Squirrels Maths Overview **Shine Brightly**

In line with Birth to 5 Matters and White Rose Nursery maths scheme.

Autumn Term	Spring Term	Summer Term
Birth to 5 Matters **Spatial Awareness** Explores space when they are free to move, roll and stretch Explores space around them and engages with position and direction, such as pointing to where they would like to go Enjoys filling and emptying containers Investigates fitting themselves inside and moving through spaces Move their bodies and toys around objects and explore fitting into spaces **Shape** Beginning to put objects of similar shapes inside others and take them out again Stacks objects using flat surfaces Responds to changes of shape Attempts, sometimes successfully, to match shapes with spaces on inset puzzles Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles Beginning to select a shape for a specific space Enjoys using blocks to create their own simple structures and arrangements	**Birth to 5 Matters** **Number** Reacts to changes of amount when those amounts are significant (more than double) May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers **Shape** Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles Chooses puzzle pieces and tries to fit them in **Measures** Shows an interest in size and weight Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram Explores differences in size, length, weight and capacity **Counting** Says some counting words May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence Begins to say numbers in order, some of which are in the right order (ordinality) **Cardinality** Uses number words, like one or two and sometimes responds accurately when asked to give one or two things Beginning to notice numerals Beginning to count on their fingers	**Birth to 5 Matters** **Comparisons** Responds to words like lots or more Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' **Pattern** Becoming familiar with patterns in daily routines Joins in with and predicts what comes next in a story or rhyme Beginning to arrange items in their own patterns, e.g. lining up toys Joins in and anticipates repeated sound and action patterns Is interested in what happens next using the pattern of everyday routines **Shape** Recognises that two objects have the same shape Makes simple constructions **Counting** Begins to say numbers in order, some of which are in the right order (ordinality) **Cardinality** Uses number words, like one or two and sometimes responds accurately when asked to give one or two things Beginning to notice numerals Beginning to count on their fingers
Books to support-	**Books to support-** Goldilocks and the three bears, The best bug parade, Billy Goats gruff, Where's spot, 5 Little Dinosaurs, Bears in bed, The Hungry caterpillar	**Books to support-** Shapes, Gruffalo, One Ted falls out of bed, Six chicks, Three Little pigs, 5 little dinosaurs, 1,2,3 do the dinosaur.