

Yearly overview

The yearly overview provides an at-a-glance progression of the mathematical areas and concepts throughout the nursery scheme. The 24 blocks can be accessed at any stage of children starting nursery. Timings are flexible to allow you to start the progression where developmentally appropriate as well as with children starting nursery in different intakes through the year or longer.

Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3
Pattern 2	Shape, space and measure 2	Subitising 2	Counting 3	Shape, space and measure 3	Pattern 3
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	Shape, space and measure 4	Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
Pattern 5	Subitising 4	Counting 5	Pattern 6	Counting 6	Comparison 3
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare

Mathematics: Numerical Pattern, Number

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.

Autumn	Spring	Summer
<p>Comparison</p> <ul style="list-style-type: none"> ▪ Collect objects to compare amounts ... <i>more, fewer, lots, more</i> ▪ Make simple comparison of amounts ▪ Look for collections of large and small amounts...large, small ▪ Compare and talk about large and small amounts ▪ Make large, small and the <i>same</i> collections <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ▪ Explore and play with shapes ▪ Show interest in simple differences between shapes ... <i>big / bigger, small / smaller</i> ▪ Put shapes and blocks into position ▪ Select shapes for a reason ▪ Find and collect objects for a purpose ▪ Begin to explore and describe natural shapes and objects <p>Pattern ... <i>pattern, again, after</i></p> <ul style="list-style-type: none"> ▪ Listen to and begin to join in with repeating songs and stories ▪ Join in with repeated words and actions in songs / stories ▪ Sing some refrains independently ▪ Clap along to songs ▪ Make line patterns with own sequences ▪ Choose blocks to build roads and towers ▪ Have sense of daily <i>routine</i>, say what happens <i>next</i> ▪ Make arrangements in art <p>Number / counting ... <i>point, count, number, action, sound, how many?</i></p> <ul style="list-style-type: none"> ▪ Hear and join in saying some number names ▪ Practise saying number names in order ▪ Join in stable order – counting forwards and backwards ▪ Use numbers 1-3 in play 	<p>Comparison</p> <ul style="list-style-type: none"> ▪ Notice and make two collections when objects are the same ▪ Recognise two collections are the same, using large and small objects ▪ Sort and talk about their collections <p>Shape, Space & Measure ...<i>shape, piece, same, different</i></p> <ul style="list-style-type: none"> ▪ Respond to simple language of <i>position</i> <i>in, out, on, under</i> ▪ Arrange blocks in a chosen position ▪ Select shapes for a <i>space</i> <i>fit</i> ▪ Recognise when two objects are the same shape ▪ Explore and describe shapes and objects <i>curvy, pointy, round, flat</i> ▪ Sort shapes and objects into simple categories ▪ Explore shape resources ▪ Explore more complex jigsaws ▪ Talk about and move into simple positions ▪ Move through positions ...<i>in front, behind, through, between</i> ▪ Follow simple small world routines ▪ Match simple shapes ▪ Push some shapes and blocks together ▪ Make and talk about arrangements of shapes ▪ Follow simple routes outside <p>Pattern</p> <ul style="list-style-type: none"> ▪ Explain simple pattern arrangements ▪ Make roads and bridges with intent ▪ Choose blocks to copy simple creations ▪ Make simple line patterns with objects ▪ Show an interest in patterns and shapes <p>Number / counting</p> <ul style="list-style-type: none"> ▪ Copy fingers to <i>show</i> me 1,2,3...<i>subitise</i> ▪ Show finger when seeing 1-3 item in story 	<p>Comparison</p> <ul style="list-style-type: none"> ▪ Compare up to 5 different objects ▪ Compare by matching ▪ Make the same set by matching ▪ Match by type ▪ Recognise attributes of objects ▪ Begin to sort some objects to a type <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ▪ Complete shape-match puzzles ▪ Complete simple jigsaws ▪ Match objects to pictures ▪ Match objects to shadows ▪ Explore objects and small world from different positions ▪ Make simple routes in small world with lines and curves <p>Pattern</p> <ul style="list-style-type: none"> ▪ Join in fully with sequences and songs <i>is next</i> ▪ Sing rhymes independently ▪ Lead sequences and songs ▪ Read on in familiar repeating stories ▪ Copy art-based simple patterns <i>The pattern is...</i> ▪ Explore own line and repeating patterns in art <i>I can see... I have used...</i> ▪ Sing their own songs independently <i>My song is...</i> ▪ Clap in time to a beat ▪ Make and talk about movement patterns ▪ Talk about objects in patterns and arrangements ▪ Copy AB patterns with support <i>I can see ___ in the pattern</i> ▪ Continue AB patterns with support

