



# Nursery – Numbers & Patterns - Overview

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Autumn Term	Home Visits	Settling in/Baseline	<p><b>Through continuous provision chn have access to...</b></p> <p>Naming colours in a variety of contexts e.g., toys, nature, setting, each other – skin, eyes and hair. Recognise when colours are the same or different.</p> <p>Explore and match objects which are the same. Is yours the same as mine? Can you find one different to mine? How is yours different to mine? Can you explain?</p> <p>Make collections, sort them into sets based on criteria e.g., colour, shape, size. Consider what is the same about objects. Know that the same collection can be sorted in different ways. Match objects together into groups. Add labels to groups.</p> <p>Some collections might have more than others. Comparing collections is easier when the difference is bigger.</p> <p>Begin to recite numbers to 5 through singing songs.</p>	<p>To count to 1 recognising the numeral.</p> <p>To manipulate objects to begin to develop an understanding of number.</p> <p>To select a small number of objects from a group e.g. Please give me one cup/apple/clap.</p> <p>To begin to represent numbers using fingers.</p>	<p>To identify circle shape.</p> <p>To begin to explore 1-1 correspondence by movement of objects – 1 spoon for each teddy, 1 on a five frame.</p> <p>To explore 1 through actions e.g., hop, clap, jump.</p> <p>Where can one be found? 1 nose, 1 mouth etc.</p> <p>To begin representing numbers using fingers.</p>	<p>To count to 2, recognising the numeral.</p> <p>To continue to explore 1-1 correspondence by movement of objects – 2 sweeties for each child, 2 on a 5 frame.</p> <p>To select a small number of objects from a group. Can you give me 2?</p> <p>To identify where can 2 be found. 2 eyes, 2 ears etc.</p> <p>To continue represent numbers using fingers.</p>	<p>To find the odd one out.</p> <p>To begin to talk about an arrangement making a pattern e.g., leaf/conker/leaf</p> <p>To copy a pattern using ABABAB using everyday objects e.g., pinecones, leaves, conkers.</p>	<p>To identify triangle shape</p> <p>To count to 3, recognising the numeral.</p> <p>To continue explore 1-1 correspondence by movement of objects – 3 cars in each group, 3 in a 5 frame.</p> <p>To select a small number of objects from a group. Can you give me 3?</p> <p>To continue to represent numbers using fingers.</p> <p>To know that numbers identify how many are in a set.</p>	<p>To describe a familiar route e.g., how to get a snack, get to the library, get home or to school, a journey in a story.</p> <p>To begin to follow instructions using position language.</p> <p>To spot the difference.</p>	<p>To compare objects using positional vocabulary e.g., position e.g., front/behind/on top etc</p> <p>To begin follow some instructions using positional language.</p>				
				Continuous Provision										
				Chn will have access to resources which support their development and interest in Numbers & Patterns.										



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<b>Spring Term</b>	<p>Review numbers 1,2,3.</p> <p>To be able to subitise to 3.</p> <p>To know that numbers identify how many are in a set.</p> <p>To represent numbers using fingers.</p> <p>To select a small number of objects from a larger group – give me 1, 2 or 3.</p> <p>To represent numbers 1,2,3 in a 5 frame.</p>	<p>Begin to talk about shapes.</p> <p>To arrange shapes e.g. What shapes do you need to build a house or tower?</p> <p>To show an interest in shape by sustained construction.</p> <p>Point to shapes that they notice from a group.</p>	<p>To know square/rectangle shapes.</p> <p>To count to 4, recognising the numeral.</p> <p>To explore 1-1 correspondence by movement of objects – 4 cars in each group.</p> <p>To select a small number of objects. Can you give me 4? Put 4 in a 5 frame.</p> <p>Continue to represent numbers using fingers.</p> <p>To know that numbers identify how many are in a set.</p>	<p>To count to 4, recognising the numeral.</p> <p>To explore 1-1 correspondence by movement of objects – 4 bugs in each group.</p> <p>To select a small number of objects from a group. Can you give me 4?</p> <p>Continue to represent numbers using fingers.</p> <p>To know that numbers identify how many are in a set.</p>	<p>To copy and make patterns ABABAB.</p> <p>Begin to continue a pattern ABABAB.</p> <p>Explore pattern using actions.</p> <p>To notice pattern in the environment.</p> <p>To show an interest in shapes and space by playing with shapes or arranging with objects.</p>	<p>To count to 5, recognising the numeral.</p> <p>To continue to explore 1-1 correspondence by movement of objects – 5 buttons in each group.</p> <p>To select a small number of objects from a group. Can you give me 5?</p> <p>Continue to represent numbers using fingers.</p> <p>To know that numbers identify how many are in a set.</p>	<p>To identify the shape pentagon.</p> <p>To count to 5, recognising the numeral.</p> <p>To select a small number of objects from a group. Can you give me 5?</p> <p>Continue to represent numbers using fingers.</p> <p>To know that numbers identify how many are in a set.</p>	<p>To be able to subitise to 3.</p> <p>To use language of ‘same/different’ when comparing small sets.</p> <p>To compare 2 groups saying when they have the same/different.</p>	<p>To be able to subitise to 3.</p> <p>To recognise and match numbers with a group.</p> <p>To use the language of fewer/more than.</p> <p>To use full sentences to explain reasoning.</p>	<p>To be able to subitise to 3.</p> <p>To take part in a shape treasure hunt.</p> <p>To show an awareness of similarities of shapes in the environment.</p> <p>To show an interest in shape by sustained construction.</p> <p>To begin to use shapes appropriately for a task.</p>	<p>To be able to subitise to 3.</p> <p>To develop an understanding of capacity.</p> <p>To explore filling and pouring and using associated language e.g., full, empty, half full.</p> <p>To compare amounts using the same container.</p> <p>To explore which containers, hold more/less.</p>	<p>To be able to subitise to 3.</p> <p>To understand how to sort objects into sets using criteria.</p> <p>To understand what makes objects the same/different.</p> <p>To sort one collection in different ways.</p>



