Nursery : Yearly Overview (2026/27)
Autumn Term

	1 (2days)	2	3	4	5	6	7	8	1	2	3	4	5	6	7
Autumn	EAD 3 – 4 Year Olds: Explore colour and colour mixing			3 – 4 Year Olds: Make comparisons between objects relating to size Complete inset puzzles Compare sizes using gestures and language: 'bigger/little/small' Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat		3 – 4 Year Olds: Make comparisons between objects relating to size Complete inset puzzles Compare sizes using gestures and language: 'bigger/little/small'		3 – 4 Year Olds: 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. Reception Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5			3 – 4 Year Olds: Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.		Consolidation Sorting and Matching -Counting Pattern - - -	3 – 4 Year Olds: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Show 'finger numbers' up to 5 + Christmas Maths Consolidation	

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Spring Term

	1	2	3	4	5	6	1	2	3	4	5 (3 1/2 days)	
Spring	3 – 4 Year Olds: 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. 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'					3 – 4 Year Olds: Recite numbers past 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.	3 – 4 Year Olds Make comparisons between objects relating to size, length, weight and capacity.				Consolidation - Length - Mass - Capacity	

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Summer Term

	1	2	3	4	5 (4 days BH)	6	7	8	1	2	3	4	5	
Summer	*3 – 4 Year Olds: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'*	*3 – 4 Year Olds: Understand position through words alone for example, "The bag is under the table," with no pointing.*	*3 – 4 Year Olds: Compare quantities using language: 'more than', 'fewer than'.*	*3 – 4 Year Olds: 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'*		Consolidation Sequencing Position More or Fewer	3 – 4 Year Olds: Explore the compositions of numbers to 10.	3 – 4 Year Olds: Recite numbers past 5.		3 – 4 Year Olds: 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		Consolidation: - Shape Patterns - More or Fewer - What comes before or after? - Composition		