



Hemlington Hall Academy

Maths Medium-Term Plan & Small Steps: Nursery

Autumn Term



	Colours	Matching	Sorting	Number 1	Number 2 Subitising	Number 2	Pattern	Consolidation
	2 weeks	2 weeks	2 weeks	2 weeks	1 week	1 week	2 weeks	3 weeks
National Curriculum	Development Matters <ul style="list-style-type: none"> Explore colour and colour mixing (Expressive Arts and Design) Birth to 5 matters <ul style="list-style-type: none"> Continues to explore colour and how colours can be changed (Expressive Arts and Design) Explore colour and colour mixing (Expressive Arts and Design) 	Development Matters <ul style="list-style-type: none"> Make comparisons between objects relating to size Complete inset puzzles Compare sizes using gestures and language: 'bigger/little/small' Birth to 5 Matters <ul style="list-style-type: none"> R4: Recognises that two objects have the same shape R5: Shows awareness of shape similarities and differences between objects. R6: Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes R4: Beginning to notice numerals. 	Development Matters <ul style="list-style-type: none"> Make comparisons between objects relating to size Complete inset puzzles Compare sizes using gestures and language: 'bigger/little/small' Birth to 5 Matters <ul style="list-style-type: none"> R4: Recognises that two objects have the same shape R5: Shows awareness of shape similarities and differences between objects 	Development Matters <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('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 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 Birth to 5 Matters <ul style="list-style-type: none"> Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Begin to recognise numerals 0 to 10 Subitises one, two and three objects (without counting) 	Development Matters <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('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 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 Birth to 5 Matters <ul style="list-style-type: none"> Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Begin to recognise numerals 0 to 10 Subitises one, two and three objects (without counting) 	Development Matters <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('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 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 Birth to 5 Matters <ul style="list-style-type: none"> Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Begin to recognise numerals 0 to 10 Subitises one, two and three objects (without counting) 	Development Matters <ul style="list-style-type: none"> Extend and create ABAB patterns – stick, leaf, stick; leaf Birth to 5 Matters <ul style="list-style-type: none"> Creates their own spatial patterns showing some organisation or regularity Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next 	Use these weeks for extra time for: <ul style="list-style-type: none"> curriculum coverage revisit less secure areas pre-teach for next term extra Number Sense
Small Steps	<ul style="list-style-type: none"> Recognising the colour red Recognising the colour blue Recognising the colour yellow Recognising the colour green Recognising the colour purple 	<ul style="list-style-type: none"> Matching buttons Matching shoes Matching models Matching number shapes Matching handprints 	<ul style="list-style-type: none"> Sorting colour Sorting size Sorting shape Sorting – what do you notice? Sorting – guess my rule! 	<ul style="list-style-type: none"> Subitising Counting Numeral matching 	<ul style="list-style-type: none"> Subitising 2 – dice patterns Subitising 2 – difference patterns Subitising 2 – different size patterns 	<ul style="list-style-type: none"> Number 2 counting – say one number for each item Link the numeral 2 with amounts Link the numeral 2 to different images of 2 	Use Number Sense subitise to 2 animations during this block as starters to keep it fresh <ul style="list-style-type: none"> Colour AB patterns Outdoor AB patterns Movement AB patterns fix my AB pattern colour ABC outdoor ABC 	
Enrichment				World Statistics Day				LET Christmas Problems & Puzzles