<ul style="list-style-type: none"> ▪ Copy sequence and fingers to represent to 1-3 ▪ Begin to count actions ▪ Say number names in order ▪ Begin to recognise that anything can be counted ▪ Subitise 1 ▪ Notice images in books ▪ Respond, recognise, copy and point to 1,2,3 objects ▪ Recognise 1,2,3 in well-known tales 	<ul style="list-style-type: none"> ▪ Show 1,2,3 ▪ Make actions when saying counting words ▪ Move fingers when saying counting words ▪ Count out up to 3 objects from rhyme ▪ Notice number symbols as labels ▪ Label amounts as 1,2,3 ▪ Choose a group to count ▪ <i>Take</i> out 2 or 3 from a group □ Give others 2 or 3 items <i>give</i> ▪ Count 3 objects with 1-1 correspondence ...<i>There are...</i> ▪ Become familiar with dot patterns □ say when there are 1,2,3 dots ▪ Recognise 1,2,3 in different arrangements 	<ul style="list-style-type: none"> ▪ Continue AB patterns <i>My pattern is ____ and ____</i> ▪ Create their own AB patterns ▪ Notice an error in a patterns ▪ Build constructions with simple enclosures ▪ Copy simple repeated constructions <i>Now/ First we need to.... Next/ Then we need to...</i> ▪ Begin to sequence some events <p>Number / counting</p> <ul style="list-style-type: none"> ▪ Match dot patterns <i>There are...</i> ▪ Be introduced to subitising games ▪ Play subitising games <i>subitise</i> ▪ Copy sets of sounds <i>I can hear</i> ▪ Listen to and represent sounds with fingers and resources ▪ Sing rhymes to 5 and join in with movements ▪ Move props to 5 then Move props back from 5 ▪ Show fingers to 5 ▪ Begin to count objects with one-to-one correspondence ▪ Match numerals to quantities when acting out songs ▪ Count out up to 5 objects from a larger group <i>I can see...</i> ▪ Explore counting to 5 in different ways ▪ Verbally count to a given number <i>I can count...</i> ▪ Label objects with numerals ▪ Independently show fingers to 5 ▪ Begin to make marks to represent quantities <i>Now there are...</i>
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NURSERY GOAL

Numbers to 5	I can count, order, recognise and use numbers to 5
Subitise	I can subitise up to 3 objects (recognise up to 3 objects (recognise up to 3 objects quickly without counting)
Comparing	I can compare quantities using vocabulary of greater, less, more, fewer and the same.
Patterns	

Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare FREE TRIAL VIEW	Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW			Circles and triangles VIEW	1, 2, 3, 4, 5 VIEW		Shapes with 4 sides VIEW	
Spring term	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW	Building 9 and 10 VIEW	Explore 3-D shapes VIEW						
Summer term	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW	Visualise, build and map VIEW	Make connections VIEW	Consolidation					

Mathematics: Numerical Pattern, Number

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.

