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Reach 2 Maths Nursery Overview White Rose (September Intake)

These overviews are designed to support the planning of Maths within nursery provisions. They match the White Rose Nursery resources and plans but also include linkable texts and corresponding [Numberblocks](#) videos. Finally, each topic has associated vocabulary, which should be introduced to children as part of the teaching of these units. Most of this vocabulary is revisited and consolidated within reception so should be treated as vocabulary covered over a two-year period.

Considerations for using these overviews:

- Due to the number of small steps, units have been combined in some weeks which means children will change focus halfway through the week in some instances. This is not ideal; however it is necessary to fully cover the curriculum
- Due to this, it is important that when designing activities within the provision during these weeks, teachers look at ways of combining practice opportunities across blocks, so the provision doesn't change too often.
- For instance, when merging Blocks 1 and 2, activities such as building towers can include elements of using more blocks and fewer blocks. Also, when doing Block 3, the clapping activities might be adult led activities but there could be a continuation of the Block 2 activities where children can use repeated colours when building etc within the continuous provision
- The specific content coverage starts early in the term during baseline but these activities will help support the baselining process.

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Block	Settling in	Block 1 - More than, fewer than, same Block 2 - Explore and build with shapes and objects			Block 3 - Explore repeats Block 4 – Hear and say number names		
Small Steps	Number songs 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	1) Collect objects to compare amounts 2) Make simple collections of large and small amounts 3) Look for collections of large and small amounts 4) Compare and talk about large and small amounts	5) Make large and small collections 6) Make collections the same 1) Explore and plan with shapes 2) Show interest in simple differences between shapes	3) Put shapes and blocks into positions 4) Select shapes for a reason 5) Begin to explore and describe natural shapes and objects 6) Find and collect objects for a purpose	1) Listen to repeats in songs and stories 2) Start to join in songs and repeats 3) Start to join in with repeats from stories 4) Clap along to songs	5) Make line patterns with own sequences 6) Choose blocks to build roads and towers 1) Hear some number names 2) Join in saying number names in order	3) Model saying number names in order 4) Practice saying number names in order 5) Join in stable order counting forwards 6) Join in stable order counting backwards
Linkable Texts and rhymes		Harry and the Bucketful of Dinosaurs – Ian Whybrow Rosie's Zoo – Allie Busby More, Fewer, Less – Tana Hoban Full, Full, Full of Love – Trish Cooke Little Red Riding Hood	Big and Small – Elizabeth Bennett Whatever Next! – Jill Murphy Crash! Boom! A Math Tale – Robie H. Harris	Twinkle, Twinkle, Little Star Polly Put the Kettle On The Grand Old Duke of York	One Potato, two Potato One, Two, Buckle My Shoe Here is the Beehive 1,2,3,4,5, Once I caught a fish alive		
Vocabulary		More than Fewer than Same Compare Amount Small Large	Similar Different Compare Flat Curved Straight Long/short	Repeat Copy Continue Order Position Pattern	Count Forwards Backwards Order Number names		

