



**SHOBNALL PRIMARY & NURSERY SCHOOL**  
**MATHEMATICS PROGRAMME OF STUDY**  
**NURSERY LONG TERM OVERVIEW**



## NURSERY MATHEMATICS LONG TERM OVERVIEW

AUTUMN TERM, SPRING TERM and SUMMER TERM

Week	Unit	Lesson titles	Domain
1	<i>Getting to know you</i>		
2	<i>Getting to know you</i>		
3	<i>Getting to know you</i>		
4	<b>Explore and Build with shapes and objects</b> (shape, space and measure 1)	Step 1- Explore and play with shapes	Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes.
5		Step 2- show interest in simple differences between shapes	
		Step 3- Put shapes and blocks into position	
		Step 4- Select shapes for a reason	
		Step 5- Begin to explore and describe natural shapes and objects	
		Step 6- Look for collections of large and small	
6	<b>Explore repeats</b> (Pattern 1)	Step 1- Listen to repeats in songs and stories	Development Matters – Birth to three – Notice patterns and arrange things in patterns.
6		Step 2- Start to join in songs with repeats	
		Step 3- Start to join in with repeats from stories	
		Step 4- Clap along to songs	
		Step 5- Make line patterns with own sequences	
		Step 6- Look for collections of large and small am	
7	<b>Hear and say number names</b> (Counting 1)	Step 1- Hear some number names	Development Matters – 3 and 4-year-olds – Recite numbers past 5.
8		Step 2- Join in saying some number names	
		Step 3- Model saying number names in order	
		Step 4- Practise saying number names in order	
		Step 5- Join in stable order counting forwards	
		Step 6- Look for collections of large and small am	
9	<b>Begin to order number names</b> (Counting 2)	Step 1- Model saying 1, 2 and 3 in play	Development Matters – 3 and 4-year-olds – Recite numbers past 5.
9		Step 2- Copy the sequence of 1, 2 and 3	
		Step 3- Copy fingers to represent 1, 2 and 3	
		Step 4- Begin to count actions	
		Step 5- Say number names in order	
		Step 6- Begin to recognise that anything can be counted	
10	<b>I see 1, 2, 3</b> (Subitising 1)	Step 1- Notice images in books	
10		Step 2- Respond to “I see 1, 2, 3”	

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<b>11</b>		Step 3- Recognise "I see 1, 2, 3"	Development Matters – 3 and 4-year-olds – Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
		Step 4- Copy "I see 1, 2, 3"	
		Step 5- Point to 1, 2, 3	
		Step 6- Look for collections of large and small	
<b>12</b>	<b><i>Join in with repeats (Pattern 2)</i></b>	Step 1-Join in with repeated actions in songs	Development Matters – 3 and 4-year-olds -Understand position through words alone – for example, "The bag is under the table," – with no pointing.
		Step 2- Join in with repeats in songs and stories	
		Step 3- Sing some refrains independently	
		Step 4- Have a sense of daily routines	
		Step 5- Say what happens next	
		Step 6 - Look for collections of large	

Step 6-