

Early Years Overview of skills and Knowledge for Maths - Nursery 2026-2027

Range 4- Purple 24-36 months (2Y-3Y)

Range 5- Grey 36-48 months (3Y-4Y)

EYFS objectives		Term & Week	Aspect of Maths	Knowledge	Activities / skills	Vocabulary
Maths	Begins to say number in order, some of which are in the right order. Beginning to count on their fingers. Joins in and anticipates repeating sound and action patterns. Count objects, actions and sounds. Enjoys counting as far as they can go. Use number name and number language	Aut 1 Weeks 1, 2 and 3	Number rhymes	Recall familiar number rhymes Know number order	Use hand puppets, videos, fingers and rhymes to count ✓ 5 Little Speckled frogs ✓ 5 little peas in a pod ✓ Hickory Dickory Dock ✓ 5 Currant buns in a bakers shop ✓ 5 Little Ducks ✓ 5 little men in a flying saucer ✓ 5 little monkeys jumping on the bed Sing number songs to 5 and 10.	number songs, numbers, sing, recite, know, remember, forwards, backwards, 0, 1, 2, 3, 4, 5,
	Begins to say number in order, some of which are in the right order. Beginning to count on their fingers. Begins to notice numerals. Count objects, actions and sounds. Enjoys counting as far as they can go. Use number name and number language Beginning to recognise that each counting number is 1 more than the one before.	Aut 1 Week 4	Recite numbers	Recite numbers in order to 5 and 10 Know number patterns forwards	Counting fingers to 5/10 Clap and Jump to 5/10 times Number songs on IWB	recite, number names, next, after that, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, one, two, three, four, five, six, seven, eight, nine, ten,

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Recognises that 2 objects have the same shape. Choose puzzle pieces and tries to fit them in making simple constructions. Chooses items based on their shape which are appropriate for the child's purpose. Responds to both informal language and common shape names. Shows awareness of shapes similarity and differences between objects. Move their bodies and toys around objects and explores fitting into spaces. Begins to remember their way around familiar environments Responds to some spacial and positional language. Responds to and uses language of position and direction. (in front of, behind, before, after, in a line, next to, between)	Aut 1 week 5	Positional language (Billy Goats)	I can identify that the goats are on the bridge and the troll is under the bridge CH, in, next to	Activity with small world toys and trying to put the goats on, in and under	Position, where, in, on, under, goats, bridge
Joins in and anticipates repeating sounds and patterns. Creates own special patterns showing some organisation or clarity. Explore and adds to simple linear patterns of two or three repeating items. Joins in with simple patterns in sounds, objects, games, stories, dance and movement predicting what comes next.	Aut 1 week 6	Patterns (colour)	Understand and continue a simple repetitive pattern Know and continue a colour pattern	IWB- Video/ game on patterns Show the children a shape pattern and talk about it out loud 'red, yellow, red, yellow) Children have a set of objects e.g. coloured pompoms, lolly sticker, counters, people and create a repetitive pattern with 2 colours	pattern, repetitive, next, sequence, same, repeat, 2D shapes, 2 dimensional, flat, square, circle, rectangle, triangle,

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	□ Make comparisons between objects relating to size, length, weight, and capacity. □ Understand the attributes of length (e.g., identifying when an object is "long" or a person is "tall") Begin to describe a sequence of events (real or fictional) using words like "first" and "then"	Aut 1 week 7	Length/sequencing (oral health)	Know that objects come in different sizes Know some key words to describe length I can describe the order of events for teeth brushing	Explore toothbrushes that are different sizes and try and group them into long and short CH sort them into shortest-longest Use practical objects and order the steps of brushing your teeth using language such as first, next and then	Long, short, longer, smaller, length, size
	Joins in and anticipates repeating sounds and patterns. Creates own special patterns showing some organisation or clarity. Explore and adds to simple linear patterns of two or three repeating items. Joins in with simple patterns in sounds, objects, games, stories, dance and movement predicting what comes next.	Aut 1 week 8	Pattern of different objects (Autumn)	Know that patterns can happen in different objects Make and identify a repeating ABAB pattern using objects	Explore with natural materials- conker, acorn, pinecone, twigs and use them to make a repeating pattern	Pattern, repeat, same, pinecone, acorn, conker, twig
	Begins to notice numerals. Use number name and number language Begins to recognise numbers 0-10	Aut 2 wk 1	Number recognition	Focus on zero pond	Flash number cards Number stories Ten Town to introduce numbers	numeral, number, recognise, 0, 1, 2, 3, 4, 5, zero, one, two, three, four, five,
		Aut 2 wk 2	Number recognition	Focus on King 1	involve touch counting	numeral, number, recognise, 0, 1, 2, 3, 4, 5, zero, one, two, three, four, five,
		Au2 wk 3	Sequencing (Harvest)	I can sequence an order of events from when I made bread	Have pictures from making bread for Little Red hen. Put them in order of the steps and use language such as first, next and then	First, next, then, order, steps, event, finally,
		Aut 2 wk 4	Number recognition	Focus on Tommy Two	involve touch counting	numeral, number, recognise, 0, 1, 2, 3, 4, 5, zero, one, two, three, four, five,

