South Stanley Infant and Nursery School
Maths Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Number** Our children will be settling into our new academic year, learning new routines and meeting new friends and adults. We will be introducing basic counting concepts through familiar rhymes and everyday activities. Maths will be part of our children's everyday experiences. We will sing number songs, learn how to use our fingers to represent numbers and become speedy identifiers of quantities. We will also be thinking about patterns and what they are and learning the difference between plain and pattern **Shape, space and measure** Our children will take part in lots of fun with sand, water, construction toys and messy play to help develop their understanding of shape, space and measure. We will be talking about time in simple terms and learning our days of the week song.	**Number** Our children will continue to have lots of opportunities to use maths in their everyday experiences in nursery. This half term we will be learning different ways of representing numbers using our fingers. We will be investigation how quantities are made and what they consist of. Our children will also be learning that you don't have to count every object to know how many is there! We will be playing with patterns and making our own with blobs, spots, squiggles and lines. **Shape, space and Measure** Our children will investigate shape, shape and measure through their everyday explorations We will be learning the names of 3D shapes and the correct names of their properties e.g. side, corner. Our children will continue to learn the days of the week and to mark the passing of time with daily routines.	**Number** This term our children will be practising all the skills they need to be clever counters. They will continue to investigate quantities to develop a deeper understanding of mathematical concepts. They will be speedily recognising quantities up to 3 without counting and learn that even if you move a group of objects around the number doesn't change. We will be exploring and talking about simple ABAB patterns created by an adult. **Shape, space and measure** Our children will be continuing to explore 3D shapes and looking for 3D shapes in their environment and going on shape hunts. We will be playing with patterns and making our own with blobs, spots, squiggles and lines. We will be tracking the days of the week and talking about 'yesterday'.	**Number** This term our children will be investigation how we can change quantities by adding and taking away objects. We will be playing lots of counting games to investigate number. We will be making simple ABAB patterns together and the children will be encouraged to extend the patterns with help from an adult. **Shape, space and measure** This term our challenge is to choose shapes for a purpose such as cylinders for bridge supports and cuboids for doors. We will be measuring and comparing size, length and height. Our messy play activities will include water and sand play to develop our children's understanding of capacity. We will be tracking the days of the week, marking different parts of the day such as snack time or home time.	**Number** This term our children will using different ways to represent quantity and will be introduced to numerals as part of this. Our children will be investigating ways of changing and making quantities and how to speedily recognise how many is in a set of objects. We will also be moving on to counting actions or objects that we can't touch or move such as jumps, hops etc. We will be counting to 10 and beyond. They will begin to use their understanding of pattern to copy repeat patterns. **Shape, space and measure** Our children will continue to take part in measuring activities and to extend their vocabulary using words such as taller, tallest, full and empty. We will be introducing children to 2D shapes learning their names and properties. They will make links with 3D shapes by printing and drawing round them. Our children will be tracking time using or days of the week song, daily routines and begin to use words such as before or after.	**Number** This is our children's final term in nursery. They will be investigating lots of ways of changing quantities, counting carefully, saying number names in order to 10 and beyond. They will be using fingers to show quantity and begin to use other ways such as numerals. Our children will be using their number sense to speedily recognise quantities without counting. They will be making their own simple repeat patterns. **Shape, space and measure** During this final term we will be expecting the children to use all the concepts and vocabulary of measure during their play. Our children will be naming 2D shapes and finding corners, and curves etc. Our children will be tracking time using or days of the week song. They will be using concepts such as yesterday, today and begin to talk about 'tomorrow'. During our daily routines our children will begin to use words such as first, last, before and after.

