

Early Years Overview of skills and Knowledge for Maths Nursery

Range 4- Purple 24-36 months						
Range 5- Grey 36-48 months						
EYFS objectives		Term & Week	Aspect of Maths	Knowledge	Activities / skills	Vocabulary
Maths	Begins to say number in order, some of which are in the right order. Beginning to count on their fingers. Joins in and anticipates repeating sound and action patterns. Count objects, actions and sounds. Enjoys counting as far as they can go. Use number name and number language	Aut 1 Weeks 1, 2 and 3	Number rhymes	Recall familiar number rhymes Know number order	Use hand puppets, videos, fingers and rhymes to count ✓ 5 Little Speckled frogs ✓ 5 little peas in a pod ✓ Hickory Dickory Dock ✓ 5 Currant buns in a bakers shop ✓ 5 Little Ducks ✓ 5 little men in a flying saucer ✓ 5 little monkeys jumping on the bed Sing number songs to 5 and 10.	number songs, numbers, sing, recite, know, remember, forwards, backwards, 0, 1, 2, 3, 4, 5,
	Begins to say number in order, some of which are in the right order. Beginning to count on their fingers. Begins to notice numerals. Count objects, actions and sounds. Enjoys counting as far as they can go. Use number name and number language Beginning to recognise that each counting number is 1 more than the one before.	Aut 1 Week 4	Recite numbers	Recite numbers in order to 5 and 10 Know number patterns forwards	Counting fingers to 5/10 Clap and Jump to 5/10 times Number songs on IWB	recite, number names , next, after that, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, one, two, three, four, five, six, seven, eight, nine, ten,
	Begins to notice numerals. Use number name and number language Begins to recognise numbers 0-10	Aut 1 5	Number recognition	Recognise numerals 0-5	Flash number cards Number stories Ten Town to introduce numbers	numeral, number, recognise, 0, 1, 2, 3, 4, 5, zero, one, two, three, four, five,

Early Years Overview of skills and Knowledge for Maths Nursery

Beginning to count on their fingers. Links numerals with amounts up to 5 and beyond. Counts up to 5 items recognising that the last number said represents the total number counted. Points or touches each item saying 1 number for each item using the stable order of 1, 2, 3, 4, 5 Beginning to recognise that each counting number is 1 more than the one before.	Aut 1 6	Touch counting	Touch count objects to 5 with 1:1 correspondence	Show me...? E.g 4 fingers then touch and count each one Have a set out objects and count them by touching each one	touch count, count, accurate, correct, 1:1 correspondence, order, line up,
Recognises that 2 objects have the same shape. Choose puzzle pieces and tries to fit them in making simple constructions. Chooses items based on their shape which are appropriate for the child's purpose. Responds to both informal language and common shape names. Shows awareness of shapes similarity and differences between objects.	Aut 1 7	2D Shapes	Name 4 basic 2D shapes Recognise 2D shapes in the environment Know and name things which are circles, triangles, squares, rectangles.	Show the children a shape and MTTT to name the shape Go on a shape hunt around the school and point out shapes they can see Find 2 shapes which match Shape puzzles (From reception) to fit into correct place- circle, triangle, rectangle and square jigsaws.	shape, hunt, find, locate, 2D, 2 dimensional, flat, similar, different, tall, round, circle, square, triangle, rectangle, oblong
Move their bodies and toys around objects and explores fitting into spaces. Begins to remember their way around familiar environments Responds to some spatial and positional language. Responds to and uses language of position and direction. (in front of, behind, before, after, in a line, next to, between)	Aut 1 8	Positional language	Know words to describe position	Play game Put your hand... and say a position words (on your head, behind your back, under your legs) Practical where is the teddy? Teacher to place the teddy in a position and child to say where it is. IWB- Sing position songs Use outdoor equipment to go under and over	position, where, describe, in, inside, on, under, above