			Sides Corners Shape names Build		
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Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Block	Block 5 – Begin to order number names Block 6 – I see 1,2,3			Block 7 – Join in with repeats Block 8 – Explore position and shape			Consolidation week
Small Steps	1) Model saying 1, 2 and 3 in play 2) Copy the sentence of 1, 2 and 3 3) Copy fingers to represent 1, 2 and 3 4) Begin to count actions	5) Say number names in order 6) Begin to recognise that anything can be counted 1) Notice images in books 2) Respond to “I see 1,2,3”	3) Recognise “I see 1,2,3” 4) Copy “I see 1,2,3” 5) Point to 1,2,3 6) Recognise 1,2,3 in well-known tales	1) Join in with repeated actions in songs 2) Join in with repeats in songs and stories 3) Sing some refrains independently 4) Have a sense of daily routines	5) Say what happens next 6) Make arrangements in art 1) Respond to simple language of position 2) Arrange blocks in a chosen position	3) Select shapes for a space 4) Recognise when 2 objects are the same shape 5) Explore and describe shapes and objects 6) Sort shapes and objects into simple categories	Christmas Activities and opportunities to revisit content that children found more challenging.
Linkable Texts, rhymes and Numberblocks	The Three Billy Goats Gruff Baa Baa Black Sheep Goldilocks and the Three Bears Wind the Bobbin Up Numberblocks – One Numberblocks - Two Numberblocks - 3 Numberblocks – One, two, three		Guess Who? By Pam Ayers Macdog’s Home by Caroline and John Astrop Peepo! By Janet and Allan Ahlberg The Three Billy Goats Gruff The Three Little Pigs Goldilocks and the Three Bears Numberblocks – One Numberblocks - Two Numberblocks - 3 Numberblocks – One, two, three	Peck Peck Peck by Lucy Cousins Splish, Splash, Ducky! By Lucy Cousins Brown Bear, Brown Bear, What Do You See? By Bill Martin Jr I can Clap My Hands If You’re Happy and You Know It Muffin Man	Duck in the Truck by Jez Alborough Cat Up, Cat Down by Catherine Hnatov Hokey Cokey		
Vocabulary	Sequence Order Represent One Two		Sequence Order Represent Copy One	Repeat Copy Continue Order Position	Position Shape Space Sort Categories In		

	Three Count	Two Three Count Altogether	Pattern	Out On Under Over Behind Sharp Pointy Round Curvy Flat In front Behind	
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Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Block	Block 9 - Show me 1, 2, 3 Block 10 – Move and label 1, 2, 3			Block 11 – Explore Position and Routines Block 12 – Explore Own First Patterns		
Small Steps/lessons	1) Copy fingers to show 1 2) Copy fingers to show 2 3) Copy fingers to show 3 4) Show 1 finger when seeing 1 item in stories	5) Show 2 or 3 fingers when seeing 2 or 3 in stories 6) Show 1, 2, 3 on fingers when asked 1) Make actions when saying counting words 2) Move fingers when saying counting words	3) Count out up to objects from rhymes 4) Notice number symbols as labels 5) Label amounts as 1 and not 1 6) Label amounts as 1, 2 or 3	1) Explore Shape Resources 2) Explore more complex inset jigsaws 3) Talk about simple positions 4) Move into simple positions	5) Move through positions 6) Follow simple small-world routes 1) Explain simple pattern arrangements 2) Make roads and bridges with intent	3) Choose blocks to copy simple creations 4) Make simple line patterns with objects 5) Make simple pattern arrangements 6) Show an interest in patterns and shapes
Linkable texts/numberblocks	Fox's Socks by Julia Donaldson Three Little Bunnies by Beatrix Potter Peepo! By Janet and Allan Ahlberg Goldilocks and the Three Bears Numberblocks – One Numberblocks - Two Numberblocks - 3 Numberblocks – One, two, three			Where's Spot by Eric Hill Everyone Hide from Wibbly Pig by Mick Inkpen Where, Oh Where, is Rosie's Chick by Pat Hutchins	The Three Billy Goats Gruff Dinosaur Roar! By Paul and Harriet Stickland Cave Baby by Julia Donaldson	
Vocabulary	Count Represent Amount Copy One			Over Under Between Around Through	Copy Continue Order Repeat Pattern	

