



Maths Long Term Plan – Nursery

Shine Brightly

| | Autumn 1 All about me Autumn | Autumn 2 Celebrations Food | Spring 1 Winter People who help us | Spring 2 We love reading | Summer 1 New Life | Summer 2 The Seaside Summer |
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| | EYFS Development Matters Statements Birth to Three <ul style="list-style-type: none"> • Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns. | | | | | |
| Squirrels 2- 3 year olds | Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Climb and squeeze themselves into different types of spaces. Build with a range of resources. | | Take part in finger rhymes with numbers. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. | | React to changes of amount in a group of up to three items. Notice patterns and arrange things in patterns. Basic 2D shapes- circle, triangle, rectangle, square Compare amounts, saying 'lots', 'more' or 'same'. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Rote count to 5 Begin to recognise numerals 0-5. | |

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| | EYFS Development Matters Statements Children in Reception Count objects, actions and sounds. <ul style="list-style-type: none"> • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity | | | | | |
| Owls Pre-school room 3-4 year olds | Number rhymes Eg. 1,2,3,4,5 once I caught a fish alive. Counting to five using fingers. Recite numbers to 10. Introduce cardinal principle. Introduce and focus on numbers 0, 1 and 2. Subitising objects for the amounts of 0,1 and 2. Introduce positional language up and down | Continue number rhymes. Recite numbers to 10. Introduce and focus on numbers 3 and 4. Subitising objects for the amounts of 0,1,2, 3 and 4. 2d and 3d shapes – link with Christmas shapes eg. Triangles, baubles. Introduce positional language in, on – link with cooking. | Recite numbers to 10 (and beyond). Introduce and focus on number 5. Subitising objects for the amounts of 0,1,2,3,4 and 5. Compare quantities using language: 'more than', 'fewer than'. Introduce positional language under, beside, between – link to traditional tales – eg. put the troll under the bridge. | Recite numbers to 10 (and beyond). Matching numerals to amounts 0-5. Subitising objects for the amounts of 0,1,2,3,4 and 5. Make comparisons between objects relating to length – caterpillars. Repeating patterns. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' – life cycles. | Matching numerals to amounts 0-5. (use resources in environment eg. 5 pencils in pot). 2d and 3d shapes – link with construction and building blocks. Obstacle courses – link with journeys. Describe the route using key vocab eg. Under. | Recite numbers to 10 (and beyond). Matching numerals to amounts 0-5. (use resources in environment eg. 5 pencils in pot). Solve real world mathematical problems with numbers up to 5. Make comparisons between objects relating to capacity. Describe a sequence of events, real or fictional, using words such as 'first', 'then...' – link with stories. Experiment with their own symbols and marks as well as numerals. |

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| | – active songs/ movement. | Recognising patterns – link with celebrations and decorations. | Make comparisons between objects relating to size. | | Read stories about journeys and recap what happened and the routes taken. Make comparisons between objects relating to weight. | |
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