

Mathematics Long Term Plan 2022-2023: Nursery Autumn 1

Strand			Unit	Week title	Development matters	Evaluation/ Comments
Nursery Rhymes			Nursery Rhymes	Week 1-2 Head shoulders knee and toes	Take part in finger rhymes with numbers. Reacts to change of amount in a group of three items.	
				Week 3-4 12345 once I caught a fish alive	Show ‘finger numbers’ up to 5	
				Week 4-5 5 little ducks/ five specked frogs		
				Week6- 7 5 current buns/ 5 flying men		
Number Recognition			Number blocks	Week 4 Number blocks. 1-3	Count in every day context sometimes skipping numbers Develop counting like behaviour, such as making sounds, pointing or saying some numbers In sequence.	
				Week 5 Number blocks 4-10		
Numbers through play				Week 3 Numbered Nursery rhyme puppets	Take part in finger rhymes with numbers. Complete inset puzzles Build with a range of resources.	
				Week 4-5 Introduce Number blocks		
Shape through play			Shape	Week 6 Shape and colour sort.	Talk about and explore 2D/3D shapes	
			Measurements	Week 7 Selection of Autumn objects compare size and measurements.	Compare sizes, weights etc using gestures and language bigger, little, smaller, high/ low, ‘tall’ ‘heavy’.	

Mathematics Long Term Plan 2022-2023: Nursery Autumn 2

Strand			Unit	Week title	Development Matters	Evaluation/ Comments
Numbers			Nursery Rhyme	Week 1-3 Ten in a bed/ ten green bottles puppets	Take part in finger rhymes with numbers. Reacts to change of amount in a group of three items.	
				Week 6 Ten elves in a bed		
Number blocks			Number blocks	Week 3 Identify the number blocks and count out the number blobs 1- 5	Say one number for each item in order 1,2,3,4,5 Recite numbers past 5	
				Week 3 Number stamps can they create a number block using the stamps 1- 5.		
Shape			2D/ 3D shapes	Week 2 Children to identify 2D shapes and sort them.	Talk about and explore 2D/3D shapes using informal and mathematical language: 'side', 'corners' 'straight' 'flat' 'round'	
				Week 6 Identify 3D shapes and wrap them as gifts.		
				Week 7 Identify 3D shapes		
Numbers/shape through play			Numbers	Week 1 Identify numbers and count the correct quantity Pom poms	Say one number for each item in order 1,2,3,4,5	
			Shapes	Week 2 Shape pictures can they identify and sort into groups		
Measure			Big and small	Week 3 Identify big and small using bears in Can't you sleep little bear.	Make comparisons between objects relating to size, length, weight, capacity.	
				Week 4 Sort and identify big and small items.		

			Sequence	Week 4-5 Sequence a bed time routine	Begin to describe a sequence or events, real or fictional using words such as 'first'... 'then'	
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Mathematics Long Term Plan 2022-2023: Nursery Spring 1

Strand		Unit	Week title	Development Matters	Evaluation/ Comments
Nursery Rhymes		Nursery Rhyme	Week 1.	Take part in finger rhymes with numbers. Show fingers up to five Recite numbers past 5 Say one number for each item in order 1,2,3,4,5	
			5 little men in a flying saucer.		
			5 speckle frogs		
			10 fat sausage sizzling in a pan		
Positional Language			Week 2. To be able to identify where an object is? In/ On/ Under without pointing using the correct vocab.	Understand positional language Describe a familiar route. Discuss routes and locations using words like 'in front' and 'behind' To describe a sequence of events ... first, next	
			Week 3. To be able to identify in front/ behind.		
			Week 4 Where's? to be able to describe where the teddy is.		
Pattern			Week 5 To be able to create a pattern of teddies.	Extend and create ABAB patterns Notice an correct an error in a repeating pattern	
			Week 6 To be able to follow a simple body percussion pattern.		
Shape Through play			Creating a cave/den for the bear	Select shapes appropriately in a range of contexts To combine shapes to make new ones Talk about shapes.	
			Creating a musical instrument		
Number Through play			Through everyday counting.	Compare Amounts saying 'lots', 'more' or 'same' Counts in everyday contexts, sometime skipping numbers: 1,2,4,5.	