Reception						
	Number Our children will be settling into their new reception class and getting to know new adults and friends. They will be revisiting the mathematical knowledge they have gained during their time in nursery. They will continue to be careful counter, speedily recognising quantity and using different ways to represent quantity. They will begin to explore number sequences and see that all numbers can be made of 1s. Children will also begin to match and sort objects, they will begin to develop the language of 'same' 'different'. Children will begin to explain how they have sorted certain things. They will begin to compare amounts and develop the vocabulary of 'more' 'less'. Children will be exploring different representations of 1, 2 and 3, they will be further developing their subitizing skills to recognise sets of 1, 2 and 3 objects. Children will create their own representations of 1, 2 and 3. Children will be introduced to the concept of 1 more and 1 less. Children will explore numbers and that numbers are made up of smaller parts, they will begin to consider numbers as parts and wholes. **Shape, space and measure** Our children will be comparing length, height, mass and	**Number** This half term our children will be developing their counting skills, exploring numbers to 5 and counting beyond 5 and finding ways of making quantities to 5. They will begin to recognise numerals and compare sets of objects. They will be exploring further the concept that a number is a 'whole' that can be separated into 'parts'. They will be recognising numbers to 5 and linking them to quantities. Children will focus on the different representations of 4 and 5. Children will begin to count backwards within 5 and relating this to the numbers becoming smaller as they count. They will further develop their understanding of numbers being made up of a whole and that the whole can be split into parts. **Shape, space and measure** Our children will be spending much of this term exploring geometrical and spatial thinking. They will be identifying and creating curved and straight lines. They will be identifying, describing and comparing circles, triangles, squares and rectangles. They will revisit their knowledge and understanding of 3D shapes and identify 2D shapes from the flat faces. They will be understanding and using	**Number** This half term, our children will begin exploring numbers beyond 5 and those quantities when counting make patterns. The children will be verbally counting to 20 and beyond. The children will be learning how to be careful counters and use lots of different ways of improving their accuracy. We will be exploring quantities up to 5 and moving beyond to larger numbers to 10. **Shape, space and measure** Our children will be investigating mass using balance scales, they will begin to use nonstandard units of measurement e.g. cupful's to measure mass. Our children will develop their understanding of capacity using vocabulary such as full, empty, nearly full, nearly empty. They will be comparing the capacity of different containers using the vocabulary 'most or least'. Our children will take part in daily activities to track and measure time. They will be ordering events in their daily routine and using the correct vocabulary to describe time. Our children will be using our days of the week song to sequence the	**Number** Our children will be deepening their knowledge and understanding of number and counting. They will be introduced to the concept of double numbers, explore larger numbers within 10 and become more familiar with the counting pattern beyond 20. The children will learn about odd and even numbers, compare numbers and begin to use reasoning when talking about a specific quantity. **Shape, space and measure** This half term our children will revisit geometry and spatial awareness. They will explore the properties of 3D shapes, name them, compare them and look for everyday objects which match these shapes e.g. a ball and a sphere. Our children will look for 3D and 2D shapes in their environment. They will develop their ability to recognise simple ABAB patterns, extending them and creating their own. Our children will take part in daily activities to track and measure time. They will be ordering events in their daily routine and using the correct vocabulary to describe time. Our children will be using our days of the week song to sequence the days, and use words such as now, next and later. This term our children will be introduced to standard measurements of time e.g. 1 minute and explore how many things they can do in a minute.	**Number** During their final term in the EYFS our children will have become skilled mathematicians. They will be familiar with the concept of '1 more', they will be recognising doubles patterns. They will be investigation different quantities for numbers to 10 and how they can be split up and rearranged, recognising the small numbers within. They will be counting beyond 20 and learning that you can start counting from different start numbers. They will be ordering sets of objects and begin to count using 'first, second' etc. **Shape, space and measure** The summer term is an exciting one for our children as they progress with their knowledge and understanding of mathematical concepts. They will be comparing the capacity of containers to find out which one holds the most? Our children will be developing their deeper understanding of shape and spatial awareness by manipulating and manoeuvring shapes. They will be finding shapes that match, including the different orientations of 2D shapes, extend the arrangement of linking shapes, thinking about which shapes to use and where to place these in relation to the other shapes. Our children will separate shapes to make new shapes in different contexts and they will investigate how many different ways a given shape can be built using smaller shapes.	**Number** Our children will have spent their two years in the EYFS learning and building upon mathematical concepts. They will be exploring numbers to 10, investigating number bonds to 10 and begin to use double facts. They will be verbally counting beyond 20 and comparing quantities up to 10. They will learn to use 'greater than, fewer than and the same' when doing this. **Shape, space and measure** During this final half term our children will be revisiting and consolidating the skills, concepts and vocabulary they have been learning throughout the year. They will be revisiting spatial awareness, 3D shapes and rotation and pattern. Our children will be measuring height, length and distance using non-standard units of measurement then standard measuring equipment. They will be comparing and ordering objects by weight and capacity. Our children will take part in daily activities to track and measure time. They will be ordering events in their daily routine and using the correct vocabulary to describe time. Our children will be using our days of the week song to sequence the days, and use

	capacity. They will be copying, continuing and creating ABAB patterns using shape, actions and sound. They will continue to develop their understanding of positional language through every day routines. Time will be taught every day via the daily timetable, key events of the week e.g. PE, assemblies, dinner times. Every day our children will track the date, day, month and year. They will also be tracking the change of the seasons and the weather e.g. yesterday it was sunny, today it's raining.	positional language to describe how items are positioned in relation to other items e.g., in, into, on, next to, in front, behind, over, under, around and through. Our children will take part in daily activities to track and measure time. They will be investigating the pattern of day and night, ordering events in their daily routine and using the correct vocabulary to describe time. Our children will be using our days of the week song to sequence the days, and use words such as now, next and later.	days, and use words such as now, next and later.		Our children will take part in daily activities to track and measure time. They will be ordering events in their daily routine and using the correct vocabulary to describe time. Our children will be using our days of the week song to sequence the days, and use words such as now, next and later.	words such as now, next and later.
