

Long term Nursery Number and [SSM](#) Maths Plan

7.9.2026	14.9.2026	21.9.2026	28.9.2026	5.10.2026	12.10.2026	19.10.2026
	Recite numbers to 3 through songs and rhymes. Begin noticing quantities in play. (e.g. 1,2 buckle my shoe or 3 little ducks) Introduce opportunities for numeral recognition through provision and songs.	Count objects to 2 using 1:1 correspondence, touching each object once. (e.g. counting apples on snack table) Introduce opportunities for numeral recognition through provision and songs. - number hunt - number labels - snack table numbers	<i>Subitise to 2</i> using quick images (Zero Pond theme) (recognising 1 or 2 without counting) using dice, dot cards and finger patterns. Compare size -big / small.	<i>Subitise to 2 daily using varied representations (King One theme)</i> Compare quantities using more / fewer/ same. Identify which group has more. Reasoning: How do you know? Tell me about it.	<i>Subitise to 2 daily using varied representations (Tommy Two theme).</i> Represent numbers to 2 using objects, fingers and simple marks. Compare length – long/short.	<i>Subitise to 2 daily using varied representations (Thelma Three theme)</i> Represent numbers to 3 using objects, marks and fingers. Reasoning: What do you notice? Which has more? Can you show me? Compare height – tall/short. Build towers that are taller / shorter
2.11.2026	9.11.2026	16.11.2026	23.11.2026	30.11.2026	7.12.2026	14.12.2026
<i>Subitise quantities to 2 using quick images (Freddie Four theme)</i> Cardinality to 2 Copy AB patterns using coloured blocks	<i>Subitise to 2 using varied representations (Fiona Five theme)</i> Reasoning: How do you know? Tell me about it. Explore 2D and 3D shapes through play, noticing their properties.	<i>Subitise daily, moving from 2 to 3 (Seal Six theme).</i> Match numerals 1–3 to quantities (after secure counting) Describe position: in, on, under during play	<i>Subitise daily to 3 using varied images (Sir Seven theme)</i> Represent numbers to 3 using cubes, counters and drawings. Talk about daily events using simple time language – snack time, group time, home time	<i>Subitise daily to 3 using varied images (Eric Eight theme).</i> Cardinality to 3 Explore representations of quantities to 5 (e.g. building towers) Reasoning: What do you notice? Which has more? Can you show me? Continue using simple time vocabulary.	<i>Subitise daily using varied images (Nicola Nine theme)</i> Cardinality to 3 Continue AB patterns using coloured blocks.	<i>Subitise daily using varied images (Ten Town Pond theme)</i> Cardinality to 3 Reasoning: What do you notice? Which has more? Recognise and name circle, square and triangle in nursery environment. Continue AB patterns in paint.
4.1.2027	11.1.2027	18.1.2027	25.1.2027	1.2.2027	8.2.2027	
<i>Subitise quantities to 3 using dot patterns, finger patterns and quick images</i> daily using varied representations. Compare groups using more / fewer / same. (counting bears)	<i>Subitise to 3</i> Cardinality to 3 Explore capacity full / empty / nearly full (using sand or water tray containers)	Represent 3 in different ways (3 counters, 3 fingers, 3 marks) <i>Subitise to 3</i> Cardinality to 3 Reasoning: How do you know? Tell me about it. Explore capacity using language more / less using containers	<i>Subitise quantities to 3 using dot patterns, finger patterns and quick images.</i> Cardinality to 3 Represent numbers to 5 in different ways using objects and drawings. Use positional language next to, in front of and behind.	<i>Subitise to 3</i> Cardinality to 3 Composition of numbers to 3 – explore 1+2 and 2+1 using cubes. Reasoning: How do you know? Tell me about it. Describe what happens after/before daily events. (snack time, group time)	Combine two groups (e.g. 2 cars and 1 car) and count total (cardinality to 3) Reasoning: What do you notice? Which has more? Use before/after in simple time sequences.	
22.2.2027	1.3.2027	8.3.2027	15.3.2027	22.3.2027		
<i>Subitise to 3</i> Cardinality to 3 Make marks to represent quantities. Create pictures using 2D shapes (circle faces, triangle roofs). Name the shapes.	<i>Subitise to 3</i> Cardinality to 3 Make marks to represent number. Explore 3D shapes when building (e.g. towers cube, cylinder)	<i>Subitise quantities to 3 using dot patterns, finger patterns and quick images.</i> Cardinality to 3 Name 3D shapes; explore roll/not roll. Compare length/height using cube towers.	<i>Subitise to 3</i> Cardinality to 3 Compare weight by lifting items, heavy / light.	<i>Subitise to 3</i> Cardinality to 3 Solve practical problem: ‘We need 3 cups for snack – how many do we have?’ Reasoning: What do you notice? How do you know?		

