type: none"> Notice patterns and arrange things in patterns.
		Step 2- Start to join in songs with repeats	
		Step 3- Start to join in with repeats from stories	
		Step 4- Clap along to songs	
5		Step 5- Make line patterns with own sequences	
		Step 6- Choose blocks to build roads and towers	
6	Hear and say number names (Counting 1)	Step 1- Hear some number names	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> Recite numbers past 5.
		Step 2- Join in saying some number names	
		Step 3- Model saying number names in order	
		Step 4- Practise saying number names in order	
		Step 5- Join in stable order counting forwards	
		Step 6 – Join in stable order counting backwards	
7	Begin to order number names (Counting 2)	Step 1- Model saying 1, 2 and 3 in play	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> Recite numbers past 5.
		Step 2- Copy the sequence of 1, 2 and 3	
		Step 3- Copy fingers to represent 1, 2 and 3	
		Step 4- Begin to count actions	
		Step 5- Say number names in order	

NURSERY MATHEMATICS LONG TERM OVERVIEW

AUTUMN TERM, SPRING TERM and SUMMER TERM

8	I see 1, 2, 3 (Subitising 1)	Step 6- Begin to recognise that anything can be counted	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
		Step 1- Notice images in books	
		Step 2- Respond to "I see 1, 2, 3"	
		Step 3- Recognise "I see 1, 2, 3"	
		Step 4- Copy "I see 1, 2, 3"	
		Step 5- Point to 1, 2, 3	
9		Step 6- Recognise 1, 2,3 in well-known tales	
10	Join in with repeats (Pattern 2)	Step 1-Join in with repeated actions in songs	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> Understand position through words alone – for example, "The bag is under the table," – with no pointing.
		Step 2- Join in with repeats in songs and stories	
		Step 3- Sing some refrains independently	
		Step 4- Have a sense of daily routines	
		Step 5- Say what happens next	
		Step 6 – Make arrangements in art	
11			
12	Explore position and space (Shape, space and measure 2)	Step 1- Respond to simple language of position	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> Understand position through words alone – for example, "The bag is under the table," – with no pointing.
		Step 2- Arrange blocks in a chosen position	
		Step 3 – Select shapes for a space	
		Step 4 – Recognise when 2 objects are the same shape	
		Step 5 – Explore and describe shapes and objects	
		Step 6 – Sort shapes and objects into simple categories	
1	Show me 1, 2, 3 (Subitising 2)	Step 1- Copy fingers to show 1	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5.
		Step 2- Copy fingers to show 2	
		Step 3 – Copy fingers o show 3	
		Step 4 – Show 1 finger when seeing 1 item in stories	
		Step 5 – Show 2 or 3 fingers when seeing 2 or 3 in stories	
		Step 6 – Show 1, 2, 3 on fingers when asked	
2			
3	Move and label 1, 2, 3 (Counting 3)	Step 1 – Make actions when saying counting words	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> Say one number for each item in order: 1, 2, 3, 4, 5. 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.
		Step 2 – Move fingers when saying counting words	
		Step 3 – Count out up to 3 objects from rhymes	
		Step 4 – Notice number symbols as labels	
		Step 5 – Label amounts as 1 and not 1	
		Step 6 – Label amounts as 1, 2 or 3	
		Step 1 – Explore shape resources	Development Matters – 3 and 4-year-olds

Step 6-

NURSERY MATHEMATICS LONG TERM OVERVIEW

AUTUMN TERM, SPRING TERM and SUMMER TERM

4	Explore position and routes (Shape, space and measure 3)	Step 2 – Explore more complex inset jigsaws	<ul style="list-style-type: none"> Discuss routes and locations, using words like 'in front of' and 'behind'.
		Step 3 – Talk about simple positions	
		Step 4 – Move into simple positions	
5		Step 5 - Move through positions	
		Step 6 - Follow simple small-world routes	
	Explore own first patterns (Pattern 3)	Step 1 – Explain simple pattern arrangement	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
		Step 2 – Make roads and bridges with intent	
		Step 3 – Choose blocks to copy simple creations	
6		Step 4 – Make simple line patterns with objects	
		Step 5 – Make simple pattern arrangements	
		Step 6 - Show an interest in patterns and shapes	
7	Take and give 1, 2, 3 (Counting 4)	Step 1 – Choose a group to count	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> 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').
		Step 2 -Take out 2 from a group	
		Step 3 – Take out 3 from a group	
		Step 4 – Give others 2 items	
8		Step 5 - Give others 3 items	
		Step 6 – Count 3 objects with one-to-one correspondence	
	Match, talk, push and pull (Shape, space and measure 4)	Step 1 – Match simple shapes	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> 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. Describe a familiar route.
		Step 2 – Push some shapes and blocks together	
		Step 3 – Make simple arrangements	
9		Step 4 – Talk about arrangements	
		Step 5 – Follow simple routes outside	
		Step 6 – Follow toys around a simple route	
10	Talk about dots (Subitising 3)	Step 1 – Become familiar with dot patterns	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5.
		Step 2 – Say when there is 1 dot	
		Step 3 – Say where there are 2 dots	
		Step 4 – Recognise 1 and 2 different arrangements	
11		Step 5 – Say when there are 3 dots	
		Step 6 – Recognise 1, 2 and 3 in different arrangements	
		Step 1 – Notice when two collections are the same	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> Compare quantities using language: 'more than', 'fewer than'.
		Step 2 – Make collections of small objects the same	
		Step 3 – Make collections of large objects the same	

