Nursery - Yearly Overview

Main focus for term

Autumn (15 weeks)	Induction	*Fast recognition of up to 3 objects, without having to count them individually (subitising). *Recite numbers past 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). *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.		*Talk about and explore 2D shapes (for example circles, rectangles and triangles) using informal and mathematical language: 'sides', 'corners', 'straight'.		*Select shapes appropriately: flat surfaces for building, a rectangular prism for a roof etc. *Combine shapes to make new ones- an arch, a bigger triangle etc.
Spring (12 weeks)	*Fast recognition of up to 3 objects, without having to count them individually (subitising). *Recite numbers past 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). *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.	*Experiment with their own symbols and marks as well as numerals. *Solve real world mathematical problems with numbers up to 5. *Compare quantities using language: 'more than', 'fewer than'.	*Talk about and explore 2D shapes (for example circles, rectangles and triangles) using informal and mathematical language: 'sides', 'corners', 'straight'.	*Understand position through words alone- for example, "The bag is under the table."- with no pointing.	*Describe a familiar route. *Discuss routes and locations, using words like 'in front of' and 'behind'.	
Summer (12 weeks)	*Fast recognition of up to 3 objects, without having to count them individually (subitising). *Recite numbers past 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). *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.	*Experiment with their own symbols and marks as well as numerals. *Solve real world mathematical problems with numbers up to 5. *Compare quantities using language: 'more than', 'fewer than'.	*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'.	*Make comparisons between objects relating to size, length, weight and capacity.	*Talk about and identifies the 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. *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'.	