Early Years Overview of skills and Knowledge for Maths Nursery

Beginning to count on their fingers. Links numerals with amounts up to 5 and beyond. Counts up to 5 items recognising that the last number said represents the total number counted. Points or touches each item saying 1 number for each item using the stable order of 1, 2, 3, 4, 5 Beginning to recognise that each counting number is 1 more than the one before.	Aut 2 Week 1 and 2	Touch counting	Understand 1:1 correspondence Touch count accurately to 5 moving each object Know how many objects are in a set	Having a group of different objects each in a cup (glass beads, buttons, lollypop sticks, pomp oms etc...) Children to count them. Teacher pose questions how many altogether?	object, amount, touch count, count, accurate, correct, 1:1 correspondence, order, line up, double check, total, how many? altogether, total
Begins to compare and recognises changes in numbers of things using words like more, lots or same. Compares two small groups of up to 5 objects saying when there are the same number of objects in each group. Beginning to recognise that each counting number is 1 more than the one before.	Aut 2 Week 3	More and less comparisons	Know which set has more and which set has less up to 5 objects	Use sorting hoops, paper plates to show two amounts of objects and compare. Pose questions which one has more? Teacher to count and check to explain the bigger number is more	compare, comparison, more, a lot, few, less, bigger, amount, how many?
Explores differences in size. In meaningful contexts finds longer or shorter of two items.	Aut 2 Week 4	Size	Know words to describe size of objects	Size hunt- can you find me a big object in the room? Can you find me a small object? Compare the objects and sort them into big and small	size, big, medium, small, little, tiny, huge, massive, bigger, biggest, smaller, smallest
Explores differences in size. In meaningful contexts finds longer or shorter of two items.	Aut 2 Week 5	Size ordering and comparison	Know how to order a set of three objects from smallest to biggest	Each child to have 3 pictures (different sets) and order them smallest to biggest Use size worms and each child has a coloured set to order	size, order, compare, different, small, little, smallest, medium, biggest,

Early Years Overview of skills and Knowledge for Maths Nursery

Beginning to count on their fingers. Links numerals with amounts up to 5 and beyond. Counts up to 5 items recognising that the last number said represents the total number counted. Through play and exploration begins to learn that numbers are made up of smaller numbers. Begins to use understanding of number to solve practical problems in play and meaningful activities. Begins to recognise that each counting number is 1 more than the 1 before.	Aut 2 Week 6	Match numeral to quantity	Recognise some numerals to 5 Match objects to numeral using touch counting	Flash number cards Ten Town to recap number names Each child to have a numeral and a pot of objects. Children to count out the number of objects to match the numeral. Children taught to double check their answers	recognise, numeral, number, match, sort, same, quantity, how many, amount, total, altogether, 0, 1, 2, 3, 4, 5, zero, one, two, three, four, five, Zero pond, King one, Tommy two, Thelma three, Freddie four and Fiona Five,
Begins to notice numerals. Use number name and number language Begins to recognise numbers 0-10	Aut 2 Week 7	Number recognition	Recognise numerals 0-5 Know Ten town numbers	Flash number cards Ten Town to recap number names Play the game find me the number... Children each to have a set of numbers in mixed order. Teacher to say a number and child has to find the correct one. Use a number line. Teacher to say a number and children to point or place a counter on the correct number	numeral, number, recognise, 0, 1, 2, 3, 4, 5, zero, one, two, three, four, five,
Joins in and anticipates repeating sounds and patterns. Creates own special patterns showing some organisation or clarity. Explore and adds to simple linear patterns of two or three repeating items. Joins in with simple patterns in sounds, objects, games, stories, dance and movement predicting what comes next.	Spr 1 Week 1 and 2	Patterns	Understand and continue a simple repetitive pattern Name basic 2D shapes Know and continue a colour pattern	IWB- Video/ game on patterns Show the children a shape pattern and talk about it out loud 'circle triangle, circle triangle and pose what shape come next? Children have a set of objects e.g. coloured pompoms, lolly sticker, counters, people and create a repetitive pattern with 2 objects/ colours	pattern, repetitive, next, sequence, same, repeat, 2D shapes, 2 dimensional, flat, square, circle, rectangle, triangle,