NURSERY MATHEMATICS LONG TERM OVERVIEW

AUTUMN TERM, SPRING TERM and SUMMER TERM

12	Compare and sort collections (Comparison 2)	Step 4 - Recognise two collections are the same using large and small objects Step 5 – Make collections the same using large and small objects Step 6 – Sort and talk about their collections	
1	Lead on own repeats (Pattern 4)	Step 1 – join in fully with sequence and songs	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
		Step 2 – sings rhymes independently	
		Step 3 – Lead sequences and songs	
		Step 4 – Read on in familiar repeating stories	
2		Step 5 – Copy art-based simple patterns	
		Step 6 – Explore own line and repeating patterns in art	
	Starting to puzzle (Shape, space and measure 5)	Step 1 – Complete shape-match puzzles	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> 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'. Discuss routes and locations, using words like 'in front of' and 'behind'.
		Step 2 – Complete simple jigsaws	
		Step 3 – Match objects to pictures	
3		Step 4 – Match objects to shadows	
		Step 5 – Explore objects and small world from different positions	
		Step 6 – Make simple routes in small world with lines and curves	
4	Making patterns together (Pattern 5)	Step 1 – Sing their own songs independently	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> Talk about and identify 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.
		Step 2 – Clap in time to a beat	
		Step 3 – Make and talk about movement patterns	
		Step 4 – Talk about objects in patterns and arrangements	
5		Step 5 – Copy AB patterns with support	
		Step 6 – Continue AB patterns with support	
	Make games and actions (Subitising 4)	Step 1 – Make dot patterns	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5.
		Step 2 – Be introduced to subitising games	
		Step 3 – Play subitising games	
6		Step 4 – Copy sets of sounds	
		Step 5 – Listen to and represent sounds with fingers	
		Step 6 – Listen to and represent sounds with resources	
7	Show me 5 (Counting 5)	Step 1 – Sing rhymes to 5 and join in with movements Step 2 – Move props to 5 Step 3 – Move props back from 5	Development Matters – 3 and 4-year-olds

NURSERY MATHEMATICS LONG TERM OVERVIEW

AUTUMN TERM, SPRING TERM and SUMMER TERM

8		Step 4 – Show fingers to 5	<ul style="list-style-type: none"> 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.
		Step 5 – Begin to count 5 object with one-to-one correspondence	
		Step 6 – Match numerals to quantities when acing out songs	
9	My own pattern (Pattern 6)	Step 1 – Continue AB patterns	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
		Step 2 – Create their own AB patterns	
		Step 3 - Notice an error in a pattern	
		Step 4 – Build constructions with simple enclosures	
		Step 5 – Copy simple repeated constructions	
		Step 6 – Begin to sequence some events	
10	Stop at 1, 2, 3, 4,5 (Counting 6)	Step 1 – Count out up to 5 objects from a larger group	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> 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. Experiment with their own symbols and marks as well as numerals.
		Step 2 – Explore counting to 5 in different ways	
		Step 3- Verbally count to a given number	
		Step 4 – Label objects with numerals	
		Step 5 – Independently show fingers to 5	
		Step 6 – Begin to make marks to represent quantities	
11	Match, sort, compare (Comparison 3)	Step 1 – Compare up to 5 different objects	Development Matters – 3 and 4-year-olds <ul style="list-style-type: none"> Compare quantities using language: 'more than', 'fewer than'.
		Step 2 – Compare by matching	
		Step 3 – Make the same set by matching	
		Step 4 – Match by type	
		Step 5 – Recognise attributes of objects	
		Step 6 – Begin to sort some objects to a type	
12			