

St George's Central CE Primary School and Nursery

Subject Overview for Maths: Nursery (3 – 4 year olds)

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

By the end of the Autumn Term	By the end of the Spring Term	By the end of the Summer Term
*Say number names in order to 5. *Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2. *Take 1 or 2 objects from a larger group. *Subitise to 2. *In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. *Explores and adds to simple linear patterns of two repeating items. *Begins to respond to and uses language of position and direction.	*Say number names in order to 10. *Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2 and 3. *Take 3 objects from a larger group. *Subitise to 3. *Separates 3 in different ways and knows it's still 3. *In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. *Extends and copies linear patterns with 2 or 3 repeating items. *Responds to and uses language of position and direction. *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.	*Says number names in order, to 10 and beyond. *Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2, 3, 4, 5 (and beyond). *Take five objects from a larger group. *Links the numeral with the count up to 5 (and beyond). *Subitise to 4. *Separates 4 in different ways and knows it's still 4. *In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of three items. *Extends and copies linear or circular patterns with 2 or 3 repeating items. *Responds to and uses language of position and direction including following and giving directions. *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'.

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12