

In 2021 there has been a Revised EYFS framework released. In Nursery we aim for children to be working at the 'Three and Four year Old' stage of the curriculum. Below shows what is expected of Nursery children in Maths.

Mathematical Vocabulary

Children are expected to start to use a wider range of vocabulary based on:

- Shape (e.g. corners/sides/flat etc)
- Sequence (e.g. first/last etc)
- Size (bigger/smaller etc)
- Weight (heavier/lighter)
- Capacity (full/empty etc)

Number and Place Value

Children should be able to:

- Recite numbers past 5.
- Say one number name for each item in order: 1,2,3,4,5
- Know that the last number reached when counting is the total.



Identifying and representing numbers

Children should be able to:

- Develop fast recognition of up to 3 objects, without counting them individually.
- Show fingers up to 5.
- Match numerals to amounts up to 5.
- Experiment with mathematical symbols + - =



Compare and Order Numbers

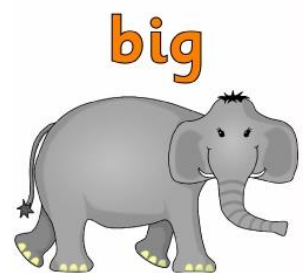
Children should be able to:

- Compare quantities using language 'more than' 'fewer than'.

Measurement

Children should be able to make comparisons between objects based on:

- Size, length, weight and capacity.



Time

Children should begin to describe sequence of events using words like first, then, next



Shape

Children should be able to:

- Talk and explore 2d and 3d shapes (e.g. circles, rectangles, triangles, cuboids)
- Use mathematical language (e.g. corners/sides/flat etc)
- Select appropriate shapes in play e.g. triangle for a roof.
- Combine shapes to make a new one.

Position and Direction

Children should be able to:

- Understand position through words (e.g. the bag is under the table) -Explaining rather than pointing.
- Describe a familiar route.
- Discuss routes and locations using words like 'in front of' and 'behind'.

Patterns

Children should be able to:

- Talk about and identify patterns around them (e.g. stripy clothes, designs on wallpaper)
- Use informal language (e.g. pointy, spotty, blobs etc)
- Extend and create ABAB patterns (e.g. stick, leaf, stick, leaf)
- Notice and correct an error in a repeating pattern.



Please see below for Nursery's Long-term Maths planning.

Nursery Maths Curriculum

(In line with the new EYFS curriculum)

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Number	<p>Develop fast recognition of up to 3 objects-subitising</p> <p>Recite numbers past 5- show 'finger numbers' up to 5</p> <p>Use some number names and number language within play (count verbally as far as they can go)</p> <p>Say one number for each item in order to 5, point or touch each item</p>		<p>Link numerals with amounts up to 5 (and beyond)</p> <p>Know that the last number reached when counting tell you the total-cardinal principle</p>	<p>Separate a group of three or four objects in different ways, beginning to recognise the total is still the same (kung fu maths = number bonds 3 and 4)</p> <p>Compare two small groups of up to five objects, saying when there are the same in each group</p> <p>Compare quantities using language 'more than' 'fewer than'</p>	<p>Experiment with their own symbols and mark as well as numerals</p> <p>Begin to recognise that each counting number is one more than the one before</p> <p>(number bonds to 5)</p>	<p>Begin to use understanding of number to solve practical problems in play and meaningful activities</p>
Maths Numerical patterns	<p>Talk about and explore 2D and 3D shapes using informal and mathematical language e.g. sides, corners, straight, flat, round.</p>	<p>Understand, respond to and use language of position and direction</p> <p>Discuss routes and locations using words like 'in front' and 'behind'</p> <p>Describe a familiar route</p> <p>Show awareness of shape similarities and difference between objects</p> <p>Talk about and identify the patterns around them using informal language 'pointy'</p>	<p>Begin to describe a sequence of events, e.g. 'first'</p> <p>Extend and create ABAB patterns</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p>	<p>Chooses appropriate items based on their shape for a specific purpose</p> <p>Attempt to create arches and enclosures when building, using trial and improvement to select blocks</p> <p>Join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</p>	<p>In meaningful context, find the longer or shorter, heavier or lighter and more/less full of two items</p> <p>Recall a sequence of events in everyday life and stories</p> <p>Enjoy partitioning and combining shapes to make new shapes with 2D and 3D shapes</p>	<p>Predict, move and rotate objects to fit the space or create the shape they would like</p> <p>Create their own spatial patterns showing some organisation or regularity</p> <p>Notice and correct an error in a repeating pattern</p>