Autumn	Spring	Summer
<ul style="list-style-type: none"> ▪ Match, Sort & Compare Match objects □ physical to physical □ talk about what is the <i>same</i> and <i>different</i> ▪ Match pictures and objects ▪ Identify a set ▪ Sort objects by □ colour □ size □ shape ▪ Explore sorting techniques ▪ Create sorting rules ▪ Compare amounts ...<i>more, fewer, less, same</i> <p>Number</p> <ul style="list-style-type: none"> ▪ Consolidate counting 1-3 ▪ Find 1,2,3,4,5...<i>altogether, count, find</i> ▪ Subitise 1,2,3,4,5 ▪ Represent 1,2,3,4,5 ▪ Find <i>one more / one less</i> ▪ Composition of 1,2,3,4,5 <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ▪ Talk about measure, compare <ul style="list-style-type: none"> - Size ... <i>big, little, large, small, tall, long, short</i> - Mass ... <i>heavy, light, weigh</i> - Capacity ... <i>more, less,</i> ▪ Explore and create simple patterns □ ABAB ▪ Explore 2D shapes <ul style="list-style-type: none"> - Recognise, name and describe ...<i>circle, triangle, straight, corner, round</i> - Compare circles and triangles - Identify and name shapes with 4 sides...<i>side, shape, corner, square, rectangle</i> - Combine shapes with 4 sides - Begin to identify circles, triangles, square and rectangle in the environment ▪ Describe position of objects ...<i>in, on, under, over, beside, between, in front, around, through, behind</i> ▪ Understand the difference between day / night and different times within the day ... <i>first, then, after, before, day, night, morning, afternoon, tomorrow</i> 	<p>Number</p> <ul style="list-style-type: none"> ▪ Begin to understand <i>zero... nothing there, none, all gone</i> ▪ Find 0 - 10 ▪ Subitise 0 - 5 ▪ Represent 0 - 8 ▪ Find <i>one more / one less</i> to 10 ▪ Composition of 0,1,2,3,4,5,7,8,9,10 ▪ Make pairs ... <i>odd, even</i> ▪ Find / know a <i>double</i> up to 10 ▪ Combine 2 groups ...<i>altogether</i> ▪ Begin to conceptually subitise up to 10 ▪ Begin to know number bonds to 10 ▪ Make different arrangements of 10 <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ▪ Talk about measure: <ul style="list-style-type: none"> - Compare mass with more precise comparisons using different non-standard units... <i>balance scales, heavier, lighter, float, sink</i> - Explore and compare capacity... <i>full, empty, shallow, wide, narrow</i> - Explore and compare length... <i>long/er/est, short/er/est, not long, not short</i> - Explore and compare height... <i>tall/er/est, short/er/est</i> ▪ Talk about time in more detail <ul style="list-style-type: none"> - What happened today? ...<i>yesterday, tomorrow, weekend, month, days of the week</i> - Order and sequence time e.g. baking / preparing snack or 'How many days until...? ...<i>yesterday, last week, first then after</i> ▪ Explore 3D shapes <ul style="list-style-type: none"> - Recognise, name and describe... <i>cylinder, cuboid, cube, sphere, cone, square based pyramid, flat, curved, face</i> - Begin to find 2D shapes within 3D e.g. <i>square on base of pyramid on cube</i> □ use 3D shapes for a task e.g. <i>roll, stack</i> - Identify 3D shapes in the environment ▪ Identify more complex patterns 	<p>Number</p> <ul style="list-style-type: none"> ▪ Build numbers beyond ten □ 10-13 □ 14-20 ▪ Continue patterns beyond 10 to 20 i.e. '<i>ten and how many more</i>' ▪ Beyond 20 □ count verbally □ begin to develop familiarity with 2-digit numbers and see patterns within numbers □ use a hundred square and number tracks ▪ Increase and decrease a quantity by given amounts up to 10 □ <i>How many are there now? ...first, then, now, add/ed</i> □ <i>Take away/taken How many are left? How many did I take away?</i> ▪ Explore sharing, using new vocabulary ... <i>fair, equal / equally, same amount, share</i> ▪ Group objects to divide a set, by placing a certain number of items in each group e.g. <i>each teddy needs 4 apples</i> ▪ Identify if a number is odd or even by sharing objects into two groups ...<i>odd, even, equal, unequal</i> ▪ Double numbers up to 10 and automatically recall double facts <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ▪ Select 2D and 3D shapes for a purpose <ul style="list-style-type: none"> - Use shape names and talk about properties - Replicate and build scenes and constructions - Rotate and recognise shapes in different positions / orientation - Manipulate shapes by moving, turning, rotating and flipping to □ fit into the spaces provided □ copy 2D shape pictures - Explain shape arrangements using positional language ...<i>next to, in front of, behind, around, under, over</i> - Compose shapes, exploring different ways a given shape can be made using smaller shapes - Decompose shapes, separating shapes to make new shapes - Find 2D shapes within 3D shapes in a range of contexts ▪ Pattern: <ul style="list-style-type: none"> - Identify units of repeating patterns - Create and explore own pattern rules... <i>What is your rule?</i>

