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 + - =
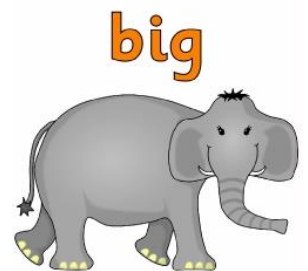
Compare and Order Numbers

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:

-Ssize, 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 revised EYFS curriculum 2021)

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Maths Number Numerical patterns Shape, Space and Measure	Colours Matching Sorting Number 1- subitising, counting and numeral Patterns- extending AB patterns Extending ABC patterns Use some number names and number language within play (count verbally as far as they can go)	Number 3- counting, subitising, representing Number 4- counting, subitising, representing 3 and 4 sided shapes Composition of 4 Talk about and identify the patterns around them using informal language 'pointy'	Number 5- counting, subitising, representing and composing 5 sided shapes Begin to describe a sequence of events, e.g. 'first' Make comparisons between objects relating to size, length, weight and capacity	Number 6- counting, subiting, presenting and composing Exploring height and length Exploring mass Exploring capacity Chooses appropriate items based on their shape for a specific purpose Attempt to create arches and enclosures when building, using trial and improvement to select blocks Join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next	Sequencing Positional language More than/ fewer than 2d shapes 3d shapes Compare two small groups of up to five objects, saying when there are the same in each group Compare quantities using language 'more than' 'fewer than' Experiment with their own symbols and mark as well as numerals Discuss routes and locations using words like 'in front' and 'behind' Describe a familiar route Recall a sequence of events in everyday life and stories	1-5 composition What comes after? What comes before? Revisit number to 5 Begin to use understanding of number to solve practical problems in play and meaningful activities Predict, move and rotate objects to fit the space or create the shape they would like Create their own spatial patterns showing some organisation or regularity Notice and correct an error in a repeating pattern