Green Ridge Maths N1 Overview

Development Statements have been taken from Development Matters (2021) and Birth to Five Matters (2021)

This overview is designed to support the planning of Maths within nursery provisions.

They include linkable texts, songs and corresponding Numberblocks videos. Finally, each maths focus has associated vocabulary, which should be introduced to children as part of the teaching. The majority of this vocabulary is revisited and consolidated within reception so should be treated as vocabulary covered over a two-year period.

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Overview	**Settling in/ number songs**			**Colours**			**Matching – Colour focus**
Intent	Take part in finger rhymes with numbers.			Compare amounts saying 'lots', 'more' or 'same'.			Compare amounts saying 'lots', 'more' or 'same'.
Weekly/fortnightly focus	- Opportunities for settling in - Introduction of Maths area - Group singing and reciting of number songs (below) - Provide props for children to act out counting songs and rhymes.			- Recognise and name colours in a variety of contexts (toys, colours in nature, environment, on themselves) - Match colours Identify objects that are the same colour and those that are not			- Explain how objects are the same - Find objects different to their own and others - Explain why these objects are different using descriptive language of colour
Small Steps/lessons	**Number songs** **5 Little Speckled Frogs** Introduce and sing a variety of number-based songs such as 1,2, 3, 4, 5 or 5 little speckled frogs. Involve the children in the songs as props and have them actively engage. Props can also be used and children can pretend to be frogs or fish as they are counted. Can you be a little speckled frog? Show me how they would hop	**Number songs** **5 Little Ducks** Introduce and sing the number-based songs of 5 little ducks. Involve the children in the songs as props and have them actively engage. Props can also be used and children can pretend to be as they are counted. Can you be a little duck? Show me how they would swim away.	**Number songs** **5 Little Monkeys** Introduce and sing the number-based songs of 5 little monkeys. Involve the children in the songs as props and have them actively engage. Props can also be used and children can pretend to be monkeys as they are counted. Can you be the doctor? Show me how you would tell the monkeys to stop jumping on the bed.	**1) Colours of the rainbow** **I can sing a rainbow** Introduce and sing the colours of the rainbow song. Involve children in the songs as props with coloured paper, ribbons or pieces of fabric. Order the colours of the rainbow.	**1) Primary Colours** **a) Red** **b) Yellow** **c) Blue** Sesame Street: OK Go - Three Primary Colors Colourblocks - BBC iPlayer	**1) Secondary Colours** **a) Purple** **b) Orange** **c) Green** Colour mixing: Colourblocks - BBC iPlayer	Matching buttons to colours. Grouping everyday classroom items into colour groups.
Linkable texts/ Numberblocks	BBC iPlayer - Numberblocks - Numbersongs: Five Little Speckled Frogs			Colourblocks - Series 1: 15. Rainbow - BBC iPlayer Colourblocks - BBC iPlayer Mixed by Arree Chung Pete the Cat: I Love My White Shoes			
Vocabulary	Count, number names			Red, yellow, blue, green, purple, orange Colour			Same, different, red, yellow, blue, green, purple, orange

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Overview	**Matching**		**Sorting**		**Patterns**		
Intent	Begin to categorise objects according to properties such as shape and or size.		Begin to categorise objects according to properties such as shape and or size.		Notice patterns and arrange things in patterns.		
Weekly/fortnightly focus	- Explore and match objects that are the same - Find the same objects as their own		- Begin to explore how the same collection of objects can be sorted - Sort objects into sets based on specific attributes such as colour, size or shape - Explore and explain what is the same about all the objects in one set		- Begin to notice repeated patterns in stories and rhymes. - Join in with repeated patterns in stories - Begin to create repeated patterns of colours. - Begin to notice and describe stripes, spots, zig-zags and spirals. - Provide patterned material – gingham, polka dots, stripes etc. – and small objects to arrange in patterns. Use words like 'repeated' and 'the same' over and over.		
Small Steps/lessons	- Matching towers - Matching shoes - Match people (photos of the children)		- What do you notice? - Guessing the rule - Sorting colours - Sorting objects by size		Patterns in stories and rhymes Joins in and anticipates repeated sound and action patterns	Patterns around us - Stripes - Spots - Zig zags - Spirals	Making arrangements Beginning to arrange items in their own patterns
Linkable texts/Numberblocks			All Sorts – Pippa Goodhart		Stick Man – Julia Donaldson (I'm not a stick, Oh why can't they see …) BBC iPlayer - Colourblocks - Series 1: 14. Purple's Patterns		
Vocabulary	Same, different		Sort, same, different		Now Next Before, after		

