



# EYFS Nursery Maths Curriculum

<p><b>Over Arching Principles</b></p>	<ul style="list-style-type: none"> <li>• <b>A unique child:</b> Recognizes that every child is a unique individual who is constantly learning and can be resilient, capable, confident, and self-assured.</li> <li>• <b>Positive relationships:</b> Highlights that children learn to be strong and independent through positive relationships with adults and their peers.</li> <li>• <b>Enabling environments:</b> Focuses on creating environments where children can learn and develop successfully, with adults who respond to their individual interests and needs.</li> <li>• <b>Learning and development:</b> Acknowledges that children develop and learn in different ways and at different rates, and that the curriculum must reflect these different ways of learning.</li> </ul>		
<p><b>Characteristics of Effective Learning</b></p>	<p><b>Playing and exploring</b></p> <ul style="list-style-type: none"> <li>• <b>Finding out and exploring:</b> Children are curious about people, their environment, and events.</li> <li>• <b>Playing with what they know:</b> They use their experiences to create pretend scenarios and take on roles.</li> <li>• <b>Being willing to have a go:</b> They are motivated to start activities, take risks, and are not afraid of making mistakes.</li> </ul> <p><b>Active learning</b></p> <ul style="list-style-type: none"> <li>• <b>Being involved and concentrating:</b> They stay focused on a task and are engaged in the activity.</li> <li>• <b>Persevering:</b> They keep trying when faced with difficulties and don't give up easily.</li> <li>• <b>Enjoying achievements:</b> They feel a sense of accomplishment when they succeed.</li> </ul> <p><b>Creating and thinking critically</b></p> <ul style="list-style-type: none"> <li>• <b>Having their own ideas:</b> They develop their own thoughts and concepts.</li> <li>• <b>Making links:</b> They connect ideas and see relationships between different things.</li> <li>• <b>Choosing ways to do things:</b> They develop and use their own strategies to achieve a goal.</li> </ul>		
<p><b>Core Vocabulary</b></p>	<p>Count, Number (1-5), More, Fewer, Same, Big, Small, Tall, Short, Long, Shape (circle, square, triangle), In, On, Under, Pattern, Repeat, Block, Build</p>	<p>Count, Number (1-5), Subitise, More, Fewer, Same, Shape (circle, square, triangle, rectangle), Long, Short, Tall, Wide, Pattern, Repeat, Sort, Compare</p>	<p>Count, Number (1-10), Forward, Backward, Add, Take away, Compare, Big, Small, Area, Shape (2D, 3D), Pattern, Repeat, Day, Night, Past, Future</p>

## AUTUMN TERM - Link to NC Maths

Development  
Matters 3-4  
Milestones

Children begin to count in everyday contexts, compare quantities, use positional language, and explore shapes and patterns through play.

### What we want the children to KNOW

Comparison: Compares sets using “more than” in play (cars, blocks).  
Positional language: Processes “in/on/under/next to” in child-initiated play.  
Matching: Matches pairs; identifies commonality.  
Building with properties: Chooses blocks/loose parts based on size/shape features.

Cardinality to 5: Counts with 1:1; states “how many” up to 5.  
Fewer than: Uses “more/fewer” accurately in small sets.  
Sorting: Sorts objects into identical sets; explains grouping.  
3D properties talk: Uses everyday size words while building (big, small, tall).

## SPRING TERM - Link to NC Maths

Development  
Matters 3-4  
Milestones

Children begin to count in everyday contexts, compare quantities, use positional language, and explore shapes and patterns through play.

### What we want the children to KNOW

Subitising: Instantly recognises quantities within 3 (dice/domino).  
Finger patterns: Shows quantities within 5 on fingers.  
Positional accuracy: Applies vocabulary in small world and building.  
2D arrangement: Places 2D shapes; uses informal properties (“pointy,” “curvy”).

Problem solving ( $\leq 5$ ): Adds/takes away in stories/rhymes.  
Positional in community: Uses positional terms outdoors/in locality.  
Pattern description: Describes repetition/regularity (stripes, tiles).  
Measure actions: Fills/empties; longer/shorter/taller/wider than mine “curvy”).

## SUMMER TERM - Link to NC Maths

Development  
Matters 3-4  
Milestones

Children begin to count in everyday contexts, compare quantities, use positional language, and explore shapes and patterns through play.

### What we want the children to KNOW

Numeral-set links: Matches numerals to 1, 2, 3 correctly.  
Absolute measure words: Uses heavy, light, big, tiny, full, empty with objects.  
Length comparison: Aligns objects to compare; identifies longer/shorter/taller.  
Pattern continuation: Continues ABAB patterns with everyday items/actions.

Numeral-set within 5: Links numerals to sets up to 5 consistently.  
Quantitative prediction: Predicts changes counting forwards/backwards.  
Own maths marks: Uses symbols/marks to represent experiences (tickets, scores).  
Shape composition and area: Combines 2D/3D shapes; overlays to compare "bigger/smaller"; corrects ABAB errors.  
Time talk: Uses day/night; talks about past/future events in stories.