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Spring Term



	Number 3 (Number & Subitising)	Number 4 (Subitising & Number)	Number 5 (Subitising & Number)	Number 6 (Subitising & Number)	Height, Length, Mass & Capacity	Consolidation
	2 weeks	2 weeks	2 weeks	2 weeks	3 weeks	2 weeks
National Curriculum	Development Matters <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. 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'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Birth to 5 Matters <ul style="list-style-type: none"> Subitises one, two and three objects (without counting) Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Begin to recognise numerals 0 to 10 	Development Matters <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. 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'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Birth to 5 Matters <ul style="list-style-type: none"> Subitises one, two and three objects (without counting) Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Begin to recognise numerals 0 to 10 	Development Matters <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. 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'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Birth to 5 Matters <ul style="list-style-type: none"> Subitises one, two and three objects (without counting) Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Begin to recognise numerals 0 to 10 	Development Matters <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. 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'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Birth to 5 Matters <ul style="list-style-type: none"> Subitises one, two and three objects (without counting) Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Begin to recognise numerals 0 to 10 	Development Matters <ul style="list-style-type: none"> Make comparisons between objects relating to size, length, weight and capacity. Birth to 5 Matters <ul style="list-style-type: none"> Explores differences in size, length, weight and capacity. In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. 	Use these weeks for extra time for: <ul style="list-style-type: none"> curriculum coverage revisit less secure areas pre-teach for next term extra Number Sense
Small Steps	<ul style="list-style-type: none"> Subitising 3 – dice patterns Subitising 3 – difference patterns Subitising 3 – different size patterns Counting 3 Recognizing numeral 3 Composition of 3 Triangles 	<ul style="list-style-type: none"> Counting 4 Recognizing numeral 4 Squares and rectangles Composition of 4 	<ul style="list-style-type: none"> Counting 5 Recognizing numeral 5 pentagons Composition of 5 	<ul style="list-style-type: none"> Counting 6 Recognizing numeral 6 hexagons Using tens frames 	Use Number Sense subitise / composition animations during this block as starters to keep it fresh <ul style="list-style-type: none"> Longer and shorter Measuring height Heavier and lighter Balancing scales Full and empty Nearly full and empty Comparing capacity 	
Enrichment		International Puzzle Day	NSPCC Number Day		World Maths Day	LET Easter Problems & Puzzles



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Summer Term



	Sequencing	Positional Language	More, Fewer	Shape	Number Composition	What Comes Before & After	Numbers To Five	Consolidation
	1 week	1 week	2 weeks	2 weeks	1 week	2 weeks	2 weeks	1 week
National Curriculum	Development Matters <ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Birth to 5 Matters <ul style="list-style-type: none"> Recalls a sequence of events in everyday life and stories. 	Development Matters <ul style="list-style-type: none"> "The bag is under the table," with no pointing. Birth to 5 Matters <ul style="list-style-type: none"> Responds to and uses language of position and direction 	Development Matters <ul style="list-style-type: none"> Compare quantities using language: 'more than', 'fewer than'. Birth to 5 Matters <ul style="list-style-type: none"> Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! 	Development Matters <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' Birth to 5 Matters <ul style="list-style-type: none"> Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects 	Development Matters <ul style="list-style-type: none"> Explore the composition of numbers to 10. Birth to 5 Matters <ul style="list-style-type: none"> Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Beginning to use understanding of number to solve practical problems in play and meaningful activities Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same 	Development Matters <ul style="list-style-type: none"> Recite numbers past 5 Birth to 5 Matters <ul style="list-style-type: none"> May enjoy counting verbally as far as they can go. 	Development Matters <ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Link numerals and amounts; for example, showing the right number of objects to match the numeral, up to 5 Solve real-world mathematical problems with numbers up to 5 Birth to 5 Matters <ul style="list-style-type: none"> Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond. 	Use these weeks for extra time for: <ul style="list-style-type: none"> curriculum coverage revisit less secure areas pre-teach for next term extra Number Sense
Small Steps	Use Number Sense subitise / composition animations during this block as starters to keep it fresh <ul style="list-style-type: none"> sequence a nursery rhyme sequence a daily routine sequence a familiar story 	Use Number Sense subitise / composition animations during this block as starters to keep it fresh <ul style="list-style-type: none"> on and under in and out in front and behind 	<ul style="list-style-type: none"> comparing groups – more than comparing groups – fewer than comparing groups – more than and fewer than 	Use Number Sense subitise / composition animations during this block as starters to keep it fresh <ul style="list-style-type: none"> circles triangles rectangles cubes and cuboids cylinders spheres 	<ul style="list-style-type: none"> composition of 3 composition of 4 composition of numbers 	Use Number Sense subitise / composition animations during this block as starters to keep it fresh <ul style="list-style-type: none"> what comes after what comes before 	<ul style="list-style-type: none"> numbers to 5 	
Enrichment			Women in Maths Day	National Numeracy Day	My Money Week	Alan Turing Day		LET Summer Problems & Puzzles