

Green Ridge Maths N2 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.

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<tr><th>Autumn 1</th><th colspan="2">Week 2</th><th>Week 3</th><th>Week 4</th><th colspan="2">Week 5</th><th>Week 6</th><th colspan="2">Week 7</th><th>Week 8</th></tr>
<tr><td>Overview</td><td colspan="3">Settling in/ number songs</td><td colspan="3">Colour</td><td colspan="3">Matching</td></tr>
<tr><td>Intent</td><td colspan="3">Use some number names spontaneously and accurately during play.
Take part in finger rhymes with numbers.</td><td colspan="3">Explore colour and colour-mixing.</td><td colspan="3">Make comparisons between objects relating to size, length, weight and capacity.
Use a wider range of vocabulary.</td></tr>
<tr><td>Weekly/fortnightly focus</td><td colspan="3">• Opportunities for settling in
• Introduction of Maths area
• Group singing and reciting</td><td colspan="3">• 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</td><td colspan="3">• Explore and match objects that are the same
• Find the same objects as their own
• Explain how objects are the same
• Find objects different to their own and others
• Explain why these objects are different using descriptive language</td></tr>
<tr><td>Small Steps</td><td colspan="3">Introduce and sing a variety of number-based songs
Involve the children in the songs as props and have them actively engage.

Props can also be used and children can pretend to be the frogs or the ducks as they are counted.</td><td colspan="3">Introduce everyday items and objects that are the following colours:
Red
Yellow
Pink
Green
Purple
Orange
Blue
Mix colours</td><td colspan="2">1) Matching buttons and colours
2) Matching towers
3) Matching shoes</td><td>1) Match number shapes
2) Match Shapes
3) Match objects of various sizes</td></tr>
<tr><td>Linkable texts/Numberblocks</td><td colspan="3">Nursery Rhyme Books – various authors
BBC Teach: Counting songs
https://www.bbc.co.uk/teach/school-radio/articles/zn67kmn
Ten in a Bed – Penny Dale
One is a Snail, Ten is a Crab – April Pulley

Five Little Speckled Frogs | Five Little Ducks | Five Currant Buns</td><td colspan="3">Elmer – David Mckee
Brown Bear, Brown Bear – Bill Martin Jr
The Mixed-Up Chameleon – Eric Carle
The Day the Crayons Quit – Drew Daywalt
BBC – Colourblocks</td><td colspan="3">Five Creatures - Emily Jenkins
A Pair of Socks - Stuart J. Murphy
Simon Socks – Sue Hendra</td></tr>
<tr><td>Vocabulary</td><td colspan="3">Count (Number names)
Sing/song
Fingers</td><td colspan="3">Colour names
Match
Sort
Same
Different</td><td colspan="3">Match
Sort
Swap
Same
Different
Odd</td></tr>
</table>

