EYFS Curriculum Overview 2022-2023
Nursery

Maths						
Statutory Guidance: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.						
	Advent One	**Advent Two**	**Lent One**	**Lent Two**	**Pentecost One**	**Pentecost Two**
Number Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). 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: for example, showing the right number of objects to match the numeral, up to 5. Recite numbers past 5 Say one number for each item in order: 1,2,3,4,5. Compare quantities using language: 'more than', 'fewer than'	**Comparison** I am developing the skill to find the exact same object, with support **Counting** I join in with number songs and stories, with support. **Cardinality** I am noticing numerals (number symbols) I am beginning to use my fingers to represent numbers, with support,	**Comparison** I can find the exact same object. **Counting** I join in with number songs, stories. I am beginning to say numbers in order, some of which are in the right order (ordinality) **Cardinality** I recognise some numbers of personal significance, with support **Composition**	**Comparison** I can visually compare two groups where one group is at least double the size of the other, with support. **Counting** I can recite numbers to 5, with support. I am beginning to touch each item, saying one number for each item, using the stable order 1,2,3, with support. **Cardinality** I'm beginning to subitise one and two objects, with support. **Composition** I am exploring the idea of a single object being split into similar sized parts and those parts being combined to make the whole in practical ways, with support.	**Comparison** I can find all objects with a given attribute. **Counting** I am beginning to touch each item, saying one number for each item, using the stable order 1,2,3. **Cardinality** I am beginning to recognise numbers 1-5, with support. I can represent numbers 1-5 using my fingers **Composition**	**Comparison** I can visually compare two small groups (below 5) of similar objects when the quantities are closer together, with support. **Counting** I am beginning to recite numbers to 10, with support. **Cardinality** I am beginning to match the numeral with a group of items to show how many there are (up to 5) with support **Composition** I know the whole is bigger than the parts, with support.	**Comparison** I can identify the attribute used to sort a set **Counting** I can recite numbers to 10 and enjoy counting verbally as far as I can go **Cardinality** I am beginning to recognise numerals 5 to 10 I can subitise one, two and three objects (without counting) I can count up to five items, recognising that the last number said represents the total counted so far (cardinal principle) **Composition**
Measure, shape & spatial thinking Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal	**Spatial Awareness** **Shape** I can choose pieces and try to fit them in to a puzzle	**Spatial Awareness** **Shape** I can explore matching objects to silhouettes with	**Spatial Awareness** I practically explore positional language, with support.	**Spatial Awareness** **Shape** I can name and find some 2d shapes in the environment.	**Spatial Awareness** I understand positional language such as; on top, under and inside, with prompts	**Spatial Awareness** **Shape** I respond to both informal language and common shape names

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and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 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 Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones	I am beginning to recognise that two objects have the same shape **Pattern** **Measure** I can explore differences in size, length, weight and capacity I am beginning to anticipate times of the day such as mealtimes or home time	support I can make simple constructions I can recognise that two objects have the same shape **Pattern** I can copy ABAB patterns using a matching strategy, with support. **Measure** I am beginning to use the words more, lots, full, empty, same, big, small, fat, thin to describe quantities and amounts, with support.	**Shape** I can name and find some 2d shapes in the environment, with support. **Pattern** I can copy ABAB patterns using a matching strategy **Measure** I am beginning to use the words more, lots, full, empty, same, big, small, fat, thin to describe quantities and amounts. I am beginning to use language of time such as first and then, with support, to sequence events.	**Pattern** **Measure** I can say when 2 objects are the same (size, capacity, length) and make comparisons using language such as bigger/ smaller, longer/shorter, heavier/lighter and empty/full, with support.	**Shape** I explore 3d shapes within my environment **Pattern** I can extend an ABC pattern with support **Measure** I am beginning to use the language of first, then and last. .	**Pattern** **Measure** In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items Recalls a sequence of events in everyday life and stories and use language, such as first, then, next, last

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