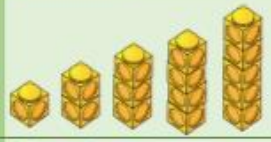
Nursery Overview

Daily Skills

Maths should not only be taught during specific maths sessions but wherever possible throughout the day. The following should be utilised to support maths teaching:

- Days of the week song and talking about the day
- General counting e.g. counting how many bananas there are in the fruit box.
- Counting songs
- Use of ordinal numbers e.g. "Sam line up first, Lilly line up second…"
- Maths games such as track counting games
- Noticing maths in the environment e.g. asking children what they notice about a tree. They may say it is tall, has circles on etc.
- Incorporating maths in areas of continuous provision wherever possible e.g. an activity that matches numeral to quantity in the finger gym area
- Incorporating maths in daily routines e.g. during registration time. If there are 3 children absent the children clap 3 times. Having labels on pencil pots with a representation of a number to show how many pencils go in that pot during tidy up time. Different representations of number on the 'how many children can play here' posters.

Here are key representations that are used across the year:

Five Frames	
Numicon	
Fingers	
Dice	
Cubes	
Numerals	
Real life objects	
Number Blocks	
Drawing	

This is the Medium Term overview for **Autumn 1**. This gives a breakdown of the different Mathematics Early Learning Goals taught within each topic.

Nursery –Yearly Overview –Autumn 1

	Week 1 (BLOCK 1)	Week 2-3 (BLOCK 2)	Week 4-5 (BLOCK 3)	Week 6-7 (BLOCK 4)
	Getting to know you	**Colours (recognising, naming and sorting)**	**Sorting (in different ways)**	**Pattern (continuing AB patterns)**
Small Steps of Learning	Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.	Suggested books with links to this topic include: The Usborne Big Book of Colours Monsters Love Colors – Mike Austin Maths Early Learning Goal focus: • Recognise and name colours in a variety of contexts e.g. toys within the classroom, colours in nature, colours in the environment, matching colours, colours on themselves such as hair, skin, clothes. • Say when objects are and are not the same colour. Link to expressive art and design through painting.	Suggested books with links to this topic include: Sort it Out! – Barbara Mariconda Sorting at the market – Tracey Steffora Maths Early Learning Goal focus: • Reasoning within sorting i.e how have you sorted the animals/button etc? • Sort the objects by their own rules and should be taught how to communicate that rule (e.g. I have sorted the buttons by colour). • Verbalise what is the same and what is different between sets of objects (e.g these buttons are pink and these buttons are blue/ they are boys and they are girls). Links can be made to Understanding of the World	Suggested books with links to this topic include: Pattern Fish – Trudy Harris Lots and lots of Zebra Stripes – Stephen R. Swinburne Maths Early Learning Goal focus: • Noticing pattern in different environments. • Continue an AB pattern. • See a pattern, talk about what they can see and to continue a pattern.
	Key Vocabulary	notice, match, same, colour	sort, notice, groups, sets, same, different	pattern, continue, notice, next

This is the Medium Term overview for **Autumn 2**. This gives a breakdown of the different Mathematics Early Learning Goals taught within each topic.

Nursery –Yearly Overview –Autumn 2

	Week 1 (Block 1)	Week 2-3 (Block 2)	Week 4-5 (Block 3)
	Size (using the language of size)	**Counting**	**Comparing**
Small Steps of learning	Suggested books with links to this topic include: Big Bear, Small Mouse – Karma Wilson & Jane Chapman Maths Early Learning Goal focus: • Focus on teaching large/big and small/little • Use of real life objects that are large and small in relation to each other. • Focus on reasoning- 'do you think this large tree would fit in my small box?'	Suggested books with links to this topic include: Anno's Counting Book – M Anno The Very Hungry Caterpillar – Eric Carle **The one-one principle** – this involves children assigning one number name to each objects that is being counted. **The stable-order principle** – children understand when counting that the numbers have to be said in a certain order. **The cardinal principle –** Children understand that the number name assigned to the final object in a group is the total number of objects in that group. **The abstraction principle –** this involves children understanding that anything can be counted including things that cannot be touched including sounds and movements **The order-irrelevance principle –** this involves children understanding that the order we count a group of objects is irrelevant. There will still be the same number.	Suggested books with links to this topic include: Five Creatures by Emily Jenkins Maths Early Learning Goal focus: • Compare two groups of objects • Recognise which group of objects has more things. • Use the language more and fewer. • Begin to compare without counting objects. • Look at groups of objects that have the same amount.
Key Vocabulary	notice, big, large, small, little The _____ is smaller/larger than the _____.	count, how many, total, altogether, cardinal number The cardinal (whole)number is _____.	compare, more, fewer, same, equal There are more _____ than _____ / there are fewer _____ than _____.

