



St Charles' Catholic Primary School Mathematics Curriculum Nursery

St Charles' Catholic Primary School Nursery Mathematics Curriculum Overview

Long term mathematics curriculum plan that progressively develops pupils maths knowledge and skills. Class reading spine of core, quality texts shared in daily story times and in continuous provision.

Daily adult led maths lessons and opportunities to consolidate learning through routines and songs and rhymes.

Progressive continuous provision curriculum planning for maths that builds on children's interests and overarching themes.

Reflective planning following children's interests and using minute by minute formative ongoing assessments to plan opportunities for children to achieve their next steps in learning.

Half termly summative assessments that inform planning and targeted specific interventions for pupils not on track to meet curriculum goals.

Whole school event such as Number Day.

Characteristics of Learning
Our provision promotes engagement, motivation and thinking.

Parents as Partners
We include parents in their child's maths learning through workshops and online learning journals.

Enabling Environments
Carefully planned organised and engaging environments to support independent learning through play.



Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Statutory Framework

Mathematics Long Term Plan 2025-2026

Autumn One

Autumn Two

Week 1 & 2

Week 3 & 4

Week 5 & 6

Week 7 & 8

Week 1

Week 2 & 3

Week 4 & 5

Week 6 & 7

Week 8

Transition

Maths songs and rhymes

More than, fewer than, same

Explore and build with shapes and objects

Explore repeats

Hear and say number names

Begin to order number names

I see 1, 2, 3

Join in with repeats

Consolidate

Spring One

Spring Two

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Explore position and space

Show me 1, 2, 3

Move and label 1, 2, 3

Explore and position routes

Explore and position routes

Explore own first patterns

Take and give 1, 2, 3

Match, talk, push and pull

Summer One

Summer Two

Week 1

Week 2

Week 3

Week 4

Week 5

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Talk about dots

Compare and sort collections

Lead on own repeats

Start to puzzle

Making patterns together

Make games and actions

Show me 5

My own pattern

Stop at 1, 2, 3, 4, 5

Match, sort, compare