



Orchard Nursery Maths Overview 2025/2026

Number

Keyperson led Together Times and learning opportunities/vocabulary modelled within Learning Landscape

Autumn 1

Making the Maths Real and Vocabulary:	<ul style="list-style-type: none">Language used when preparing and sharing snack with the children: more, less, same, equal, fair, not fair.Number songs and stories: say the number names in the correct sequence.Sharing resources – based on children's fascinations, who has more, fewer/less, equal, same.Playdough, objects to sort/place/arrange/subitise.
Noticing, Comparing and Communicating: Ask the children, 'What do you see?' (Rather than, 'How Many?') This promotes thinking and is open ended rather than the need to 1-1 count. All children can communicate in some way, what they see and notice.	<ul style="list-style-type: none">Look at arrangements of objects, eg natural materials – shells, stones, pinecones, sticks etc both inside and outside. What do they notice?Using the language of size, pattern, shape.Sorting according to 1 property, eg shells or cones recognising same, different.
Counting for Ordinality: This is knowing number names in order.	Say and sing number songs and nursery rhymes, eg '1 2 3 4 5 once I caught a fish alive'. Share and read number stories, eg '10 Little Pirates'.



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Autumn 2

<p>Making the Maths Real and Vocabulary:</p>	<ul style="list-style-type: none"> Language used when preparing and sharing snack with the children: more, less, same, equal, fair, not fair. Part, part whole, eg this is a part of your orange. This is the whole orange. Who has more? Fewer? The same, they are equal, it is fair. Sand and water play: full, empty, not full, half full, overflowing, more, less. Opportunities to watch the amounts increasing and decreasing. Number songs and stories: say the number names in the correct sequence. Perceptual subitising based on children's fascinations: 1, 2, 3. Same, different, equal, not equal. Autumn hunts!
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<p>Noticing, Comparing and Communicating: Ask the children, 'What do you see?' (Rather than, 'How Many?') This promotes thinking and is open ended rather than the need to 1-1 count. All children can communicate in some way, what they see and notice.</p>	<ul style="list-style-type: none"> Look at arrangements of objects, eg natural materials – Autumnal objects, leaves, conkers, acorns, stones, pinecones, sticks etc both inside and outside. What do they notice? Use the language of size, pattern, shape, eg long, short, longer than, shorter than, same. Straight, wavy, curved, pointed, square, triangle, rectangle... Sorting according to 1 or 2 properties, recognising same, different.
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<p>Counting for Ordinality: (This is knowing <u>number names in order</u>.)</p> <p>Say and sing number songs and nursery rhymes, eg '5 Little Men in a Flying Saucer'</p> <p>Share and read number stories, eg '10 Little Pirates'.</p>	<p>Counting for Cardinality: (This is knowing <u>how many in a group</u>.)</p> <p>In Orchard our children are supported to Perceptually Subitise. (Perceptual subitising is seeing the amount, 1, 2 or 3 and knowing without having to count.)</p> <p>Notice small groups of objects, 1, 2 and 3 – perceptual subitising groups of 1, 2 and 3 (concrete).</p> <p>Notice the same, different, more, fewer.</p>
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Orchard Nursery Maths Overview 2025/2026

Number

Keyperson led Together Times and learning opportunities/vocabulary modelled within Learning Landscape Spring 1

