



Nursery Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Ourselves!	Colour and Light!	Houses and Homes!	Growth!	Minibeasts!	Transport / Journeys!
Maths	<p>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.</p>					
<p><i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."</i> - Shakuntala Devi</p> <p><i>Mathematics Mastery</i></p>	<p>Weekly focused activities counting objects/jumps etc. both indoors and outdoors Point to small groups of 2 or 3 objects "Look there are 2" Encourage children to make marks to represent quantities during play Teach a bank of number rhymes Count each day to 10 using fingers, use a variety of voices to maintain interest Count things and then repeat the last number e.g 1,2,3 - 3 cars Focus on a shape each week to develop language through other areas of learning Provide opportunities for children to measure length and height and compare each other using the language of size Use a visual timetable to mark out the school day using first, then, next and after Use the large wooden shapes outdoors to make buildings etc. choose correct shapes to carry out plan</p>	<p>Weekly focused activities encouraging children to experiment with symbols and marks representing ideas and number Subitise numbers to 3 Continue to count daily, reciting numbers past 5 Count when playing hide and seek, rocket launch countdowns Use numbers in the learning environment such as bikes and how many can play here Use everyday words to describe position (link to Elmer and real life) Shape of the week, 2D shapes Talk with children about everyday ways of comparing capacity and weight, use sand and water to reinforce Discuss mathematical ideas throughout the day both indoors and outdoors such as, at snack time, in role play and in the construction area Use visual timetable to ask questions such as, what do we need to do before home time Provide patterns from different cultures to stimulate discussion</p>	<p>Regularly say the counting sequence in a variety of playful contexts both indoors and outdoors One to one correspondence when counting up to 5 encourage to cross fine motor skills activities, bikes in parking bays and setting the table for tea etc. Introduce part, part, whole as a way of understanding the conservation of number Build houses from different 2D and 3D shapes using accurate mathematical language Use the stories told to reinforce the language of size and include changes in size e.g the growth of the beanstalk Collect pictures that illustrate the use of patterns and use informal language to discuss Provide a range of natural and everyday objects for children to play with freely to make patterns Engage children in following and inventing movement and music patterns such as clap, clap, stamp</p>	<p>Continuous provision baskets counting seeds into flower pots (matching numeral to quantity), counting money into purses (reciting numbers in order to 10) Writing boards with mark making sheets to encourage representation of number Encourage children to show finger numbers up to 5 Continue counting rhymes at carpet time Encourage children to record how many of an activity they completed such as, baskets in a hoop etc. Did your friend get more or less than you - more than, fewer than language Use shapes to make different patterns such as, flowers, arches and bigger triangles Use Titch to reinforce the language of size and ordering items by length and height Go on a shape hunt outside take photos of different shapes and label Describe the objects that they find on their shape hunt using mathematical language</p>	<p>Daily number songs using fingers to represent numbers Use part, part, whole each day after the register Separate groups of minibeasts in different ways teaching the children that the total is still the same Play board games to encourage one to one correspondences Set up an obstacle course etc. and ask children to describe the route and give directions to one another Use spatial words when playing and retelling stories e.g Three Billy Goats Gruff and Rosie's Walk Create pictures of minibeasts using shapes Use small world and outdoor play to develop positional language Use repeating patterns on minibeasts and recognise errors in repeating patterns Use train tracks and water flowing challenges for the children to play freely with Weigh different objects and compare their weight using language such as, heavier, lighter and equal</p>	<p>Use the talking pegs outside to encourage number challenges e.g can you jump 3 times Find different ways to record the number of trains that pass school Ask children to add numbers to doors, label aprons etc. to make the nursery number rich Add numicon shapes and 5 frames to areas to encourage links between numerals and sets of objects Use part, part, whole consistently Cooking sessions and outdoor play reinforce weighing Number problems in roleplay e.g how many airplane tickets do we need Use mathematical language to describe 2D and 3D shapes Use shapes to build different vehicles Take children out to shops or the park, recall the route and order of things seen on the way</p>