

Maths Long Term Plan – Nursery

Shine Brightly

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
	All about me	Celebrations	Winter	We love reading	New Life	The Seaside			
	Autumn	Food	People who help			Summer			
			us						
	EYFS Development Matters Statements Birth to Three								
	 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	Combine objects like stace	cking blocks and	Take part in finger rhymes with numbers.		React to changes of amount in a group of up to				
2- 3 year olds	cups. Put objects inside c	thers and take them			three items.				
	out again.		Develop counting-like	e behaviour, such as					
			making sounds, pointing or saying some numbers in sequence.		Notice patterns and arrange things in patterns.				
	Climb and squeeze them	selves into different			'	0 0 1			
	types of spaces.	serves into uniterent	Transcro in sequence		Basic 2D shapes- circle, triangle, rectangle, square				
	types of spaces.		Consideration to		basic 2D shapes- chicle, thangle, rectangle, square				
	Complete inset puzzles.								
	Build with a range of resources.		Compare amounts, saying 'lots', 'more' or 'same'.						
			Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller',						
					Count in everyday contexts, sometimes skipping				
			'high/low', 'tall', 'heavy'.		numbers - '1-2-3-5.'				
					Rote count to 5	Begin to recognise numerals 0-5.			

	TVTC Development Metters St	stamonts Children in Dage	-tion						
	EYFS Development Matters Statements Children in Reception Count objects, actions and sounds.								
	• 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 and process reposition patterns.								
	 Continue, copy and create repeating patterns. Compare length, weight and capacity 								
Owls	Number rhymes	Continue number	Recite numbers to	Recite numbers to 10	Matching	Recite numbers to 10 (and			
Pre-school	Eg. 1,2,3,4,5 once I	rhymes.	10 (and beyond).	(and beyond).	numerals to	beyond).			
room	caught a fish alive.	Titgites.	Introduce and focus	Matching numerals to	amounts 0-5.	Matching numerals to amounts			
	caught a jish alive.	D:	on number 5.			0-5. (use resources in			
3-4 year olds		Recite numbers to	on number 5.	amounts 0-5.	(use resources in				
	Counting to five using	10.	6 1		environment eg.	environment eg. 5 pencils in			
	fingers.		Subitising objects	Subitising objects for	5 pencils in pot).	pot).			
		Introduce and focus	for the amounts of	the amounts of					
	Recite numbers to 10.	on numbers 3 and	0,1,2,3,4 and 5.	0,1,2,3,4 and 5.	2d and 3d	Solve real world mathematical			
		4.			shapes — link	problems with numbers up to 5.			
	Introduce cardinal		Compare quantities	Make comparisons	with	·			
	principle.	Subitising objects	using language:	between objects	construction and	Make comparisons between			
	' '	for the amounts of	'more than', 'fewer	relating to length –	building blocks.	objects relating to capacity.			
	Introduce and focus on	0,1,2, 3 and 4.	than'.	caterpillars.	bananty brocks.	objects retaining to capacity.			
	numbers 0, 1 and 2.	0,1,2, 5 and 4.	citait.	eaterpillars.	Obstacle courses	Describe a sequence of events,			
	italitbers 0, 1 alta 2.	2d and 3d shapes —	Introduce positional	Depositing nattorns	- link with	real or fictional, using words			
	Contratation and the same form			Repeating patterns.		, ,			
	Subitising objects for	link with Christmas	language under,	D	journeys.	such as 'first', 'then'- link with			
	the amounts of 0,1 and	shapes eg.	beside, between –	Begin to describe a	Describe the	stories.			
	2.	Triangles, baubles.	link to traditional	sequence of events,	route using key				
			tales — eg. put the	real or fictional, using	vocab eg.	Experiment with their own			
	Introduce positional	Introduce positional	troll under the	words such as 'first',	Under.	symbols and marks as well as			
	language up and down	language in, on –	bridge.	'then' — life cycles.		numerals.			
		link with cooking.							

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