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Overview	**Spatial Awareness**		**Spatial Capacity**		**Measures** **Size and weight**	
Intent	Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them		Compare amounts saying 'lots', 'more' or 'same'.		Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.	
Weekly/fortnightly focus	- Investigates fitting themselves inside and moving through spaces - Responds to some spatial and positioning language Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.		- Filling and emptying different sized containers - Explore capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram - Use the language of capacity as children explore water or sand to encourage them to think about when something is full, empty or holds more. - Provide shape sorters and packaging where children can hide, enclose or post items through holes.		- Comparing size - Matching size to objects – which jumper fits which teddy, which shoes belong to which character - Use the language of size and weight as children are involved in everyday play and routines. - Feeling the mass (weight) of objects - Provide a range of objects, including big, heavy and awkward ones that can be transported, both indoors and outdoors	
Small Steps/lessons	Bring in jumpers of different sizes – who will fit in this?	Provide shape sorters and packaging where children can hide, enclose or post items through holes.	Filling containers – which has more?	Emptying containers – which has less?	Big and small Tall and Short	Heavy and light
Linkable texts/numberblocks	Goldilocks and the three bears (Large, medium, small)				Big and Small – Elizabeth Bennett Little Elliot, Big City - Mike Curato	
Vocabulary	Bigger Smaller		More, less Full, empty		Bigger, smaller Heavier, lighter Taller, shorter	

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Overview	**Shape**			**Counting – Cardinality**		
Intent	Begin to categorise objects according to properties such as shape and or size. Complete inset puzzles			Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. Select a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.		
Weekly/fortnightly focus	- Complete inset puzzles - Building blocks to build shapes and structures			1) Counting objects 2) Counting people 3) Counting shapes		
Small Steps/lessons	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 Model thinking about the properties of shapes when selecting them to fit into spaces, e.g. Oh look, we need a round one.	Enjoys using blocks to create their own simple structures and arrangements	One - Identify representations of 1 - Touch counting in different arrangements - Represent 1 using marks, pictures and fingers - Introduce Numberblock One	Two - Identify representations of 2 - Touch counting in different arrangements - Represent 2 using marks, pictures and fingers - Introduce Numberblock Two	Three - Identify representations of 3 - Touch counting in different arrangements - Represent 3 using marks, pictures and fingers - Introduce Numberblock Three
Linkable texts/Numberblocks	Shape by Shape – Susan Macdonald Mouse Shapes – Ellen Stoll Walsh			Numberblocks - Series 1: How to Count - BBC iPlayer Numberblocks - Series 1: Another One - BBC iPlayer One Mole Digging a Hole – Julia Donaldson		
Vocabulary	Shape Straight, round, side, edge, corner			One, two, three		

Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Overview	**Comparing amounts**		**Position and Direction**			
Intent	React to changes of amount in a group of up to three items.		Understand and act on longer sentences Understand simple questions about 'who', 'what' and 'where'			
Weekly/fortnightly focus	- Explore and compare towers of blocks that are different (up to 5 blocks). - Point to the tower that has **more** blocks. - Count blocks (up to 5) - Point to the tower that has **fewer** blocks. - Use nursery rhymes to highlight when a quantity increases/decreases - Talk with young children about lots, more and not many and not enough as they play.		- Use the language of position and direction; Position: 'in', 'on', 'under'. Direction: 'up', 'down' - Explore language through activities such as hunting for hidden objects with some prompts (e.g. look behind the shed).		- Positioning toys when arranging them around the classroom - Responds to some spatial and positioning language	
Small Steps/lessons	More Fewer 1)		Explore language through activities such as hunting for hidden objects with some prompts (e.g. look behind the shed).		Create a track, road or route around an environment (maybe creating obstacles)	
Linkable texts/Numberblocks	BBC iPlayer - Numberblocks - Numbersongs: Who Has More?					
Vocabulary	More Fewer More Less (Greater, Fewer)		In On Under Up Down		Near Far Close together High Low	

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Overview	**Sequencing**		**What Comes Before?**		**What Comes After?**	
Intent	Emphasise the sequence within familiar activities or routines.		Emphasise the sequence within familiar activities or routines.		Emphasise the sequence within familiar activities or routines.	
Weekly/fortnightly focus	- Becoming familiar with patterns in daily routines - Explore night and day - Learning all about what we do in the day and what we do in the night.	- Sequencing nursery rhymes: a) Miss Polly had a Dolly b) Incy Wincy Spider	- Beginning to anticipate times of the day such as mealtimes or home time.		- Plan to share stories and songs that contain repeated elements which help children to anticipate what might come next. - Beginning to anticipate times of the day such as mealtimes or home time.	
Small Steps/lessons			Brining attention to the classroom's visual timetable.		Filling the missing gap in a familiar story/nursery rhyme	
Linkable texts/Numberblocks			A squash and a Squeeze – Julia Donaldson		A squash and a Squeeze – Julia Donaldson	
Vocabulary	Now, next Morning, afternoon		Before First Then		After Then Next	