	<ul style="list-style-type: none"> - ABCABC □ ABCDABCD □ if appropriate AABBAABB - Begin to identify patterns in the environment 	<ul style="list-style-type: none"> - Visualise objects / shapes / scenes through different positions - Describe the position of objects in a scene using positional language - Give instructions to build, using knowledge of construction and what fits where spatially ▪ Explore mapping <ul style="list-style-type: none"> - Begin to understand simple maps □ talk about what they can see on a map □ begin to represent maps with models □ create own simple map of familiar place / journey - Visualise and describe objects / shapes / scenes through different positions ... <i>next to, above, below</i> Give instructions to build, using knowledge of construction and what fits where spatially ▪ Begin to understand simple maps □ talk about what they can see on a map □ begin to represent maps with models □ create own simple map of familiar place / journey
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EARLY LEARNING GOAL

<p>ELG: Number</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
<p>ELG: Numerical Patterns</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value (within 10)					Number Addition and subtraction (within 10)					Geometry Shape	Consolidation
Spring	Number Place value (within 20)			Number Addition and subtraction (within 20)			Number Place value (within 50)		Measurement Length and height		Measurement Mass and volume	
Summer	Number Multiplication and division			Number Fractions		Geometry Position and direction	Number Place value (within 100)		Measurement Money	Measurement Time		Consolidation

Yearly overview

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value				Number Addition and subtraction				Geometry Shape			
Spring	Measurement Money	Number Multiplication and division					Measurement Length and height		Measurement Mass, capacity and temperature			
Summer	Number Fractions			Measurement Time			Statistics		Geometry Position and direction		Consolidation	

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value			Number Addition and subtraction				Number Multiplication and division A				
Spring	Number Multiplication and division B			Measurement Length and perimeter			Number Fractions A		Measurement Mass and capacity			
Summer	Number Fractions B		Measurement Money	Measurement Time			Geometry Shape		Statistics		Consolidation	

Year 4

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value				Number Addition and subtraction			Measurement Area	Number Multiplication and division A			Consolidation
Spring	Number Multiplication and division B			Measurement Length and perimeter		Number Fractions			Number Decimals A			
Summer	Number Decimals B	Measurement Money		Measurement Time		Consolidation	Geometry Shape		Statistics	Geometry Position and direction		

Year 5

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value			Number Addition and subtraction		Number Multiplication and division A			Number Fractions A			
Spring	Number Multiplication and division B			Number Fractions B		Number Decimals and percentages			Measurement Perimeter and area		Statistics	
Summer	Geometry Shape			Geometry Position and direction		Number Decimals			Number Negative numbers	Measurement Converting units		Measurement Volume

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value		Number Addition, subtraction, multiplication and division					Number Fractions A		Number Fractions B		Measurement Converting units
Spring	Ratio		Algebra		Number Decimals		Number Fractions, decimals and percentages		Measurement Area, perimeter and volume		Statistics	
Summer	Geometry Shape			Geometry Position and direction	Themed projects, consolidation and problem solving							