This is the Medium Term overview for **Spring 1**. This gives a breakdown of the different Mathematics Early Learning Goals taught within each topic.

Nursery –Yearly Overview –Spring 1

	Week 1-2 (Block 1)	Week 3-4 (Block 2)	Week 5-6 (Block 3)
	Number 1	**Number 2**	**Number 3**
	When teaching numbers to 6 consider the counting principles at all times. Wherever possible, ensure that children are counting real-life objects. They could start by counting objects that are identical before moving on to counting objects that have slight difference e.g. different colours, different sizes, but make sure that the objects are of the same type. Encourage children to put objects in a line when counting so they have a clear start and end point. The five frame can be used to support children in lining up objects to count. It will also support children to subitise numbers within 5. Numerals may be introduced to children but they are not expected to write them at this stage. They could use drawings to represent their numbers.		
Small Steps of learning	Number 1: • Number blocks episode 1 • Counting to 1 • Finding 1 object • 1 being the first number, its position on a number line, ordinal numbers • Numicon 1 • Dice 1 • Subitising 1 • Representing 1 on a 5 frame • A circle – 1 sides shape (including in the environment) • 1 action e.g. 1 hop, 1 jump, 1 clap • The numeral and formation of 1 • Number 1 in the environment • Representing 1 using marks, pictures and finger • Matching numeral to quantity.	Number 2: • Number blocks episode 2 • Counting to 2 • Finding 2 objects • 2 being the second number, its position on a number line, ordinal numbers • Numicon 2 • Dice 2 • Subitising 2 • Representing 2 on a 5 frame • 2 actions e.g. 2 hops, 2 jumps, 2 claps • The numeral and formation of 2 • Number 2 in the environment • Representing 2 using marks, pictures and finger • Matching numeral to quantity • Focus on what 2 is made up of (1 is a part of me, 1 is a part of me and the whole of me is 2)	Number 3: • Number blocks episode 3 • Counting to 3 • Finding 3 objects • 3 being the third number, its position on a number line, ordinal numbers • Numicon 3 • Dice 3 • Subitising 3 • Representing 3 on a 5 frame • 3 actions e.g. 3 hops, 3 jumps, 3 claps • The numeral and formation of 3 • Number 3 in the environment • Representing 3 using marks, pictures and finger • Matching numeral to quantity • Focus on what 3 is made up of (1 is a part of me, 2 is a part of me and the whole of me is 3) • Triangles: 3 sides and 3 corners.
Resources and books	Number Blocks Series 1: One; Series 1: 2; Series 1: 3; Series 1: One, Two, Three! The Three Little Pigs The Three Billy Goats Gruff Goldilocks and the Three Bears		
Key Vocabulary	number, numeral, subitise, represent, how many, count, cardinal, first/second/third etc		

This is the Medium Term overview for **Spring 2**. This gives a breakdown of the different Mathematics Early Learning Goals taught within each topic.

Nursery –Yearly Overview –Spring 2

	Week 1-2 (Block 1)	Week 3-4 (Block 2)	Week 5-6 (Block 3)
	Number 4	**Number 5**	**Number 6**
	When teaching numbers to 6 consider the counting principles at all times. Wherever possible, ensure that children are counting real-life objects. They could start by counting objects that are identical before moving on to counting objects that have slight difference e.g. different colours, different sizes, but make sure that the objects are of the same type. Encourage children to put objects in a line when counting so they have a clear start and end point. The five frame can be used to support children in lining up objects to count. It will also support children to subitise numbers within 5. Numerals may be introduced to children but they are not expected to write them at this stage. They could use drawings to represent their numbers.		
Small Steps of learning	<u>Number 4:</u> • Number blocks episode 4 • Counting to 4 • Finding 4 objects • its position on a number line, ordinal numbers • Numicon 4 • Dice 4 • Subitsing 4 • Representing 4 on a 5 frame • Squares and rectangles, including in the environment • 4 actions e.g. 4 hops, 4 jumps, 4 claps • The numeral and formation of 4 • Number 4 in the environment • Representing 4 using marks, pictures and finger Matching numeral to quantity • Composition of 4 (2 is a part of me, 2 is a part of me and the whole of me is 4; 3 is a part of me, 1 is a part of me and the whole of me is 4)	<u>Number 5:</u> • Number blocks episode 5 • Counting to 5 • Finding 5 objects • its position on a number line, ordinal numbers • Numicon 5 • Dice 5 • Subitsing 5 • Representing 5 on a 5 frame • 5 actions e.g. 5 hops, 5 jumps, 5 claps • The numeral and formation of 5 • Number 5 in the environment • Representing 5 using marks, pictures and finger Matching numeral to quantity • Composition of 5 (3 is a part of me, 2 is a part of me; 4 is a part of me, 1 is a part of me)	<u>Number 6:</u> • Number blocks episode 6 • Counting to 6 • Finding 6 objects • its position on a number line, ordinal numbers • Numicon 6 • Dice 6 • Subitsing 6 • Representing 6 on a 10 frame • 6 actions e.g. 6 hops, 6 jumps, 6 claps • The numeral and formation of 6 • Number 6 in the environment • Representing 6 using marks, pictures and finger Matching numeral to quantity • Composition of 6 (3 is a part of me, 3 is a part of me; 4 is a part of me 2, 2 is a part of me, 5 is a part of me 1 is a part of me). Explain 6 as being 5 and 1 more.
Resources and books	Sesame Street: Feist sings 1, 2, 3, 4 https://www.youtube.com/watch?v=fZ9WiuJPnNA Number Blocks Series 1: Four; Series 1: 5; Series 1: 6; Series 1: How to Count; Series 1: The Whole of Me		
Key Vocabulary	number, numeral, subitise, represent, how many, count, cardinal, first/second/third etc		