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		Aut 2 Week 6	Shape (Christmas)	Name 4 basic 2D shapes Recognise 2D shapes in the environment Know and name things which are circles, triangles, squares, rectangles.	Show shapes using Christmas pictures and objects Find 2 shapes which match Shape puzzles (From reception) to fit into correct place- circle, triangle, rectangle and square jigsaws.	shape, hunt, find, locate, 2D, 2 dimensional, flat, similar, different, tall, round, circle, square, triangle, rectangle, oblong
	Beginning to count on their fingers. Links numerals with amounts up to 5 and beyond. Counts up to 5 items recognising	Aut 2 Week 7	Touch counting 0-3 (Christmas)	Touch count objects to 3 with 1:1 correspondence	Show me...? E.g 4 fingers then touch and count each one Have a set out objects and count them by touching each one Christmas objects	touch count, count, accurate, correct, 1:1 correspondence, order, line up,

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that the last number said represents the total number counted. Points or touches each item saying 1 number for each item using the stable order of 1, 2, 3, 4, 5 Beginning to recognise that each counting number is 1 more than the one before.	Spr 1 Week 1	Number recognition	Focus on Freddie 4	involve touch counting talk about story	numeral, number, recognise, 0, 1, 2, 3, 4, 5, zero, one, two, three, four, five,
Begins to notice numerals. Use number name and number language Begins to recognise numbers 0-10	Spr 1 Week 2	Number recognition	Focus on Fiona 5	involve touch counting talk about story	numeral, number, recognise, 0, 1, 2, 3, 4, 5, zero, one, two, three, four, five,
Begins to notice numerals. Use number name and number language Begins to recognise numbers 0-10 □ Describe a familiar route □ Discuss routes and locations, using words like 'in front of' and 'behind'	Spr 1 Week 3	Number recognition Describe a route (Gingerbread)	Seal 6 evidence + Describe a route of the gingerbread Focus on Seal 6	Have pictures of the gingerbread man story and encourage children to name the places and objects he sees on his run. Children to order and describe his route involve touch counting talk about story	numeral, number, recognise, 0, 1, 2, 3, 4, 5, 6, zero, one, two, three, four, five, six river, in front, next to, run, house, then, first, next
Explores differences in size. In meaningful contexts finds longer or shorter of two items.	Spr 1 Week 4	Big and Small size (Zoo animals)	Know words to describe size of objects Know how to order a set of three objects from smallest to biggest	Explore animals- pictures showing size difference and toys Compare the objects and sort them into big and small Each child to have 3 pictures (different sets) and order them smallest to biggest Use size worms and each child has a coloured set to order to support	size, big, medium, small, little, tiny, huge, massive, bigger, biggest, smaller, smallest

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Begins to notice numerals. Use number name and number language Begins to recognise numbers 0-10	Spr 1 Week 6	Number recognition	Focus on Sir 7	involve touch counting talk about story	numeral, number, recognise, 0, 1, 2, 3, 4, 5, zero, one, two, three, four, five,
Make comparisons between objects relating to size, length, weight, and capacity. Understand the attributes of length (e.g., identifying when an object is "long" or a person is "tall") Begin to describe a sequence of events (real or fictional) using words like "first" and "then"	Spr 2 Week 1	Length (Growing)	Know that objects come in different sizes Know some key words to describe length I can explore that things can get bigger	Explore sunflowers and how they grow. Show time lapse and explore long, short, tall, small	Long, short, longer, smaller, length, size
Begins to notice numerals. Use number name and number language Begins to recognise numbers 0-10	Spr 2 wk 2	Number recognition	Focus on Eric 8	involve touch counting	numeral, number, recognise, 6, 7, 8, 9, 10, six, seven, eight, nine, ten,
Begins to notice numerals. Use number name and number language Begins to recognise numbers 0-10	Spr 2 wk 3	Number recognition	Focus on Nina 9	involve touch counting	numeral, number, recognise, 6, 7, 8, 9, 10, six, seven, eight, nine, ten,

