

EYFS (Nursery) Yearly Overview of all learning objectives

Each block is designed to be taught over two weeks, with around three lessons per week, but we know every setting is different. You can adapt the pace to suit your children, though we recommend teaching the blocks in sequence for best progression.						
	Block 1: More, fewer, some	Block 2: Exploring and building with shapes and objects	Block 3: Exploring patterns and repeats	Block 4: Hear and say number names	Block 5: Begin to order number names	Block 6: See 1, 2, 3
Small Steps	<ul style="list-style-type: none"> Collect objects to compare amounts Make simple comparisons of amounts Look for collections of large and small amounts Compare and talk about large and small amounts Make large and small collections Make collections the same 	<ul style="list-style-type: none"> Explore and play with shapes Show interest in simple differences between shapes Put shapes and blocks into position Select shapes for a reason Begin to explore and describe natural shapes and objects Find and collect objects for a purpose 	<ul style="list-style-type: none"> Listen to repeats in songs and stories Start to join in songs with repeats Start to join in with repeats from stories Clap along to songs Make line patterns with own sequences Choose blocks to build roads and towers 	<ul style="list-style-type: none"> Hear some number names Join in saying some number names Model saying number names in order Practise saying number names in order Join in stable order counting forwards Join in stable order counting backwards 	<ul style="list-style-type: none"> Model saying 1, 2, 3 in play Copy the sequence of 1, 2, 3 Copy fingers to represent 1, 2, 3 Begin to count actions Say number names in order Begin to recognise that anything can be counted 	<ul style="list-style-type: none"> Notice images in books Respond to "I see 1, 2, 3" Recognise "I see 1, 2, 3" Copy "I see 1, 2, 3" Point to 1, 2, 3, Recognise 1, 2, 3 in well-known tales
Development Matters	<p>3 and 4-year-olds</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>	<p>3 and 4-year-olds</p> <p>Talk about and explore 2D and 3D shapes.</p>	<p>Birth to three</p> <p>Notice patterns and arrange things in patterns.</p>	<p>3 and 4-year-olds</p> <p>Recite numbers past 5.</p>	<p>3 and 4-year-olds</p> <p>Recite numbers past 5.</p>	<p>3 and 4-year-olds</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ("subitising")</p>
Birth to 5 Matters	<p>Range 3</p> <ul style="list-style-type: none"> Responds to words like lots or more Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram <p>Range 4</p> <ul style="list-style-type: none"> Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' 	<p>Range 3</p> <ul style="list-style-type: none"> Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles Beginning to select a shape for a specific space Enjoys using blocks to create their own simple structures and arrangements <p>Range 4</p> <ul style="list-style-type: none"> Chooses puzzle pieces and tries to fit them in Makes simple constructions 	<p>Range 3</p> <ul style="list-style-type: none"> Joins in with and predicts what comes next in a story or rhyme Beginning to arrange items in their own patterns, e.g. lining up toys Enjoys using blocks to create their own simple structures and arrangements 	<p>Range 3</p> <ul style="list-style-type: none"> Says some counting words May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence <p>Range 4</p> <ul style="list-style-type: none"> Begins to say numbers in order, some of which are in the right order (ordinality) 	<p>Range 4</p> <ul style="list-style-type: none"> Begins to say numbers in order, some of which are in the right order (ordinality) Beginning to count on their fingers 	<p>Range 5</p> <ul style="list-style-type: none"> Subitises one, two and three objects (without counting)