Early Years Overview of skills and Knowledge for Maths Nursery

Begins to say number in order, some of which are in the right order. Beginning to count on their fingers. Joins in and anticipates repeating sound and action patterns. Count objects, actions and sounds. Enjoys counting as far as they can go. Use number name and number language Explores using a range of their own marks and signs to which they ascribe mathematical meanings.	Spr 1 Week 3	Number rhymes Forming numbers	Recall familiar number rhymes Know number order Know number rhymes to form numbers Hold pencil correctly to trace and write numbers 0-3	✓ 1, 2, 3, 4, 5 once I caught a fish alive ✓ One, Two buckle my shoe 10 in the bed ✓ 10 fat sausages ✓ 10 green bottles Using ten Town number rhymes teach children to write numbers. Watch ten town videos Children to write numbers in the air Children to trace highlighted numbers	number songs, numbers, sing, recite, know, remember, forwards, backwards, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 0, 1, 2, 3, Zero Pond, King 1, Tommy 2, Thelma 3, write, form,
Explores differences in capacity. In meaningful contexts finds more or less full of two items.	Spr 1 Week 4	Capacity	Know different containers hold different amounts of (water, sand, mud) Use language full and empty.	Explore water play outside filling and emptying containers. Discuss full and empty using a range of containers. Do the above for: • sand play • mud kitchen Have a range of different sized bottles, fill them water and compare the amounts. Which is the best bottle so we have enough water for the picnic.	hold more, holds less full, half full, empty, holds, container, enough, not enough, nearly, close to, about the same as, just over, just under
Recognises that 2 objects have the same shape. Choose puzzle pieces and tries to fit them in making simple constructions. Chooses items based on their shape which are appropriate for the child's purpose. Responds to both informal language and common shape names. Shows awareness of shapes similarity and differences between objects.	Spr 2 Week 5	2D Shapes properties	Know and name 4 basic 2D shapes Describe the properties of 2D shapes	Use a feely bag, describe the shape you are holding inside and children have to listen to properties of the shapes to guess what it is. Repeat with different shapes.	shape, properties, 2d, circle, round, curved side, triangle, 3 sides, 3 corners, square, 4 sides, 4 corers, straight sides, equal sides, rectangle, 2 long sides, 2 short sides,

Early Years Overview of skills and Knowledge for Maths Nursery

Recognises that 2 objects have the same shape. Makes simple constructions. Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. Attempts to create arches and enclosures when building using trial and improvement to select blocks. Chooses items based on their shape which are appropriate for the child's purpose.	Spr 1 Week 6	Make 2D shape picture	Know and name 4 basic 2D shapes Use shapes for a purpose to make a picture (e.g rocket, car, sun, house, man, windmill, bus, castle, boat ,train)	Explores 2D shapes and can find 2 that are the same (but may be different size or colour) Give the children a picture made of shapes and a set of shapes. Encourage the children to make their picture using the shape looking carefully at where each shape goes. Use 3D shapes and wooden blocks to build towers and enclosures for toys.	shapes, circle, triangle, square, rectangle,
Explores how things look from different view points, including things which are near and far away. Responds to some spacial and positional language. Responds to and uses language of position and direction. (in front of, behind, before, after, in a line, next to, between)	Spr 2 Week 1	Positional language	Know words to describe position	Each child has a chair and teacher gives them an instruction each on what to do eg. Put your hand on the chair, put your foot under the chair, stand to the side of the chair etc... Practical - can you put the teddy near the chair, far away from the chair?	position, where, describe, in, on, by, under, inside, in front, behind, at the back, side, next to,
Beginning to count on their fingers. In everyday situations takes or gives 2 or 3 objects from a group. Links numerals with amounts up to 5 and beyond.	Spr 2 Week 2	Number	Know numbers identify how many objects are in a set	Number hunt around the classroom - show a numeral and child find that amount of objects Give each child a group of objects and ask for a particular amount. Ask the child to count out a specific number of objects.	recognise, numeral, number, match, sort, same, quantity, how many, amount, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 zero, one, two, three, four, five, six, seven, eight, nine, ten

Early Years Overview of skills and Knowledge for Maths Nursery

Counts up to 5 items recognising that the last number said represents the total number counted. Through play and exploration begins to learn that numbers are made up of smaller numbers. Begins to use understanding of number to solve practical problems in play and meaningful activities. Begins to recognition that each counting number is 1 more than the 1 before.	Spr 2 Week 3	Match numeral to quantity	Recognise some numerals to 5 Match objects to numeral using touch counting	Write a number in children's books- children to trace the number and place a sticky dot or stamper to show the amount. Children to double check their answers.	number, numeral, amount, quantity, match, same, 0, 1, 2, 3, 4, 5, count, check,
Begins to compare and recognises changes in numbers of things using words like more, lots or same. Compares two small groups of up to 5 objects saying when there are the same number of objects in each group.	Spr 2 Week 4	More and less comparisons	Know which set has more and which set has less up to 10 objects	Have a jar of sweets and tip them onto two plates. Which has more? Which has less? Compare the amounts Show the children two purses of money and ask who has the most? Least? Show the children some picture cards with amounts and compare. Is there more or less animals?	compare, comparison, more, a lot, lots, few, less, most, least, count, double check, amount, total, altogether, money, coins,
Explores differences in size and length. In meaningful contexts finds longer or shorter of two items.	Spr 2 Week 5	Size	Know words to describe size of objects Know what medium means	Size object hunt Can you find me an object that is bigger than this? Smaller? Longer? Shorter? Talk about the objects and explain how we know by placing the objects at the side of each other. Show the children three objects and ask which is the biggest? Smallest? Introduce medium for the object in the middle	size, long, longer, longest, short, shorter, shortest, big, bigger, biggest, small, smaller, smallest, medium,
	Spr 2 Week 6	Size ordering and comparison	Compare size of objects Order a set of three objects / pictures from smallest to biggest	Practical - line 3 children up and ask who is the tallest? Who is the shortest? Place them in height order Children to place pictures of plants/ trees/ children in order of shortest to tallest	size, order, compare, different, short, shortest, tall, tallest, height, taller, shorter, measure

