

Learning objectives – Children in Nursery

- Recognise Numicon shapes to 5.
- Recognise die patterns to 6.
- Fast recognition of up to 3 objects, without having to count them individually (subitising). (Include recognition of die patterns, Numicon and irregular arrangements of objects)
- Says one number for each item in order: 1, 2, 3, 4, 5.
- Knows that the last number reached when counting a small set of objects tells us how many there are in total. (cardinal principle)
- Show 'finger numbers' up to 5.
- Link numerals and amounts; for example, showing the right number of objects to match the numeral, up to 5.
- Can count out a number of objects up to 5 from a large group.
- Can count forwards and backwards within the number sequence 1 to 5 and then 1-10.
- Can order Numicon pieces from 1-5.
- Experiment with their own symbols and marks as well as numerals. (drawing circles as outlined in the calculation policy)
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Talks about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. (include matching shapes to those in the environment and using shapes in provision areas)
- Selects a particular named shape.
- Understand position through words alone - for example, "The bag is under the table" - with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Uses everyday language related to time.
- Select shapes appropriately; flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones - an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns - stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (include language related to routines, such as 'morning', 'afternoon' etc.)