Mathematics Long Term Plan 2022-2023: Nursery Spring 2

Strand		Unit	Week title	Development Matters	Evaluation/ Comments
Number			Week 1 Count the beans who has more? Use 1:1 counting /can they write the numbers.	Begin to compare quantities using ... more than / fewer than Fast recognition of objects up to 1 and sometimes 2 – subitising.	
			Week 2 Encourage fast recognition of objects. Can the children say how many without counting?	Begin to count up to sets of 5 objects (1:1 correspondence) Begin to represent numbers with marks Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5.	
				Is able to solve real world mathematical problems with numbers up to 5.	
Measure			Week 3 Sequence the growth of a plant/ person	Begin to describe a sequence of events ... first, next Sort and match objects accordingly e.g. size / shape Make comparisons between objects relating to size, length, weight and capacity.	
			Week 4 Measure themselves compare who is the tallest.		
			Week 5 Arrange the beanstalk in height order to be able to make comparisons.		
			Week 6 Capacity How many eggs can Jack bring down the beanstalk which container held the most eggs.		
Shape			Week 6 2d/3d shapes to build a castle in the clouds	Select shapes appropriately in a range of contexts To combine shapes to make new ones. To talk about shapes	
Money in play			Garden centre		
			Create a Garden centre. With plants to buy and money.		

Mathematics Long Term Plan 2022-2023: Nursery Summer 1

Strand	Unit		Week title	Development Matters	Evaluation/ Comments
Nursery Rhymes			Week 1 -3 Sing Alice the Camel 1 elephant went out to play.	Recite numbers past 5 Fast recognition of up to 3 objects - subitising Say one number for each item in order: 1,2,3,4,5. Can compare quantities using language such as: 'more than', 'fewer than'	
			Week 4-6 5 cheek monkeys swinging from the trees.		
Shape			Week 1 2d/ 3d shapes identify and describe.	Talk about and explore 2D and 3D shapes	
Pattern			Week 1-2 Children to identify patterns and match the animal to the pattern	Talk about and identifies the patterns around them. Extend and create ABAB patterns	
			Week 3-4 Children to identify what comes next in the snake pattern.		
			Week 5 -6 Can the children identify what objects comes next in the pattern?		
Positional language In play			Week 1-6 Can the children find the animals using positional language.	Understand position through words Describe a familiar route	
Numbers/ patterns through play			Week 1 Count and sequence the elephants	Solve real world mathematical problems with numbers up to 5 Say one number for each item in order: 1,2,3,4,5. Recite numbers past 5 Extend and create ABAB patterns	
			Week 2 Link camels create pattern camels.		

Mathematics Long Term Plan 2022-2023: Nursery Summer 2

Strand		Unit	Week title	Development Matters	Evaluation/ Comments
Number			Week 1 How do you get to School? Picture graph.	Recite numbers past 5 Fast recognition of up to 3 objects - subitising 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'). Show 'finger numbers' up to 5. Link numerals and amounts up to 5 Describe a familiar route	
			Week 2 How many passengers in a boat/bus/aeroplane		
			Week 3 How many passengers in a boat/bus/aeroplane		
			Week 4 Spread number tiles, 1-10, on the floor and add a bucket of shells. The children can match the quantity of shells to the numeral written on the tile.		
			Week 5 Play a counting game using shells. Place the shells onto pieces of yellow paper and count them as a group. Move the shells into different arrangements and count again. Create sets of different amounts of shells to discuss and compare.		
Number Writing			Week 1 Learn to write 1-3	Experiment with own symbols and marks as well as numerals.	
			Week 2 Learn to write 4-6		
			Week 3 Learn to write 7-10		
Measure			Week 1 Introduce Capacity	Make comparisons between objects relating to size, length, weight and capacity.	
			Week 2		

			Measure out water introduce the words full/empty/half full.		
			<p>Week 3</p> <p>Provide a selection of shells, in different sizes, for children to use. Encourage children to use language to compare the sizes of the shells, such as big, little, smallest, biggest.</p>		
Shape			<p>Week 4</p> <p>Create a mode of transport using 2d/3d shapes</p>	<p>Select shapes appropriately in a range of contexts To combine shapes to make new ones. To talk about shapes</p>	
			<p>Week 5</p> <p>Create a mode of transport using 2d/3d shapes</p>		