Making the Maths Real and Vocabulary:	<ul style="list-style-type: none">• Snack time: more, less, same, equal, fair, not fair. Part, part whole.• Sand and water play: full, empty, not full, half full, overflowing, more, less. Opportunities to watch the amounts increasing and decreasing.• Number songs and stories: say the number names in the correct sequence.• Perceptual subitising based on children's fascinations: 1, 2, 3. Same, different, equal, not equal.• Five Frame – empty, full.
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<p>Noticing, Comparing and Communicating: Ask the children, 'What do you see? (Rather than, 'How Many?') This promotes thinking and is open ended rather than the need to 1-1 count. All children can communicate in some way, what they see and notice.</p>	<ul style="list-style-type: none"> Look at arrangements of objects, eg natural materials and from children's fascinations and interests, eg Paw Patrol, cars etc. What do they notice? Use the language of size, pattern, shape, eg long, short, longer than, shorter than, same. Straight, wavy, curved, pointed, square, triangle, rectangle... Sorting according to 1 or 2 properties, recognising same, different.
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<p>Counting for Ordinality: (This is knowing <u>number names in order</u>.)</p> <p>Say and sing number songs and nursery rhymes, eg '5 Little Speckled Frogs'</p> <p>Share and read number stories.</p> <p>Counting moving things, eg stairs, people in the line.</p>	<p>Counting for Cardinality: (This is knowing <u>how many in a group</u>.)</p> <p>Perceptual Subitising (Perceptual subitising is seeing the amount, 1, 2 or 3 and knowing without having to count.)</p> <p>Notice small groups of objects, 1, 2 and 3 – draw around their groups. Look for groups of the same size and different sizes, use language of same, more, fewer.</p> <p>Introduce the five frame – empty and full. Transfer found groups, 1 and 2 and 3 onto the five frame to 'move it to prove it'. Notice the arrangements of 1, 2 and 3 and their positions on the 5 frame.</p> <p>Introduce the numerals.</p>
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Together Time	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Counting for ordinality: Counting song warm up	Counting for ordinality:	Counting for ordinality:	Counting for ordinality:	Counting for ordinality:	Counting for ordinality:
Learning Objective for session 1 and 2.	Perceptually subitise – notice groups of objects of 1, 2 and 3. Use language same, more, fewer.	Introduce a five frame – recognise empty and full.	Notice the arrangements of 1, 2 and 3 and their positions on the 5 frame. Match to the numeral 1-3.	SSM Size – comparative language	SSM Positional language	SSM 2D shape



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Making the Maths Real and Vocabulary:	<ul style="list-style-type: none"> Snack time: more, less, same, equal, fair, not fair. Part, part whole, eg this is a part of your orange. This is the whole orange. Who has more? Fewer? The same, they are equal, it is fair. Sand and water play: full, empty, not full, half full, overflowing, more, less. Opportunities to watch the amounts increasing and decreasing. Number songs and stories: say the number names in the correct sequence. Perceptual subitising: 1, 2, 3. Same, different, equal, not equal. Five Frame – empty, full. Directions – map making lengths and measures. Growing – planting seeds and describing changes.
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Noticing, Comparing and Communicating: Ask the children, ' What do you see? ' (Rather than, 'How Many?') This promotes thinking and is open ended rather than the need to 1-1 count. All children can communicate in some way, what they see and notice.	<ul style="list-style-type: none"> Look at arrangements of objects, eg natural materials and from children's fascinations and interests, eg small world people, cars etc. What do they notice? Use the language of size, pattern, shape, eg long, short, longer than, shorter than, same. Straight, wavy, curved, pointed, square, triangle, rectangle... Sorting according to 1 or 2 properties, recognising same, different.
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Counting for Ordinality: (This is knowing <u>number names in order</u> .) Say and sing number songs and nursery rhymes, eg '5 Current Buns' Share and read number stories. Counting moving things, eg stairs, people in the line.	Counting for Cardinality: (This is knowing <u>how many in a group</u> .) Perceptual Subitising (Perceptual subitising is seeing the amount, 1, 2 or 3 and knowing without having to count.) Notice small groups of objects, 1, 2 and 3 – draw around their groups. Look for groups of the same size and different sizes, use language of same, more, fewer. Introduce the five frame – empty and full. Transfer found groups, 1 and 2 and 3 onto the five frame to 'move it to prove it'. Notice the arrangements of 1, 2, 3, 4 and 5 and their positions on the 5 frame. Refer to the numerals 1-5.
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Together Time	Week 1	Week 2	Week 3	Week 4	Week 5
	Counting for ordinality: Counting song warm up	Counting for ordinality: Counting song warm up	Counting for ordinality: Counting song warm up	Counting for ordinality: Counting song warm up	Counting for ordinality: Counting song warm up
Learning Objective for session 1 and 2.	Notice the arrangements of 4 and the position on the 5 frame. Match to the numeral 1-4.	Notice the arrangements of 5 and the position on the 5 frame. Match to the numeral 1-5.	Five Frame challenge. More or less on the five frame.	SSM Using shapes for a task. Patterns.	SSM Capacity



