



Spring Vale Primary School – Mathematics Medium Term Plan

Nursery – Autumn Term

Unit:	Statements from the Early Learning Goals and Development Matters...	Small Steps:
Comparison 1 – More than, fewer than, same	• Compare quantity – more/fewer • Compare size • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	• Collect objects to compare amounts • Make simple comparisons of amounts • Look for collections of large and small amounts • Compare and talk about large and small amounts • Make large and small collections • Make collections the same
Shape, space and measure 1 – Explore and build with shapes and objects	• Talk about and explore 2D and 3D shapes • 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.	• Explore and play with shapes • Show interest in simple differences between shapes • Put shapes and blocks into position • Select shapes for a reason • Begin to explore and describe natural shapes and objects. • Find and collect objects for a purpose.
Pattern 1 – Explore repeats	• Sing a range of well-known nursery rhymes and songs. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.	• Listen to repeats in songs and stories • Start to join in songs with repeats • Start to join in with repeats from stories • Clap along to songs • Make line patterns with own sequences

	• Extend and create ABAB patterns – stick, leaf, stick, leaf.	
Counting 1 – Hear and say number names	• Join in with number rhymes • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5.	• Hear some number names • Join in saying some number names • Model saying number names in order • Practise saying number names in order • Join in stable order counting forwards • Join in stable order counting backwards
Counting 2 – Begin to order number names	• Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Show ‘finger numbers’ up to 5.	• Model saying 1, 2 and 3 in play • Copy the sequence of 1, 2 and 3 • Copy fingers to represent 1, 2 and 3 • Begin to count actions • Say number names in order • Begin to recognise that anything can be counted
Subitising 1 – I see 1, 2, 3	• Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).	• Notice images in books • Respond to “I see 1, 2, 3” • Recognise “! See 1, 2, 3” • Copy “I see 1, 2, 3” • Point to 1, 2, 3 • Recognise 1, 2, 3, in well-known tales
Pattern 2 – Join in with repeats	• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf.	• Join in with repeated actions in songs • Join in with repeats in songs and stories • Sing some refrains independently • Have a sense of daily routines • Say what happens next • Make arrangements in art

Shape, space and measure 2 – Explore position and space

- Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

- Respond to simple language of position
- Arrange blocks in a chosen position
- Select shapes for a space
- Recognise when 2 objects are the same shape
- Explore and describe shapes and objects
- Sort shapes and objects into simple categories



Spring Vale Primary School – Mathematics Medium Term Plan

Nursery – Spring Term

Unit:	Statements from the Early Learning Goals and Development Matters...	Small Steps:
Subitising 2 – Show me 1, 2, 3	• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Show 'finger numbers' up to 5	• Copy fingers to show 1 • Copy fingers to show 2 • Copy fingers to show 3 • Show 1 finger when seeing 1 item in stories • Show 2 or 3 fingers when seeing 2 or 3 in stories • Show 1, 2, 3 on fingers when asked
Counting 3 – Move and label 1, 2, 3	• Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5.	• Make actions when saying counting words • Move fingers when saying counting words • Count out up to 3 objects from rhymes • Notice number symbols as labels • Label amounts as 1 and not 1 • Label amounts as 1, 2 or 3

Shape space and measure 3 – Explore position and routes	• Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’.	• Explore shape resources • Explore more complex inset jigsaws • Talk about simple positions • Move into simple positions • Move through positions • Follow simple small-world routes
Pattern 3 – Explore patterns	• Talk about and identifies the patterns around them. • Extend and create ABAB patterns – stick, leaf, stick, leaf.	• Explain simple pattern arrangements • Make roads and bridges with intent • Choose blocks to copy simple creations • Make simple line patterns with objects • Make simple pattern arrangements • Show an interest in patterns and shapes
Counting 4 – Take and give 1, 2, 3	• Solve real world mathematical problems with numbers up to 5.	• Choose a group to count • Take out 2 from a group • Take out 3 from a group • Give others 2 items • Give others 3 items • Count 3 objects with one-to-one correspondence
Shape, space and measure 4 – Match, talk, push and pull	• 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. • Discuss routes and locations.	• Match simple shapes • Push some shapes and blocks together • Make simple arrangements • Talk about arrangements • Follow simple routes outside • Follow toys around a simple route
Subitising 3 – Talk about dots	• Recognise up to 3 objects without counting (subitising).	• Become familiar with dot patterns • Say when there is 1 dot • Say when there are 2 dots • Recognise 1 and 2 in different arrangements • Say when there are 3 dots

		Recognise 1, 2 and 3 in different arrangements
Comparison 2 – Compare and sort collections	- Compare quantities using language: ‘more than’, ‘fewer than’. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	- Notice when two collections are the same - Make collections of small objects the same - Make collections of large objects the same - Recognise collections are the same using large & small objects - Make collections the same using large and small objects



Spring Vale Primary School – Mathematics Medium Term Plan

Nursery – Summer Term

Unit:	Statements from the Early Learning Goals and Development Matters...	Small Steps:
Pattern 4 – Lead on own repeats	- Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories - Develop their phonological awareness, so that they can spot and suggest rhymes	- Join in fully with sequences and songs - Sing rhymes independently - Lead sequences and songs - Read on in familiar repeating stories - Copy art-based simple patterns - Explore own line and repeating patterns in art
Shape, space and measure 5 – Start to puzzle	- Discuss routes and locations - Complete inset puzzles.	- Complete shape-match puzzles - Complete simple jigsaws - Match objects to pictures - Match objects to shadows

	• Begin to develop complex stories using small world equipment like animal sets, dolls & dolls houses etc. • • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	• Explore objects and small world from different positions • Make simple routes in small world with lines and curves.
Pattern 5 – Making patterns together	• Remember and sing songs. • Perform songs...& try to move in time with music. • Develop their phonological awareness, so that they can spot and suggest rhymes, and count or clap syllables in a word • Extend and create ABAB patterns – stick, leaf, stick, leaf.	• Sing their own songs independently • Clap in time to a beat • Make and talk about movement patterns • Talk about objects in patterns and arrangements • Copy AB patterns with support • Continue AB patterns with support
Subitising 4 – Make games and actions	• Recognise up to 3 objects without counting (subitising).	• Match dot patterns • Be introduced to subitising games • Play subitising games • Copy sets of sounds • Listen to and represent sounds with fingers • Listen to and represent sounds with resources
Counting 5 – Show me 5	• Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	• Sing rhymes to 5 and join in with movements • Move props to 5 • Move props back from 5 • Show fingers to 5 • Begin to count 5 objects with one-to-one correspondence • Match numerals to quantities when acting out songs

	• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	
Pattern 6 – My own pattern	• Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice & correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’	• Continue AB patterns • Create their own AB patterns • Notice an error in a pattern • Build constructions with simple enclosures • Copy simple repeated constructions • Begin to sequence some events
Counting 6 – Stop at 1, 2, 3, 4, 5	• Say one number for each item in order: 1,2,3,4,5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Show ‘finger numbers’ up to 5	• Count out up to 5 objects from a larger group • Explore counting to 5 in different ways • Verbally count to a given number • Label objects with numerals • Independently show fingers to 5 • Begin to make marks to represent quantities
Comparison 3 – Match, sort, compare	• Compare quantities using language: ‘more than’, ‘fewer than’. • 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 collections of materials with similar and/or different properties.	• 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