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	Begins to notice numerals. Use number name and number language Begins to recognise numbers 0-10	Spr 1 Week 4	Number recognition	Focus on Tia 10	involve touch counting	numeral, number, recognise, 6, 7, 8, 9, 10, six, seven, eight, nine, ten,
	Recognises that 2 objects have the same shape. Choose puzzle pieces and tries to fit them in making simple constructions. Chooses items based on their shape which are appropriate for the child's purpose. Responds to both informal language and common shape names. Shows awareness of shapes similarity and differences between objects.	S Spr 2 Week 5	2D Shapes properties (Easter)	Know and name 4 basic 2D shapes Describe the properties of 2D shapes Name 4 basic 2D shapes Recognise 2D shapes in the environment Know and name things which are circles, triangles, squares, rectangles. Make a shape pattern	Use a feely bag, describe the shape you are holding inside and children have to listen to properties of the shapes to guess what it is. Repeat with different shapes. Link to Easter and shapes that can be found in Easter and Spring objects Easter egg shape hunt / make a picture using shapes	shape, properties, 2d, circle, round, curved side, triangle, 3 sides, 3 corners, square, 4 sides, 4 corers, straight sides, equal sides, rectangle, 2 long sides, 2 short sides,
	Begins to compare and recognises changes in numbers of things using words like more, lots or same. Compares two small groups of up to 5 objects saying when there are the same number of objects in each group. Beginning to recognise that each counting number is 1 more than the one before.	Sum 1 week 1	More and less comparisons (farm animals)	Know which set has more and which set has less up to 5 objects	Use sorting hoops, paper plates to show two amounts of objects and compare. Pose questions which one has more? Teacher to count and check to explain the bigger number is more Link to animals- which animal has the most food?	compare, comparison, more, a lot, few, less, bigger, amount, how many?

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	Explores differences in weight. In meaningful contexts finds heavier or lighter of two objects.	Sum 1 Week 3	Weight (supertato)	Compare objects using heavy and light	Show the children some real objects and pictures and ask which one do you think is heavy? Which is light? Explain heavy objects you can't usually pick up. Sort the pictures into heavy and light sorting hoops. (fridge, TV, bed, elephant, boat, football, teddy, brick, pencil, hat,) Show the children an object- pass it round the circle- challenge the question. Can you go and find a heavier object? Lighter object? Show the children the heavy and light puppies and give each child two puppies (one in each hand) compare. Which is heavy? Which is light? Use a scale to show the children which one is the heaviest Link it to supertato- peas and potatoes	heavy, light, heavier, heaviest, lighter, lightest, scales , balance, equal,

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	Explores differences in size. In meaningful contexts finds longer or shorter of two items.	Sum 1 Week 5	Size, ordering and comparison (Giants)	Know words to describe size of objects Know how to order a set of three objects from smallest to biggest	Size hunt- can you find me a big object in the room? Can you find me a small object? Compare the objects and sort them into big and small Each child to have 3 pictures (different sets) and order them smallest to biggest Use size worms and each child has a coloured set to order Link to giants and castles	size, big, medium, small, little, tiny, huge, massive, bigger, biggest, smaller, smallest

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Beginning to count on their fingers. Links numerals with amounts up to 5 and beyond. Counts up to 5 items recognising that the last number said represents the total number counted. Through play and exploration begins to learn that numbers are made up of smaller numbers. Begins to use understanding of number to solve practical problems in play and meaningful activities. Begins to recognise that each counting number is 1 more than the 1 before.	Sum 1 week 6	Match numeral to quantity (fairy-tale week)	Recognise some numerals to 5 Match objects to numeral using touch counting	Flash number cards Ten Town to recap number names Each child to have a numeral and a pot of objects. Children to count out the number of objects to match the numeral. Children taught to double check their answers Have characters from fairy-tale week and match their numbers	recognise, numeral, number, match, sort, same, quantity, how many, amount, total, altogether, 0, 1, 2, 3, 4, 5, zero, one, two, three, four, five, Zero pond, King one, Tommy two, Thelma three, Freddie four and Fiona Five,
Begins to notice numerals. Use number name and number language Begins to recognise numbers 0-10 Beginning to recognise that each counting number is 1 more than the one before.	Sum 1 week 7	Ordering numbers (bear hunt)	Know and recite numbers in order Recognise numerals 0-5/0-10 Order numerals 0-5/0-10	Can children confidently stand up and recite numbers 0-10? Choose children in circle to say numbers in order. Flash numerals in mixed order- do the children recognise the character and number? Each child to have a set of number cards to order. Teacher to say can you find 0? What's next? Can you find 1? Repeat all the way to 5. What number comes before?	recite, numbers, order, say, confident, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, number, next, after that, before,
Separates a group of 3 or 4 objects in different ways beginning to recognise that the total is still the same.	Sum 2 Week 1	Grouping objects (minibeast)	Know three or four objects can be separates in different ways but know the total is the same	As a group show 5 objects and two sorting hoops. Can you separate them in different ways? I have 5 and 0, 4 and 1, 3 and 2, (3 different ways to make the same amount) Explain but altogether every time there are 5. Repeat for different amounts- link to minibeasts	Sort, share, different, amounts, total, altogether, 0, 1, 2, ,3 ,4 ,5
Explores differences in capacity. In meaningful contexts finds more or less full of two items.	Sum 2 Week 2	Capacity (Under the Sea)	Know different containers hold different amounts of (water) Use language full and empty.	Explore water play outside filling and emptying containers. Discuss full and empty using a range of containers. Have a range of different sized bottles, fill them water and compare the amounts. Which is the best bottle so we have enough water. Link to the sea	hold more, holds less full, half full, empty , holds, container, enough, not enough, nearly, close to, about the same as, just over, just under