Year 1	**Number – Place Value within 10** With increasing confidence count forwards and then backwards within the number sequence orally and with numerals to 10. Use the language of ordinal numbers- first, second ,third… Count, read and write numbers to 10 in numerals . Begin to sort objects into groups of 2s, 5s, 10. Begin to count forwards in 2s, 5s, 10s. Say the numbers that come before and after a given number within 20. Identify and represent numbers using objects and pictorial representations including the number line within 20.	**Number – Addition and subtraction within 10** Begin to add and subtract one-digit numbers to 10, including zero (using signs) Solve one-step problems that involve addition and subtraction, using concrete objects. **Geometry - Shape** Continue to use mathematical names for "solid" 3D shapes and "flat" 2D shapes, and mathematical terms to describe shapes., Relate everyday objects to 2D and 3D shapes.	**Number - Place value within 20** Say the numbers that come before and after a given number within 20. Identify and represent numbers using objects and pictorial representations including the number line within 20. Use the language of: equal to, more than, less than (fewer), most, least within 20. Count forwards and backwards within the number sequence orally and with numerals to 50. Count, read and write numbers to 50 in numerals;· Sort objects into groups of 2s, 5s, 10s, count forwards in twos, fives or tens with increasing confidence to 50.	**Number – place value within 50** Recognise numbers to 50. Represent numbers to 50. Understand that 2 digit numbers are made with tens and ones. Identify one more and one less in numbers to 50. Compare objects within 50. Compare numbers within 50. Order numbers within 50. Count in multiples of 2. Count in multiples of 5. **Measurement – length and height** Compare, describe and solve practical problems for length and height. Measure and begin to record length and height. **Measurement – mass and volume** Compare, describe and solve practical problems for weight and mass.	**Number – multiplication and division** Count in 2's Count in 5's Count in 10's Make equal groups. Add equal groups. Understand and make arrays. Identify and make doubles. Make equal groups – grouping. Make equal groups – sharing. Solve one step problems involving multiplication and division. **Number – Fractions** Name, find and recognise a half as one of two equal parts of an object, shape or quantity Name, find and recognise a quarter as one of four equal parts of an object, shape or quantity. **Measurement – Position and Direction** Describe turns. Describe position.	**Number – Place value within 100** Count forward and backward from any number within 100. Partition numbers within 100. Compare numbers within 100. Order numbers within 100. Find one more and one less than any number within 100. **Measurement – money** Recognise and know the value of different coins. Recognise and know the value of different notes. Counting in coins **Measurement – time** Understand and identify before and after. Recognise and use language related to dates, including days of the week, months, years. Tell the time to the hour. Tell the time to the half hour.

	Use the language of: equal to, more than, less than (fewer), most, least within 20 **Number – Addition and subtraction within 10** Recognise and use mathematical language associated with addition and subtraction (+), subtraction (−) and equals (=) sign.s Represent and use number bonds and related subtraction facts within 10.		Start from both odd and even numbers. Say the numbers that come before and after a given number within 50. Identify and represent numbers using objects and pictorial representations including the number line within 50. Use the language of: equal to, more than, less than (fewer), most, least within 50. Use the language of ordinal numbers in a range of contexts. Begin to read and write numbers from 1 to 20 in numerals and words **Number – Addition and subtraction within 20** Recognise and use mathematical language associated with addition and subtraction (+), subtraction (−) and equals (=) signs. Begin to represent and use number bonds and related subtraction facts within 20. Begin to add and subtract one-digit and two-digit numbers to 20, including zero. Begin to solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.	Measure and begin to record weight and mass. Compare, describe and solve practical problems for volume and capacity. Measure and begin to record capacity and volume.	Describe position, direction and movement including whole, half, quarter and ¾ turns.	Sequence events in chronological order. Identify and show time on a clock. Compare time.