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	Block 7: Join in with repeats	Block 8: Explore position and space	Block 9: Show me 1, 2, 3	Block 10: Move and label 1, 2, 3	Block 11: Exploring position and routes	Block 12: Exploring first patterns
Small Steps	<ul style="list-style-type: none"> Join in with repeated actions in songs Join in with repeats in songs and stories Sing some refrains independently Have a sense of daily routines Say what happens next Make arrangements in art 	<ul style="list-style-type: none"> Respond to simple language of position Arrange blocks in a chosen position Select shapes for a space Recognise when 2 objects are the same shape Explore and describe shapes and objects Sort shapes and objects into simple categories 	<ul style="list-style-type: none"> Copy fingers to show 1 Copy fingers to show 2 Copy fingers to show 3 Show 1 finger when seeing 1 item in stories Show 2 or 3 fingers when seeing 2 or 3 in stories Show 1, 2, 3 on fingers when asked 	<ul style="list-style-type: none"> Make actions when saying counting words Move fingers when saying counting words Count out up to 3 objects from rhymes Notice number symbols as labels Label amounts as 1 and not 1 Label amounts as 1, 2, 3 	<ul style="list-style-type: none"> Explore shape resources Explore more complex inset jigsaws Talk about simple positions Move into simple positions Move through positions Follow simple small world routes 	<ul style="list-style-type: none"> Explain simple pattern arrangements Make roads and bridges with intent Choose blocks to copy simple creations Make simple line patterns with objects Make simple pattern arrangements Show an interest in pattern and shapes
Development Matters	<p>Birth to three</p> <p>Notice patterns and arrange things in patterns.</p>	<p>Birth to three - Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</p> <p>3 and 4-year olds - Understand position through words alone - for example, 'The bag is under the table,' with no pointing.</p>	<p>3 and 4-year-olds</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')</p>	<p>3 and 4-year-olds</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>Show 'finger numbers' up to 5</p> <p>Link numerals and amounts: for example, showing the right.</p> <p>Number of objects to match the numeral, up to 5</p>	<p>Birth to three</p> <p>Climb and squeeze themselves into different types of space</p> <p>Complete inset puzzles</p> <p>3 and 4-year olds</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p>	<p>3 and 4-year-olds</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc</p>
Birth to 5 Matters	<p>Range 3</p> <ul style="list-style-type: none"> Becoming familiar with patterns in daily routines Joins in with and predicts what comes next in a story or rhyme Beginning to understand that things might happen now or at another time, in routines <p>Range 4</p> <ul style="list-style-type: none"> Joins in and anticipates repeated sound and action patterns Is interested in what happens next using the pattern of everyday routines 	<p>Range 3</p> <ul style="list-style-type: none"> Beginning to select a shape for a specific space Enjoys using blocks to create their own simple structures and arrangements <p>Range 4</p> <ul style="list-style-type: none"> Responds to some spatial and positional language Recognises that two objects have the same shape 	<p>Range 5</p> <ul style="list-style-type: none"> Subitises one, two and three objects (without counting) 	<p>Range 4</p> <ul style="list-style-type: none"> Begins to say numbers in order, some of which are in the right order (ordinality) In everyday situations, takes or gives two or three objects from a group Beginning to notice numerals (number symbols) Beginning to count on their fingers 	<p>Range 3</p> <ul style="list-style-type: none"> Moves their bodies and toys around objects and explores fitting into spaces <p>Range 4</p> <ul style="list-style-type: none"> Responds to some spatial and positional language Chooses puzzle pieces and tries to fit them in 	<p>Range 3</p> <ul style="list-style-type: none"> Enjoys using blocks to create their own simple structures and arrangements Beginning to arrange items in their own patterns, e.g. lining up toys <p>Range 4</p> <ul style="list-style-type: none"> Makes simple constructions

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	Block 13: Taking and giving 1, 2, 3	Block 14: Matching, talking, pushing and pulling	Block 15: Talking about dots	Block 16: Comparing and sorting collections	Block 17: Own repeats	Block 18: Starting to puzzle
Small Steps	<ul style="list-style-type: none"> Choose a group to count Take out 2 from a group Take out 3 from a group Give others 2 items Give others 3 items Count 3 objects with one-to-one correspondence 	<ul style="list-style-type: none"> Make simple shapes Push some shapes and blocks together Make simple arrangements Talk about arrangements Follow simple routes outside Follow toys around a simple route 	<ul style="list-style-type: none"> Become familiar with dot patterns Say when is 1 dot Say when there are 2 dots Recognise 1 and 2 in different arrangements Say when they are 3 dots Recognise 1, 2, and 3 in different arrangements 	<ul style="list-style-type: none"> Notice when two collections are the same Make collections of small objects the same Make collections of large objects the same Recognise two collections are the same using large and small objects Sort and talk about their own collections 	<ul style="list-style-type: none"> Join in fully with sequences and songs Sing rhymes independently Lead sequences and songs Read on in familiar repeating stories Copy art-based simple patterns Explore own line and repeating patterns in art 	<ul style="list-style-type: none"> Complete shape-match puzzles Complete simple jigsaws Match objects to pictures Match objects to shadows Explore objects and small world from different positions Make simple routes in small world with lines and curves
Development Matters	<p>3 and 4-year-olds</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p>	<p>3 and 4-year-olds</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle etc Describe a familiar route</p>	<p>3 and 4-year-olds</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')</p>	<p>3 and 4-year-olds</p> <p>Compare quantities using language: 'more than', 'fewer than'</p>	<p>3 and 4-year olds</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use information language like 'pointy', 'spotty', 'blobs' etc</p>	<p>3 and 4-year-olds</p> <p>Talk about and explore 2D and 3D shapes (for example circles, rectangles, triangles, cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round' Discuss routes and locations, using words like 'in front of' and 'behind'</p>
Birth to 5 Matters	<p>Range 4</p> <ul style="list-style-type: none"> Begins to say numbers in order, some of which are in the right order (ordinality) In everyday situations, takes or gives two or three objects from a group 	<p>Range 4</p> <ul style="list-style-type: none"> Moves their bodies and toys around objects and explores fitting into spaces Responds to some spatial and positional language Recognises that two objects have the same shape Makes simple constructions 	<p>Range 5</p> <ul style="list-style-type: none"> Subitises one, two and three objects (without counting) 	<p>Range 3</p> <ul style="list-style-type: none"> Shows an interest in size and weight <p>Range 4</p> <ul style="list-style-type: none"> Beginning to compare and recognise changes in numbers of things, using words like more, lots of 'same'. 	<p>Range 3</p> <ul style="list-style-type: none"> Joins in with and predicts what comes next in a story or rhyme <p>Range 4</p> <ul style="list-style-type: none"> Joins in and repeats repeated sound and action patterns 	<p>Range 4</p> <ul style="list-style-type: none"> Responds to some spatial and positional language Explores how things look from different viewpoints including things that are near or far away Chooses puzzle pieces and tries to fit them in Recognises that two objects have the same shape