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12.4.2027	19.4.2027	26.4.2027	3.5.2027	10.5.2027	17.5.2027	24.5.2027
Subitise to 4 (exposure, not mastery) Cardinality to 4 (touch count) Solve number story: ‘2 ducks in pond, 1 more arrives – how many now?’ using resources	Subitise to 4 (exposure, not mastery) Cardinality to 4 Combine two groups of objects and count the total (e.g. 2 cars + 2 cars) Compare weight of 2 items using balance scales	Subitise to 4 (exposure, not mastery) Cardinality to 4 Match numerals to quantities within 5 during number hunts in nursery Reasoning: What do you notice? Which has more?	Subitise to 4 (exposure, not mastery) Cardinality to 4 Use positional language: in, on under, next to, in front of and behind in practical activities.	Subitise to 4 (exposure, not mastery) Cardinality to 4 Build structures using shapes and describe them. Use time language – today, tomorrow, yesterday.	Subitise to 4 (exposure, not mastery) Cardinality to 4 Count objects during outdoor tidy up (e.g. collect 5 cones or bikes)	Subitise to 4 (exposure, not mastery) Cardinality to 4 Use counting to share fruit pieces between dolls Reasoning: What do you notice?
7.6.2027	14.6.2027	21.6.2027	28.6.2027	5.7.2027	12.7.2027	
Review counting and cardinality to 5 (with support) Count sets to 5 independently during play	Subitising consolidation to 3 using varied images. Reasoning: What do you notice? Which has more? Can you show me? Apply positional language to routes and locations. Finding treasure following a route.	Subitise to 5 (exposure, not mastery) Cardinality to 5 Explore composition of numbers through play (e.g., build 4 using 3+1). Use time language – what they will do later.	Subitise to 5 (exposure, not mastery) Cardinality to 5 Compare groups and say which has more using counting. Reasoning: What do you notice? Which has more? Can you show me? Compare capacity – full/empty/more/less.	Subitise to 5 (exposure, not mastery) Cardinality to 5 Solve problem: ‘We need 4 paint pots – count them out’	Subitise to 5 (exposure, not mastery) Cardinality to 5 Follow positional instructions in outdoor play (e.g. stand behind cone)	

Curriculum Intent

Our Nursery maths curriculum builds secure foundations in number through:

- Deep understanding of numbers to 5
- Daily subitising using varied representations.
- Early composition and decomposition
- Meaningful counting and cardinality
- Rich mathematical vocabulary
- Exploration of *shape, space and measure* through play
- Real-life problem solving.
- Playful exposure to subitising 4 and 5 (not mastery)

This is through a deep understanding of numbers to 5, daily subitising, early composition, meaningful counting, rich vocabulary, and exploration of *shape, space and measure* through play. This aligns with DfE Foundations for Number, EYFS Development Matters and the Ofsted 2025 framework.

Teaching Approaches

Autumn Term-

Number of the week, Number songs/rhymes and rote counting. Number recognition and representing numbers. Counting using 1-1 correspondence. Cardinality.

- Counting to 2 and 3
- Cardinality

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- Subitising to 2
- Representing numbers
- Early comparison
- ***Early SSM: size, length, height, 2D shapes, patterns***

Spring Term

Number songs/rhymes and rote counting. Number recognition and representing numbers. Counting using 1-1 correspondence. Cardinality. Subitising quantities to 3. Representing numbers in different ways. Making marks to represent quantities and numbers. Comparing amounts using vocabulary such as 'more' 'less'.

- Subitising to 3
- Composition of 3
- Representing numbers to 5
- ***SSM: capacity, weight, positional language, 3D shapes***

Summer Term

Representing numbers in different ways. Writing numbers. Combining groups and solving simple number problems. Solving number problems and representing answers.

- Subitising to 4 and 5 (exposure only)
- Cardinality to 4 and 5
- Early addition
- Problem solving
- ***SSM: routes, capacity, shape combining.***

Assessment

Children's mathematical development will be assessed through ongoing observation, interactions during play, focused activities and practitioner knowledge. Information gathered will be used to identify next steps, adapt provision and provide additional support where required.

June 2026