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Overview	**Sorting**		**Position and Direction**		**Number One**	**Number Two**	**Number Three**
Intent	Make comparisons between objects relating to size, length, weight and capacity. Begin to categorise objects according to properties such as shape and or size.		Understand position through words alone Discuss routes and locations, using words like 'in front of' and 'behind'.		Show 'finger numbers' up to 5. Link numerals and amounts Say one number for each item in order Cardinal principle		
Weekly/fortnightly focus	• 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 explore how the same collection of objects can be sorted in different		• Use the language of position and direction; Position: 'in', 'on', 'under'. Direction: 'up', 'down', 'across' • Use terms which are relative: 'in front of, 'behind', 'on top of'. • Explore language through activities such as hunting for hidden objects with some prompts (e.g. look behind the shed).		- Identify representations of 1 - Subitise or count to find out how many and make their own collections of 1 - Touch counting in different arrangements - Recognise that the final number is the quantity of the set - Explore the number 1 (counting, finding, representing, matching) - Understanding 1 is the first number - Find 1 in the environment - Represent 1 using marks, pictures and fingers - Match numeral to quantity	- Identify representations of 1 & 2 - Subitise or count to find out how many and make their own collections of 1 & 2 objects. - Touch counting in different arrangements - Recognise that the final number is the quantity of the set - Explore the number 2 (counting, finding, representing, matching) - Composition of 2 (understanding that 2 can be made of 1 and 1) - Find 2 in the environment - Represent 2 using marks, pictures and fingers - Match numeral to quantity	- Identify representations of 1, 2, 3. - Subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. - Touch counting in different arrangements - Recognise that the final number is the quantity of the set - Explore the number 3 (counting, finding, representing, matching) - Composition of 3 (understanding that 3 can be made of 2 and 1) - Find 3 in the environment - Represent 3 using marks, pictures and fingers - Match numeral to quantity
Small Steps	1) Sorting colours 2) Sorting objects by size 3) Sorting shapes	4) Guessing the rule 5) What do you notice?	In On Under In front Behind	In between Next to or Beside	1) Counting 2) Subitising 3) Numeral/ Numicon 4) Five frame	1) Subitising – dice pattern 2) Subitising – random pattern 3) Counting 4) Numeral/ Numicon 5) Five frame	**Number 3: Subitising** 1) Subitising – dice pattern 2) Subitising – random pattern 3) Five frame **Number 3** 4) 1:1 counting 5) Numerals/triangles
Linkable texts/Numberblocks	The Smeds and The Smoos – Julia Donaldson		Where is Bear? – Jonathon Bentley Yellow Ball – Molly Bang Rosie's Walk – Pat Hutchins We're going on a Bear Hunt – Michael Rosen Up, Down and Around – Katherine Ayres		I'm number one – Michael Rosen One Bear at bedtime – Mick Inkpen One Gorilla – Anthony Brown Other number books – https://nrich.maths.org/14111 Numberblocks – One	123 at the zoo – Eric Carle A Very Hungry Caterpillar – Eric Carle Number Farm – Stephen Holmes Other number books - https://nrich.maths.org/14111 Numberblocks - Two Numberblocks – Another One	The three bears The three little pigs The little bear and the wish fish – Debi Gliori Pink Tiara cookies for three – Maria Dismondy The Three Billy Boats Gruff My hat it has 3 corners Other number books - https://nrich.maths.org/14111 Numberblocks - 3 Numberblocks – One, two, three
Vocabulary	Sort Same Different Size Shape Odd		Over Under Between Around Through On	Into Next to Behind Beneath On top of	Count (Number Names) order/ordinal compare forwards backwards	circle shape first numerals	Count (Number Names) order/ordinal compare forwards backwards	numeral semi-circle first then	Count (Number Names) order/ordinal compare forwards backwards	triangle shape first then numeral

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	**Patterns**		**Number Four**	**Number Five**	**More than/Fewer**	**Number compositions**
Intent	Talk about and identify patterns around them. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern.		Show 'finger numbers' up to 5. Link numerals and amounts Say one number for each item in order Cardinal principle	Show 'finger numbers' up to 5. Link numerals and amounts Say one number for each item in order Cardinal principle	Compare quantities using language	Solve real world mathematical problems with numbers up to 5.
Weekly/fortnightly focus	- Copy, continue and create patterns - Create patterns with two full units and repeat - Children to say patterns out loud and to add actions if applicable - Create ABAB and	- Create patterns with three full units and repeat - extend to ABCABC patterns - Fix patterns	- Count on and back to 4. - Subitise sets of up to 4 objects - Recognise that the final number is the quantity of the set - Explore the number 4 (counting, finding, representing, matching) - Composition of 4 (understanding that 3 can be made of 2 and 1, 3 and 1 or 2 and 2) - Find 4 in the environment - Represent 4 using marks, pictures and fingers - Match numeral to quantity	- Identify representations of 1, 2, 3, 4, 5 - Subitise or count to find out how many and make their own collections of 1, 2, 3, 4 or 5 objects. - Touch counting in different arrangements - Count backwards from 5 - Recognise that the final number is the quantity of the set - Explore the number 5 (counting, finding, representing, matching) - Composition of 5 (understanding that 5 can be made of 4 and 1 and 3 and 2) - Find 5 in the environment - Represent 5 using marks, pictures and fingers - Begin to explore its place on a number line - Match numeral to quantity	- Use real objects to see that the quantity of a group can be changed by adding more. - The first, then, now structure can be used to create mathematical stories in meaningful contexts. - Continue to count, subitise and compare as they explore one more and one less. - Identify link between counting forwards and the one more pattern and back and the one less pattern.	- Revisiting composition of numbers 1-5 from weeks - Use fives frames and a variety of objects to understand that 5 can be made of 4 and 1 and 3 and 2. - Recap smaller number compositions. - Subitising two different arrangements and understand these together can make a bigger number
Small Steps/lessons	1) Identify the full unit before repeating 2) Extend AB colour patterns 3) Extend AB patterns 4) Movements patterns	5) Fix patterns 6) Extend ABC colour patterns 7) Extend ABC outdoor patterns	**Number 4** 1) 1:1 counting 2) Numerals 3) Squares/rectangles **Number 4: Composition** 1) Composition of 4	**Number 5** 1) 1:1 counting 2) Numerals 3) Pentagon **Number 5: Composition** 4) Composition of 5	1) More 2) Fewer	1) Composition of 2 and 4 2) Composition of 3 and 5
Linkable texts/numberblocks	Pattern Fish - Trudy Harris Pattern Bugs - Trudy Harris		Pete the cat and his 4 groovy buttons – Eric Litwin Witches 4 – Mar Brown Washing line Jez Alborough Anno's counting book – Mitsumasa Anno	The Ugly 5 – Julia Donaldson I Spy Numbers – Jean Marzello 5 little ducks – various authors 5 little speckled frogs – various authors (song can be learnt as well)	Mr Gumpy's outing – John Burningham A squash and a Squeeze – Julia Donaldson Handa's surprise – Eileen Brown (1 less)	Refer to previous texts and number blocks videos