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Summer 1

<p>Making the Maths Real and Vocabulary:</p>	<ul style="list-style-type: none"> Snack time: more, less, same, equal, fair, not fair. Part, part whole, eg this is a part of your orange. This is the whole orange. Who has more? Fewer? The same, they are equal, it is fair. Sand and water play: full, empty, not full, half full, overflowing, more, less. Opportunities to watch the amounts increasing and decreasing. Number songs and stories: say the number names in the correct sequence. Perceptual subitising: 1, 2, 3. Same, different, equal, not equal. Five Frame – empty, full.
<p>Noticing, Comparing and Communicating:</p> <p>Ask the children, 'What do you see?' (Rather than, 'How Many?') This promotes thinking and is open ended rather than the need to 1-1 count. All children can communicate in some way, what they see and notice.</p>	<ul style="list-style-type: none"> Look at arrangements of objects, eg natural materials and from children's fascinations and interests, eg characters etc. What do they notice? Sort and use the language of size, pattern, shape, eg long, short, longer than, shorter than, same. Straight, wavy, curved, pointed, square, triangle, rectangle... 2D shape/repeating patterns Begin to mark make to show their given groups, eg tally marks, symbols, attempting number formations.

<p>Counting for Ordinality: (This is knowing <u>number names in order</u>.)</p> <p>Say and sing number songs and nursery rhymes, eg '5 Current Buns'</p> <p>Share and read number stories.</p>	<p>Counting for Cardinality: (This is knowing <u>how many in a group</u>.)</p> <p>Perceptual Subitising (Perceptual subitising is seeing the amount, 1, 2 or 3 and knowing without having to count.)</p> <p>Perceptual subitising groups of 1, 2 and 3 (concrete) Draw around their groups and 'move it to prove it' onto a five frame to subitise. Begin to combine groups, by adding 1 more/1 more than, and 'move it to prove it', beginning to conceptually subitise, eg recognising 3 and 1 more is 4 etc.</p> <p>Refer to the numerals 1-5. Begin to form numerals.</p>
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Summer 2

Making the Maths Real and Vocabulary:	<ul style="list-style-type: none">Snack time: more, less, same, equal, fair, not fair. Part, part whole, eg this is a part of your orange. This is the whole orange. Who has more? Fewer? The same, they are equal, it is fair.Sand and water play: full, empty, not full, half full, overflowing, more, less. Opportunities to watch the amounts increasing and decreasing.Number songs and stories: say the number names in the correct sequence.Perceptual subitising: 1, 2, 3. Same, different, equal, not equal.Five Frame – empty, full.
Noticing, Comparing and Communicating: Ask the children, 'What do you see?' (Rather than, 'How Many?') This promotes thinking and is open ended rather than the need to 1-1 count. All children can communicate in some way, what they see and notice.	<ul style="list-style-type: none">Look at arrangements of objects, eg natural materials and from children's fascinations and interests, eg cars etc. What do they notice?Sort and use the language of size, pattern, shape, eg long, short, longer than, shorter than, same. Straight, wavy, curved, pointed, square, triangle, rectangle...Begin to mark make to show their given groups, eg tally marks, symbols, attempting number formations.
Counting for Ordinality: (This is knowing <u>number names in order</u> .) Say and sing number songs and nursery rhymes, eg '5 Current Buns' Share and read number stories.	Counting for Cardinality: (Conceptual subitising – ability to subitise by combining/adding known groups.) Conceptual subitising - begin to combine groups and 'move it to prove it', beginning to conceptually subitise, eg recognising 4 is made from 2 plus 2. Match to the numerals 1-5. (5-10) Attempt to write the numerals.



Impact:

The sequential teaching of number sense ensures our children leave our Nursery School with the knowledge and skills required to develop later number fluency and be 'Reception ready'.

Throughout the children's learning journey, careful consideration of **mathematical knowledge** is planned:

- **Noticing, comparing and communicating.**
- **Perceptual subitising to 3.**
- **Counting for ordinality.**
- **Understanding units – 5 frames.**
- **Investigating part/whole – conceptual subitising.** (This is the foundation for later addition and subtraction.)
- **Labelling – giving a number name to the quantity. Then the written numeral.**
- **Equal and Unequal Parts – noticing and making the same and different sized groups.** (This is the foundation for later multiplication and division.)