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Summer	<p>To be able to subitise to 3.</p> <p>To select a particular named 2D shape.</p> <p>To name the shapes; circle, triangle, square, rectangle, pentagon.</p> <p>To talk about the shapes of everyday objects.</p> <p>To identify shapes according to their properties.</p>	<p>To be able to subitise to 3.</p> <p>To select the correct numeral to represent 1-5.</p> <p>To order numbers to 5, discussing their position.</p> <p>To count to 5 objects in an irregular arrangement</p> <p>To count beyond 5 saying one number name for each item.</p> <p>To begin reciting numbers backwards from 5.</p>	<p>To be able to subitise to 3.</p> <p>To develop an understanding of size by categorising objects into groups.</p> <p>To use length vocabulary tall, medium, short or big, medium, small.</p> <p>To compare the size of objects.</p>	<p>To be able to subitise to 3.</p> <p>To explore 3D shapes and their properties.</p> <p>To discuss shapes using sides, corners, round, curved, flat.</p> <p>To use shapes for construction based on their properties.</p> <p>To describe some shape properties e.g., flat, sides, corners.</p>	<p>To be able to subitise to 3.</p> <p>To use words bigger/smaller when comparing numbers</p> <p>To select correct numeral to represent 1-5</p> <p>To recognise numerals 1-5</p> <p>To begin to order numerals to 5 and talk about their position.</p>	<p>To be able to subitise to 3.</p> <p>To find one more of a number.</p> <p>To add one more to a group.</p> <p>To understand there are more when we add to a group.</p> <p>To use the word more when asked to find one more than a given number.</p>	<p>To be able to subitise to 3.</p> <p>To use the language of weight heavy/light.</p> <p>To compare and order objects according to their weight.</p> <p>To group objects according to their weight.</p>	<p>To be able to subitise to 3.</p> <p>To separate a group of up to 5 objects in different ways beginning to recognise the total is still the same.</p> <p>To group objects according to their weight.</p>	<p>To be able to subitise to 3.</p> <p>To find one less of a number.</p> <p>To take away one from a group.</p> <p>To understand there are less when we take away from a group.</p> <p>To use the word fewer when asked to find one fewer than a given number.</p>	<p>To be able to subitise to 3.</p> <p>To show an interest in number problems.</p> <p>To separate a group of 3/4/5 objects in different ways.</p> <p>To use language of the same when matching objects/numerals.</p> <p>To use language such as more/fewer.</p>	<p>To be able to subitise to 3.</p> <p>To begin to compare 2 groups of objects saying when they have the same number.</p> <p>To find the total of items in 2 groups by counting all of them</p>	<p>To be able to subitise to 3.</p> <p>To know that a group of things changes in quantity when something is added or taken away.</p> <p>To find the odd one out.</p>	<p>To recap on concepts covered, address any gaps.</p> <p>To assess chn so their knowledge and skills can be shared and passed onto School.</p>	