Early Years Overview of skills and Knowledge for Maths Nursery

Begins to say number in order, some of which are in the right order. Beginning to count on their fingers. Joins in and anticipates repeating sound and action patterns. Count objects, actions and sounds. Enjoys counting as far as they can go. Use number name and number language	Spr 2 Week 7	Number patterns	Counting forwards and backwards to 10 and further	Teacher to clap a number pattern and children to say the next number 1, 2, 3, 4, 5 ____ Repeat starting at different numbers 4, 5, 6, 7 ____ Once the children are confident with numbers forwards move onto backwards 10, 9, 8, 7, ____ Pose questions what number comes after number 4? Let's check and count to and past the number.	number, number names, order, recite, patterns, next, after, repeat, continue, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, forwards, backwards,
Beginning to recognise that each counting number is 1 more than the one before.	Sum 1 week 1	Ordering numbers	Know and recite numbers in order Recognise numerals 0-5 Order numerals 0-5	Can children confidently stand up and recite numbers 0-10? Choose children in circle to say numbers in order. Flash numerals in mixed order- do the children recognise the character and number? Each child to have a set of number cards to order. Teacher to say can you find 0? What's next? Can you find 1? Repeat all the way to 5. What number comes before?	recite, numbers, order, say, confident, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, number, next, after that, before,
Begins to notice numerals. Use number name and number language Begins to recognise numbers 0-10	Sum 1 week 2	Number recognition	Recognise numerals 0-5 (Recognise numerals 5-10)	Flash number cards in mixed order Re-read number stories and expect children to show their fingers to represent a number. Use Ten Town characters to know numbers confidently	numeral, number, recognise, 0, 1, 2, 3, 4, 5, zero, one, two, three, four, five,
Responds to and uses language of position and direction.	Sum 1 Week 3	Positional language	Know words to describe position	Place an object in a specific position practically with a plate, ball, cup and spoon Each child to have a chair and has to listen to teachers instructions to get in the correct position	position, where, describe, in, on, under, inside, in front, behind, in between, next to, at the side, above, below,
Explores using a range of their own marks and signs to which they ascribe mathematical meanings.	Sum 1 Week 4	Forming Numbers	Know number rhymes to form numbers Hold pencil correctly to trace and write numbers 0-5	Using ten Town teach number rhymes to write numbers. Trace and copy numerals in Maths books	Numeral, number, write, trace, rhyme, Zero pond, King 1, Tommy 2, Thelma 3, Freddie 4, Fiona 5.

Early Years Overview of skills and Knowledge for Maths Nursery

Explores differences in weight. In meaningful contexts finds heavier or lighter of two objects.	Sum 2 Week 1	Weight	Compare objects using heavy and light	Show the children some real objects and pictures and ask which one do you think is heavy? Which is light? Explain heavy objects you can't usually pick up. Sort the pictures into heavy and light sorting hoops. (fridge, TV, bed, elephant, boat, football, teddy, brick, pencil, hat,) Show the children an object- pass it round the circle- challenge the question. Can you go and find a heavier object? Lighter object? Show the children the heavy and light puppies and give each child two puppies (one in each hand) compare. Which is heavy? Which is light? Use a scale to show the children which one is the heaviest	heavy, light, heavier, heaviest, lighter, lightest, scales, balance, equal,
Compare two small groups of up to 5 objects saying when there are the same number of objects.	Sum 2 Week 2	More and less comparisons	Know which set has more and which set has less Know which group has the most Know which group has the least Compare sets using word fewer	Show the children two sets of pictures and pose which has more? Which has the most? Which has less? Which has fewer? Can they point to the correct picture?	compare, comparison, more, a lot, lots, few, less, most, least, many, fewer, same as,
Creates their own spacial patterns showing some organisation or regularity. Creates own special patterns showing some organisation or clarity. Explore and adds to simple linear patterns of two or three repeating items.	Sum 2 Week 3	Patterns	Know and complete a repetitive patterns Know how to complete a A, B, B, A, B pattern Know how to complete an A, B, B, A, B, B pattern Know and name basic colours Know and name 2D shapes Know and describe size	Show the children different patterns and see if they can talk about the pattern and show what goes next- explore colour, shape and size. e.g big circle, little square, big circle, little square red triangle, blue triangle, red triangle, blue triangle red, green, green, red, green, green, big, big, small, big, big, small,	repeat, pattern, colour, repetitive, big, small, square, circle, triangle, rectangle, shape, size, red, yellow, green, blue, orange, pink, purple

