



Airedale
Infant Academy

Nursery Autumn Term Overview



Airedale
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Mathematical strand:	Number	Numerical Patterns	Numerical Patterns	Number	Number	Number
Topic	More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	I see 1,2,3	Begin to order number names
Big Question	How can we find out if there is more, fewer, or the same?	What can we make with different shapes and objects?	What happens when things repeat again and again?	What numbers can we hear and say when we play and explore?	Where can we find 1, 2 and 3 around us?	What happens when we put numbers in the right order?
Key knowledge and skills:	The small steps of key knowledge and skills in this unit are: - Collect objects to compare amounts - Make simple comparisons of amounts - Look for collections of large and small - Compare and talk about large and small amounts - Make large and small collections - Make collections the same	The small steps of key knowledge and skills in this unit are: - 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.	The small steps of key knowledge and skills in this unit are: - 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 - Choose blocks to build roads and towers.	The small steps of key knowledge and skills in this unit are: - 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	The small steps of key knowledge and skills in this unit are: - Notice images in books - Respond to "I see 1, 2, 3" - Recognise "I see 1, 2, 3" - Copy "I see 1, 2, 3" - Point to 1, 2, 3 - Recognise 1,2,3 in well-known tales	The small steps of key knowledge and skills in this unit are: - 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.
Key vocabulary	More, fewer, same	Explore, position, shapes	Listen, repeat, pattern	Number, name, counting	1,2,3 (one, two, three)	1,2,3 (one, two, three)
What I will know by the end:	I will be able to apply my new skills and knowledge to a range of situations and representation.					



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Nursery Maths Summer Term Overview Part 1



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Mathematical strand:	Number	Number	Number	Number	Numerical Patterns
Topic	Take & give 1 2 3	Show me 5	Stop at 1 2 3 4 5	Make games and actions	Match, sort, compare
Big Question	What happens when we give and take 1, 2, 3 things?	How many ways can we show 5?	Can we count and stop at the right number?	How can we make our own games using numbers, shapes, and actions?	How can we find out what's the same and what's different?
Key knowledge and skills:	The small steps of key knowledge and skills in this unit are: - Choose a group to count - Take out 3 from a group - Look for collections of large and small amounts - Give others 3 items - Take out 2 from a group - Give others 2 items	The small steps of key knowledge and skills in this unit are: - Sing rhymes to 5 and join in with movements - Move props back from 5 - Look for collections of large and small amounts - Begin to count 5 objects with one-to-one correspondence - Move props to 5 - Show fingers to 5	The small steps of key knowledge and skills in this unit are: - Count out up to 5 objects from a larger group - Verbally count to a given number - Look for collections of large and small amounts - Independently show fingers to 5 - Explore counting to 5 in different ways - Label objects with numerals	The small steps of key knowledge and skills in this unit are: - Match dot patterns - Play subitising games - Look for collections of large and small amounts - Listen to and represent sounds with fingers - Be introduced to subitising games - Copy sets of sounds	The small steps of key knowledge and skills in this unit are: - Compare up to 5 different objects - Compare by matching - Match by type - Make the same set by matching - Recognise attributes of objects - Begin to sort some objects to a type.
Key vocabulary	Give, take, amounts	5, large, small	Explore, count, label	Subitise, represent, pattern	Compare, sort, type
What I will know by the end:	I will be able to apply my new skills and knowledge to a range of situations and representation.				



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Nursery Maths Summer Term Overview Continued...



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Mathematical strand:	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns
Topic	Match, talk, push and pull	Starting to puzzle	Lead on own repeats	Making patterns together	My own pattern
Big Question	What can we find out when we match, push, and pull things?	How can we use our thinking to solve puzzles?	Can I make a pattern for others to follow?	What patterns can we make when we work together?	What kind of pattern can I make by myself?
Key knowledge and skills:	The small steps of key knowledge and skills in this unit are: - 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	The small steps of key knowledge and skills in this unit are: - Complete shape-match puzzles - Complete simple jigsaws - Match objects to pictures - Match objects to shadows - Explore objects and small world from different positions - Make simple routes in small world with lines and curves	The small steps of key knowledge and skills in this unit are: - 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	The small steps of key knowledge and skills in this unit are: - 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	The small steps of key knowledge and skills in this unit are: - 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
Key vocabulary:	Match, push, pull	route, curve, puzzle	Sequence, lead, repeat	Clap, beat, pattern	Build, sort, create
What I will know by the end:	I will be able to apply my new skills and knowledge to a range of situations and representation.				