Nursery Curriculum

The Nursery curriculum is not set out as rigidly as the rest of the school which is why there are no terms or progression through units as in other year groups. The reason for this is because the children all start at different points and concepts will be revisited throughout the year.

Daily counting	Counting is a key part of the Nursery curriculum. Children have opportunities daily for counting in ways such as: - Singing counting songs - Recognising numbers and counting in the environment	
	Number	**Numerical patterns**
0 – 3 year olds	- Take part in finger rhymes with numbers. - React to changes to amount in a group of up to three items. - Compare amounts saying "lots", "more", or "same". - Develop counting like behaviour such as making sounds, pointing or saying some numbers in sequence. - Count in everyday context sometimes skipping numbers.	- Combine objects like stacking blocks and cups, put objects inside others and take them out again. - Climb and squeeze themselves into different types of spaces. - Build with a range of resources. - Complete inset puzzles. - Compare sizes, weights etc. using gesture and language, 'bigger', 'smaller', 'little', 'high', 'low' etc. - Notice patterns and arrange things in patterns.
3 – 4 year olds	- Develop fast recognition of up to three objects without having to count them individually. - Recite numbers past five. - Say one number for each item in order. - 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 five. - Link numerals and amounts. - Solve real-world mathematical problems with numbers up to five. - Compare quantities using language "more than" and "fewer than".	- Experiment with their own symbols and marks as well as numerals. - Talk about and explore 2D and 3D shapes, using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. - Understand position through words alone, e.g. "the bag is under the table" (with no pointing). - Describe a familiar route. - Discuss routes and locations using words like 'in front of' and 'behind'. - Make comparisons between objects relating to size, length, weight and capacity. - Select shapes appropriately, flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new one. - Talk about and identify the patterns around them, using informal language such as 'spotty pointy blobs' etc. - Extend and create ABAB patterns. - Notice and correct an error in a repeated pattern. - Begin to describe a sequence of events real or fictional using words such as 'first' and 'then'.