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	Block 19: Making patterns together	Block 20: Make games and actions	Block 21: Show me 5	Block 22: My own pattern	Block 23: Stop at 1, 2, 3, 4, 5	Block 24: Match, sort, compare
Small Steps	<ul style="list-style-type: none"> Sings their own songs independently Clap in time to a beat Make and talk about movement patterns Talk about objects in patterns and arrangements Copy AB patterns with support Continue AB patterns with support 	<ul style="list-style-type: none"> Match dot patterns Be introduced to subitising games Play subitising games Copy sets of sounds Listen to and represent sounds with fingers Listen to and represent sounds with resources 	<ul style="list-style-type: none"> Sing rhymes to 5 and join in with movements Move props to 5 Move props back from 5 Show fingers to 5 Begin to count 5 objects with one-to-one correspondence Match numerals to quantities when acting out songs 	<ul style="list-style-type: none"> Continue AB patterns Create their own AB patterns Notice an error in a pattern Build constructions with simple enclosures Copy simple repeated constructions Begin to sequence some events 	<ul style="list-style-type: none"> Count out up to 5 objects from a larger group Explore counting to 5 in different ways Verbally count to a given number Label objects with numerals Independently show fingers to 5 Begin to make marks to represent quantities 	<ul style="list-style-type: none"> Compare up to 5 objects Compare by matching Make the same set by matching Match by type Recognise attributes of objects Begin to sort some objects to a type
Development Matters	<p>3 and 4-year-olds</p> <p>Talk about and identify patterns around them. For example: Stripes on clothes, designs on rugs and wallpaper. Use information language like 'pointy', 'spotty', blobs etc. Extend and create ABAB patterns – stick, leaf, stick, leaf</p>	<p>3 and 4-year-olds</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')</p>	<p>3 and 4-year-olds</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Show 'finger numbers' up to 5 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p>	<p>3 and 4-year-olds</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>3 and 4-year olds</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Show 'finger numbers' to 5 Experiment with their own symbols and marks as well as numerals</p>	<p>3 and 4-year-olds</p> <p>Compare quantities using language: 'more than', 'fewer than'</p>
Birth to 5 Matters	<p>Range 5</p> <ul style="list-style-type: none"> Creates their own spatial patterns showing some organisation or regularity Explore and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf, (AB) or stick, leaf, stone (ABC) 	<p>Range 5</p> <ul style="list-style-type: none"> Subitises one, two and three objects (without counting) 	<p>Range 4</p> <ul style="list-style-type: none"> Beginning to notice numerals Beginning to count on their fingers <p>Range 5</p> <ul style="list-style-type: none"> Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5 	<p>Range 4</p> <ul style="list-style-type: none"> Beginning to understand some talk about immediate past and future Beginning to anticipate times of the day such as mealtimes or home time <p>Range 5</p> <ul style="list-style-type: none"> Attempts to create arches and enclosures when building, using trial and improvement to select blocks 	<p>Range 5</p> <ul style="list-style-type: none"> Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond Explores using a range of their own marks and signs to which they ascribe mathematical meanings 	<p>Range 4</p> <ul style="list-style-type: none"> Beginning to compare and recognise changes in numbers of things, using words like more, lots, or 'same'. <p>Range 5</p> <ul style="list-style-type: none"> Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. "You've got two, I've got two. Same!"