Sarah SquarEd
Leading Learning in English & Mathematics

Nursery

This **overview/LTP** is designed to support the ***direct***, ***small group** teaching* of mathematics using contexts appropriate to learner interests/topic/theme/text.

Application opportunities in which children can reinforce and master this learning should then be exploited through the provision areas.

Children should be developing their mathematical graphics at every opportunity, with adults modelling the mathematical symbols (as applicable) for children to experience and explore in their own recording.
Opportunities to develop accurate numeral formation should be provided within the phonics/handwriting sessions when pupils are exposed to the 'families' ie 0 when teaching c, d, o, a etc

Opportunities for children to develop a fascination for larger numbers should be developed within provision.

Verbal (string) counting and number rhymes should occur regularly as part of daily routines. Maths themed picture books should also be shared with children through story time to stimulate interest and curiosity in concepts.

Spatial awareness linked to how things relate to each other and the environment will be an integral part of all provision; block play, body awareness, puzzle play, perspective taking etc .

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12/13
Autumn	*Baseline/ getting to know your learners* *Accurate AOE established*			**Spatial Reasoning: Patterning** → Describe and recreate patterns → Linear AB, ABB, AAB		**Number: Pre-counting** → Categorising and Sorting; → Using a variety of real-life items, counting equipment and shapes children can; ✓ Categorise and sort by item (all the round ones) ✓ Categorise and sort by colour (all the green ones) ✓ Categorise and sort by size (all the small ones) ✓ 2+ criteria (the big, red, teddies			**Number: Pre-counting** → 1 or lots → 1:1 correspondence – matching 1 for 1 (setting table for 3 Bears … plate for … plate for ..) → Subitising ↑3 items			**Number: Composition** → Explore numbers to 3 composition 3+0 = 3 2+2 = 3 etc
Spring	**Number: Patterning** → Explore each number in count to 5 as 1 more than before	**Number: Composition** → Separates a group of (3-5) objects in different ways knowing that the total remains the same → Uses mark making to capture thinking → ADULT – Symbols where appropriate		**Numbers: Counting and Recognition** → Develop stable order counting → Explore number sense ↑5 → representing numbers in different ways (including mathematical graphics) – ten frame, dice pattern, numicon, real life items, rows etc → Begin to subitise up to 5 in regular spatial patterns and dice patterns						**Shape 1** → Creates arches and enclosures by rotating bricks to fit the space → Creates a supporting map where applicable		**Shape, Space & Measures: Time** → Language/vocab → Sequence events (x2, x3, x3+) *Before/after, later/earlier, day/night, morning/evening, days of week*
Summer	**Numbers: Counting and Recognition** → Numbers tell us how many are in a set (cardinality) → 1:1 counting in a row L→R, R→L, any point → Match numeral to a quantity → Give me # from a small set			**Numbers: Addition & Subtraction** → Simple visual comparison of 2 sets – which has more/less/fewer → Understand that the group size changes when something is added (it's getting bigger, there are more) or taken away (we have less, none left, not as many)			**Shape 2** → Moves and rotates shapes to recreate models and pictures		**Shape, Space & Measure: Size & Capacity** → Use the language of size: shortest/longest, tallest/shortest, widest/narrowest, heaviest/lightest → Fill and empty containers – full/empty, nearly…		**Consolidation / Assessments**	