Early Years Overview of skills and Knowledge for Maths Nursery

Beginning to count on their fingers. Links numerals with amounts up to 5 and beyond. Counts up to 5 items recognising that the last number said represents the total number counted. Points or touches each item saying 1 number for each item using the stable order of 1, 2, 3, 4, 5 Beginning to recognise that each counting number is 1 more than the one before.	Sum 2 Week 4	Counting	Use pennies to count amounts to find a total	Introduce the children to money Pose why and where do we use money? Show the children a purse and some coins. How many pennies can you count? Model 1, 2, ,3 3pennies altogether Children have a purse and count pennies and match numeral and know p means pennies Children to have a blank purse or piggy bank and need to count pennies to match numeral	penny, pennies, count, amount, money, coins, total, altogether, how many? , 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Separates a group of 3 or 4 objects in different ways beginning to recognise that the total is still the same.	Sum 2 Week 5	Grouping objects	Know three or four objects can be separates in different ways but know the total is the same	As a group show 5 objects and two sorting hoops. Can you separate them in different ways? I have 5 and 0, 4 and 1, 3 and 2, (3 different ways to make the same amount) Explain but altogether every time there are 5. Repeat for different amounts	Sort, share, different, amounts, total, altogether, 0, 1, 2, ,3 ,4 ,5
Beginning to use understanding of number to solve practical problems in play and meaningful activities.	Sum 2 Week 6	Number problems	Beginning to understand how to solve simple problems	Give the children a problem. I have 5 sweets but lose 2 how many do I have left? Use props to share and teach the children simple problem. I have a pizza with 6 slice and need to share it between 2 people. How many slices each?	problem, number, solve, how many, left, less, more, count, share,

Early Years Overview of skills and Knowledge for Maths Nursery

On-going skills (every week)	Aspect of Maths		Knowledge	LO/ Skills	Vocabulary
	Recite numbers to 10 and further		Know and recall some number songs Know and recite numbers forwards to 10	Number rhymes and songs Counting to 10	Song, sing, number rhyme, number pattern, forwards, backwards, recite, order, number, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
	How many children are at school today- count them		Recite numbers in order to 10 and further	Teacher to write number on class board Count children in line when going out to playtime- children to help	Recite, order, number, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
	Days of the week		Know and recite the 7 days of the week Know what days are week days Know what days are weekends	What day is it today Sing days of the week song Count days of the week on their fingers	Day, 7 days, weekdays, weekends, 2 days, 5 days, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, next, before,
	Months of the year		Know and recite the 12 months of the year Know which month comes next Know which month was last	What day is it today Sing days of the week song	Months, 12, January, February, March, April, May, June, July, August, September, October, November, December, next, last,
	Counting claps, jumps, steps		Know and realise not only objects but anything can be counted including steps, claps and jumps	Practical activity- teacher to give an instruction. Can you jump 3 times? And children to follow the command and count as they do it, repeat with different numbers and movements.	count, clap, jump, hop, recite, number, order, forwards, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
	Use fingers to show a specific amount		Know how to represent numbers using fingers	Teacher to give an instruction 'Show me 4 fingers and children to show them visually and count each finger	represent, amount, how many, total, altogether, count, 0, 1, 2, 3, 4, 5,
	Is interested in what happens next using the pattern of every day routines. Beginning to enjoy and talk about immediate past and future. Beginning to anticipate times of the day including meal times and home time.	Everyday routines	Know about times and what happens next in their routine.	Sequencing events in story Following routine and using now and next referring to the visual timetable. Giving reminders, soon it is snack time, after that it is play time, later it is home time.	Before, later, soon, next, after, morning, afternoon, evening, night time