Year 2	Number – place value	Number – Addition and Subtraction	Measurement – Money	Measurement –Length and Height	Statistics	Geometry – Position and Direction
	Count objects to 100. Read numbers in numerals and words. Write numbers in numerals and words. Identify, represent and estimate numbers to 100 in different ways. Recognise place value of each digit in a two-digit number (tens and ones) Partition two digit numbers into tens and ones. Recombine tens and ones to make a total. Use place value and number facts to solve problems. Compare objects using = < > Compare number, 0 to 100 using = < > Order objects and numbers. Count in multiples of 2's, 5's and 10's, forwards and backwards. Count in multiples of 3, **Number – Addition and Subtraction** Fact families – addition and subtraction bonds to 20. Use related facts to solve problems Check calculations using Inverse. Compare number sentences. Solve problems involving addition and subtraction using concrete and pictorial	Show addition of two numbers can be done in any order (commutative) and subtraction Cannot. Subtract 1 digit from 2 digit Subtract with 2 digits. **Geometry – Shape** Recognise 2D and 3D shapes. Identify and describe properties of 2D shapes. Identify and describe properties of 3D shapes. Recognise and identify lines of symmetry on 2D shapes. Identify 2D shapes on the surface of 3D shapes. Compare and sort 2D and 3D shapes.	Recognise and use symbols for £ and p. Count money in pounds and pence Combine amounts to make a particular value. Use different combinations of coins to make the same amount Compare amounts of money using < > = Find the total. Find the difference. Find change. Solve one and two step problems involving money **Number – Multiplication and Division** Recognise equal groups. Make equal groups. Add equal groups. Understand and create multiplication sentences using the x symbol and = Solve problems involving multiplication and division. Use and understand arrays. Recognise odd and even numbers. Recall and use multiplication and division facts for: 2s multiplication table 5s multiplication table 10s multiplication table Make equal groups by sharing. Make equal groups by grouping. Divide by 2. Divide by 5.	Estimate and measure length in cm. Estimate and measure length in m Compare lengths using < > = Order lengths. Four operations involving lengths. **Measurement – mass, capacity and temperature** Compare mass using < > = Estimate and measure mass in grams. Estimate and measure mass in kilograms. Compare volume using < > = Estimate and measure capacity in millilitres. Estimate and measure capacity in litres. To read, measure and record temperature.	Interpret and construct tally charts. Interpret and construct pictograms (1-1). Interpret and construct pictograms (2, 5, 10) Interpret and construct block diagrams Interpret and construct simple tables. **Number – Fractions** Recognise equal parts. Make equal parts. Recognise half. Find a half. Recognise a quarter. Find a quarter. Recognise a third. Find a third. Understand and recognise unit fractions. Understand and recognise non-unit fractions. Understand and identify the equivalence of ½ and 2/4 Recognise and find 2/4 and ¾ Write simple fractions. Count in fractions.	Describe movement. Describe turns. Describe movement and turns. Making patterns with shapes. Use Mathematical vocabulary to describe position, direction and movement. Understand rotation as a turn. Understand and recognise movement as clockwise and anticlockwise. **Measurement – Time** Telling the time – o'clock and half past. Telling the time – quarter past and quarter to. Telling the time using 5 minute intervals. Hours and days Find durations of time. Compare durations of time.

	representations and by applying mental and written skills. Understand, identify and use number bonds to 100 (tens) Understand, identify and use bonds to 100 (tens and ones) Add and subtract ones Add and subtract tens. Add 2 digits and 1 digit Add a 2 digit number and tens. Add 2 digit numbers. Add three 1 digit numbers Ten more and ten less		Divide by 10. Division sentences using the ÷ symbol and =. Show that multiplication of two numbers can be done in any order (commutative) and division cannot.		