This is the Medium Term overview for **Summer 1**. This gives a breakdown of the different Mathematics Early Learning Goals taught within each topic.

Nursery –Yearly Overview –Summer 1

	Week 1-2 (Block 1)	Week 3-4 (Block 2)	Week 5-6 (Block 3)
	Shapes- focus on properties of shapes	**My Day- ordering events of the day**	**Length and Height**
Small Steps of learning	<u>Suggested books with links to this topic include:</u> Colour Zoo- Lois Ehlert Big Box of Shapes- Wiley Blevins Walter's Wonderful Web- Tim Hopgood <u>Maths Early Learning Goal focus:</u> • Children should be encouraged to notice and describe shapes in the environment. • Talk about the properties of shape such as round, flat, curved. • Relate shapes to real life objects, • Sorting different shapes. • Sorting of natural shapes; the children may sort stones, for example, into sets that have straight edges, sets that have curved edges etc.	<u>Suggested books with links to this topic include:</u> Maisey Goes to Nursey- Lucy Cousins Llama Llama Wakey- Wake- Anna Dewdney <u>Maths Early Learning Goal focus:</u> • Explore talking about and ordering the events of their day such as waking up, coming to school, dinner, bed time.	<u>Suggested books with links to this topic include:</u> Ernest by Catherine Rayner Guess how much I love you- Sam Bratney Twice my size- Adrian Mitchell Tall- Jez Alborough <u>Maths Early Learning Goal focus:</u> • Apply the attribute of long, short, tall etc to various examples (e.g. a bus is long; an adult is tall; grass is short). • Find objects that are longer/shorter than a given item. • Compare height of objects by placing objects side by side to determine which is longer). • Use a range of different objects to compare measure.
Key Vocabulary	edge, curve, straight, round, flat, sides, face, corner, smooth	first, next, then and possibly last.	long, short, tall, longer than, shorter than, taller than The _____ is longer/shorter/taller than the _____.

This is the Medium Term overview for **Summer 2**. This gives a breakdown of the different Mathematics Early Learning Goals taught within each topic.

Nursery –Yearly Overview –Summer 2

	Week 1-2 (Block 1)	Week 3-4 (Block 2)	Week 5-6 (Block 3)
	Weight- light, heavy and comparison	**Capacity - Full, half full, empty and comparison**	**Positional language- Using language related to position and direction**
Small Steps of learning	Resources with links to this topic include: https://nrich.maths.org/13374 Maths Early Learning Goal focus: • Identify objects which are heavy. • Use balancing scales to identify which objects are heavier and lighter. • Ensure that children are presented with large but light objects and small but heavy objects to prevent the generalisation that big means heavy and small means light. • Compare objects.	Suggested books with links to this topic include: https://nrich.maths.org/13374 Maths Early Learning Goal focus: • Use sand and water to explore capacity. • Children should be able to identify when a container is empty and full, and extend to half full. • Initially children should be exposed to the comparison of full, half full, empty using the same container. • Look at different size containers (e.g. I wonder whose pot will hold the most water?' When comparing capacities directly children can pour from one container to another to find which holds more or less water.	Suggested books with links to this topic include: https://nrich.maths.org/13373 Maths Early Learning Goal focus: • Apply the attribute of long, short, tall etc to various examples (e.g. a bus is long; an adult is tall; grass is short). • Find objects that are longer/shorter than a given item. • Compare height of objects by placing objects side by side to determine which is longer). • Use a range of different objects to compare measure.
Key Vocabulary	Heavy, heavier than, light, lighter than, balanced The _____ is heavier than/lighter than the _____.	full, half full, empty, most, least The container is full/half full/empty. The _____ holds the most/least water.	long, short, tall, longer than, shorter than, taller than The _____ is longer/shorter/taller than the _____.