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Beginning to count on their fingers. In everyday situations takes or gives 2 or 3 objects from a group. Links numerals with amounts up to 5 and beyond. Counts up to 5 items recognising that the last number said represents the total number counted. Through play and exploration begins to learn that numbers are made up of smaller numbers. Begins to use understanding of number to solve practical problems in play and meaningful activities. Begins to recognition that each counting number is 1 more than the 1 before. Begins to notice numerals. Use number name and number language Begins to recognise numbers 0-10	Sum 2 week 3/4 Sum 2 week 5/6 (Gap filling)	Number More and less (Under thesea/pirates) Number recognition Forming Numbers	Know numbers identify how many objects are in a set Know which set has more and which set has less up to 10 objects Recognise numerals 0-5 (Recognise numerals 5-10) Know number rhymes to form numbers Hold pencil correctly to trace and write numbers 0-10/0/5	Number hunt around the classroom - show a numeral and child find that amount of objects Give each child a group of objects and ask for a particular amount. Ask the child to count out a specific number of objects. Flash number cards in mixed order Re-read number stories and expect children to show their fingers to represent a number. Use Ten Town characters to know numbers confidently Using ten Town teach number rhymes to write numbers. Trace and copy numerals in Maths books	recognise, numeral, number, match, sort, same, quantity, how many, amount, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 zero, one, two, three, four, five, six, seven, eight, nine, ten numeral, number, recognise, 0, 1, 2, 3, 4, 5, zero, one, two, three, four, five,
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On-going skills (every week)	Aspect of Maths		Knowledge	LO/ Skills	Vocabulary
	Recite numbers to 10 and further		Know and recall some number songs Know and recite numbers forwards to 10	Number rhymes and songs Counting to 10	Song, sing, number rhyme, number pattern, forwards, backwards, recite, order, number, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
	How many children are at school today- count them		Recite numbers in order to 10 and further	Teacher to write number on class board Count children in line when going out to playtime- children to help	Recite, order, number, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
	Days of the week		Know and recite the 7 days of the week Know what days are week days Know what days are weekends	What day is it today Sing days of the week song Count days of the week on their fingers	Day, 7 days, weekdays, weekends, 2 days, 5 days, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, next, before,
	Months of the year		Know and recite the 12 months of the year Know which month comes next Know which month was last	What day is it today Sing days of the week song	Months, 12, January, February, March, April, May, June, July, August, September, October, November, December, next, last,
	Counting claps, jumps, steps		Know and realise not only objects but anything can be counted including steps, claps and jumps	Practical activity- teacher to give an instruction. Can you jump 3 times? And children to follow the command and count as they do it, repeat with different numbers and movements.	count, clap, jump, hop, recite, number, order, forwards, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
	Use fingers to show a specific amount		Know how to represent numbers using fingers	Teacher to give an instruction 'Show me 4 fingers and children to show them visually and count each finger	represent, amount, how many, total, altogether, count, 0, 1, 2, 3, 4, 5,
	Is interested in what happens next using the pattern of every day routines. Beginning to enjoy and talk about immediate past and future. Beginning to anticipate times of the day including meal times and home time.	Everyday routines	Know about times and what happens next in their routine.	Sequencing events in story Following routine and using now and next referring to the visual timetable. Giving reminders, soon it is snack time, after that it is play time, later it is home time.	Before, later, soon, next, after, morning, afternoon, evening, night time