		Square – Mac Barnett and Jon Klassen Other number books - https://nrich.maths.org/14111 Numberblocks – 4	Other number books - https://nrich.maths.org/14111 Numberblocks - 5 Numberblocks – Off we go Numberblocks – Stampolines	Other number books - https://nrich.maths.org/14111 Number blocks – Holes Numberblocks – Just add one	
Vocabulary	Copy Continue Order Repeat Pattern First Then Next	count order/ordinal compare forwards backwards numerals square rectangle	count order/ordinal compare forwards backwards numeral pentagon shape	Counting Forwards Backwards Compare Different Same as More Fewer One more One less Altogether Many	Refer to previous vocabulary

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	**Height and Length**		**Mass**		**Capacity**	
Intent	Make comparisons between objects relating to size, length, weight and capacity.		Make comparisons between objects relating to size, length, weight and capacity.		Make comparisons between objects relating to size, length, weight and capacity.	
Weekly/fortnightly focus	- Make direct comparisons by looking at different items - Begin by using bigger and smaller but encourage children to move onto using language such as longer, taller, shorter, wider and narrower - Find objects that are smaller or bigger than a given item - Use strategies like placing objects side by side to determine which object is longer - Extend to estimate which object they will be longer or shorter than another - Using large building equipment to highlight when height and length changes: making arrangements with blocks to show tall/short – long/short		- Make direct comparisons by holding items (heavier, lighter, heaviest, lightest) - Estimate which feels heavier and then using balance scales to check - Explore using language such as heavy, heavier, heaviest, light, lighter and lightest - Understand that bigger items are not always heavier and smaller ones lighter		- Build on understanding of things being full and empty - Explore capacity with different materials such as water, sand, rice and loose parts - Explore to the comparison of full, half full, empty using the same container. - Explore different sized and shaped containers to investigate, - Compare capacities by pouring from one container to another to find which holds more or less water. - Compare amounts of water, sand etc in two of the same container using language of more and less etc	
Small Steps/lessons	1) Tall and short	1) Long and short	2) Introducing balance scales 3) Balance scales 4) Balance scales (Numicon)		1) Full and empty 2) Nearly full and empty 3) More: Less	
Linkable texts/numberblocks	The giraffe who got in a knot - John Bush Titch – Pat Hutchens Jack and the Beanstalk (Various Authors) Sharing a Shell – Julia Donaldson		Who sank the boat – Pamela Allen The Blue Baloon – Mick Inkpen Balancing act – Ellen Stoll Walsh		A Beach for Albert – Eleanor May Mr Archimedes' Bath – Pamela Allen	
Vocabulary	height length long(er)/short(er) – can extend to longest/shortest tall(er)/short(er) – can be extended to tallest/shortest little small big		mass heavy/light heaviest/lightest heavier than lighter than		Capacity Compare Measure Full Empty Half full Nearly full Nearly empty	

Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	**2D Shapes**			**3D Shapes**		
Intent	Talk about and explore 2D (for example, circles, rectangles, and triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.			Talk about and explore 3D (for example, cubes, cuboids, cylinders, and spheres) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Select shapes appropriately – for example, flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc		
Weekly/fortnightly focus	- encourage children to notice and describe 2D shapes in the environment and talk about the properties using words such as 'straight/flat/round/ curved'. - Children should not be taught about the formal properties of a shape before they've fully explored them using language outlined above - Name of shapes introduced within the environment where children can hold them and see them in different contexts - Sort shapes - Children can also sort natural shapes such as stones, for example, into sets that have straight sides, sets that have curved edges etc. - Offer a variety of inset puzzles to complete, twisting and manoeuvring shapes to fit a space.			- Name of shapes introduced within the environment where children can hold them and seem them in different contexts - Sort shapes - Select shapes appropriately – for example, flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc		
Small Steps/lessons	1. Circles 2. Triangles 3. Squares 4. Rectangles		Linking numerals to the shapes (Recapping numbers 1-4)	1) Cubes and cuboids 2) Cylinders 3) Spheres		
Linkable texts/Numberblocks	Color Zoo – Lois Elhart Shapes that roll – Karen Nagel The Perfect Fit – Naomi Jones					
Vocabulary	Similar Different Compare Flat Curved Straight Long/short Sides Corners Shape names Faces Edges					

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	**Sequencing**		**What comes after?**	**What comes before?**	**Numbers to 5**	
Intent	Begin to describe a sequence of events, real or fictional, using words such as, 'first', 'then…'		Begin to describe a sequence of events, real or fictional, using words such as, 'first', 'then…'	Begin to describe a sequence of events, real or fictional, using words such as, 'first', 'then…'	Cardinal principle Link numerals and amounts Say one number for each item in order Develop fast recognition of up to 3 objects, without having to count them individually	
Weekly/fortnightly focus	- Explore night and day - Order key events in daily routines, such as waking up, coming to school, dinner, and bed time. - Use language to describe when things happen e.g. day, night, morning, afternoon, before after, today, tomorrow. - Encourage the vocabulary of first, next, then and possibly last. - Begin to explore the idea measuring time - Sequencing events in stories and nursery rhymes		- Further development of the concept of one more - Identify link between counting forwards and the one more pattern	- Further development of the concept of one less - Identify link between back and the one less pattern.	- Consolidation of numbers to five - Revisiting activities from learning numbers 1,2,3,4,5	
Small Steps/lessons	1) Sequencing nursery rhymes 2) Daily sequencing of everyday routines		1) Build a number line (Forwards) 2) Hidden/ Missing numbers 3) Completing a puzzle	1) Build a number line (Backwards) 2) Hidden/ Missing number 3) Completing a puzzle	1) Tik Tack Toe – to see three in a row 2) Dominos – subitising dots 3) Dice games – subitising dots	
Linkable texts/Numberblocks	Peace at last – Jill Murphy Night Monkey, Day Monkey – Julia Donaldson Flora's Blanket – Debi Gliori Maisey Goes to Bed – Lucy Cousins On the Way Home – Jill Murphy		Mr Gumpy's outing – John Burningham A squash and a Squeeze – Julia Donaldson	Mr Gumpy's outing – John Burningham A squash and a Squeeze – Julia Donaldson Handa's surprise – Eileen Brown (1 less)	Refer to previous texts and number blocks videos for numbers 1-5	
Vocabulary	First Next Middle Last After Before Later Soon Time Timer Timetable		Counting Forwards Backwards Compare Different Same as More One more Altogether How many	Counting Forwards Backwards Compare Different Same as More Less One more One less Altogether How many	Refer to previous vocabulary for numbers to five	