	Two Three Subitise See Show Number	On Into Next to Behind Beneath On top of	
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Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Block	Block 13 – Take and give 1,2,3 Block 14 – Match, talk, push and pull			Block 15 – Talk about dots Block 16 – Compare and sort collections		
Small Steps/lessons	1) Chose a group to count 2) Take out 2 from a group 3) Take out 3 from a group 4) Give others 2 items	5) Give others 3 items 6) Count 3 objects with 1-1 correspondence 1) Match simple shapes 2) Push some shapes and blocks together	3) Make simple arrangements 4) Talk about arrangements 5) Follow simple routes 6) Follow toys around a simple route	1) Become familiar with dot patterns 2) Say when there is 1 dot 3) Say when there are two dots 4) Recognise 1 and 2 in different arrangements	5) Say when there are 3 dots 6) Recognise 1,2 and 3 in different arrangements 1) Notice when two collections are the same 2) Make collections of small objects the same	3) Make collections of large objects the same 4) Recognise two collections are the same using large and small objects 5) Make collections the same using large and small objects 6) Sort and talk about their own collections
Linkable texts/numberblocks	<i>Postman Bear</i> by Julia Donaldson <i>Three Little Bunnies</i> by Beatrix Potter <i>Meg and Mog</i> by Helen Nicoll and Jan Pienkowski Numberblocks – One Numberblocks - Two Numberblocks - 3		<i>The Train Ride</i> by June Crebbin <i>Naughty Bus</i> by Jan and Jerry Oke <i>Where is Bear?</i> By Jonathon Bentley	<i>TouchThinkLearn: Numbers</i> by Xavier Deneux <i>Let's Play!</i> By Herve Tullet Numberblocks – One Numberblocks - Two Numberblocks - 3 Numberblocks – One, two, three	<i>Oliver's Fruit Salad</i> by Vivian French <i>The Very Hungry Caterpillar's 123 Finger Puppet Counting Book</i> by Eric Carle <i>Never Touch a Hungry Hippo</i> by Rosie Greening <i>Handa's Surprise</i> by Eileen Brown	

	Numberblocks – One, two, three			
Vocabulary	Count Represent Amount Copy One Two Three Group See Show Number	Similar Different Compare Flat Curved Straight Long/short Sides Corners Shape names Build Over Under Between Around Through	Recognise Count Represent Amount Copy One Two Three Group See Show Number	More than Fewer than Same Compare Amount Small Large Collection

Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Block	Block 17 – Lead on own repeats Block 18 – Starting to puzzle			Block 19 – Making patterns together Block 20 – Make games actions		

Small Steps/lessons	1) Join in fully with sequences and songs 2) Sing rhymes independently 3) Lead sequences and songs 4) Read on familiar repeating stories	5) Copy art-based simple patterns 6) Explore own line and repeating patterns in art 1) Complete shape-match puzzles 2) Complete simple jigsaws	3) Match objects to pictures 4) Match objects to shadows 5) Explore objects and small world from different positions 6) Make simple routes in small world with lines and curves	1) Sing their own songs independently 2) Clap in time to a beat 3) Make and talk about movement patterns 4) Talk about objects in patterns and arrangements	5) Copy AB patterns and support 6) Continue AB patterns with support 1) Match dot patterns 2) Be introduced to subitising games	3) Play subitising games 4) Copy sets of sounds 5) Listen to and represent sounds with fingers 6) Listen to and represent sounds with resources	
Linkable texts/numberblocks	Traditional tales: The Enormous Turnip, The Gingerbread Man, The Three Little Pigs, The Little Red Hen Elmer by David Mckee		Usborne First Jigsaws: Wild Animals by Matthew Oldham Usborne First Jigsaws: Things that go by Matthew Oldham Shark in the Park by Nick Sharratt Off to the Park! by Stephen Cheetham The Gruffalo by Julia Donaldson The Gingerbread Man		Hooray for Fish! by Lucy Cousins Beep Beep, Vroom, Vroom! By Stuart J. Murphy A-B-A-B-A- a Book of Pattern Play by Brian P, Cleary		The Very Hungry Caterpillar by Eric Carle Ooo Ooo Ooo Gorilla! By Lydia Monks
Vocabulary	pattern repeat continue next after before first last order		similar different compare flat curved straight long/short sides corners shape names match follow route pattern		copy continue order repeat pattern first second next before after		subitise match other games-based language

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Block	Block 21 – Show me 5 Block 23 – Stop at 1, 2, 3, 4, 5 (please note that block has been brought forward)			Block 22 – My Own Pattern Block 24 – Match, sort, compare			Consolidation week
Small Steps	1) Sing Rhymes to 5 and join in with movements 2) Move props to 5 3) Move props back from 5 4) Show fingers to 5	5) Begin to count 5 objects with one-to-one correspondence 6) Match numerals to quantities when acting out songs 1) Count out up to 5 objects from a larger group 2) Explore counting to 5 in different ways	3) Verbally count to a given number 4) Label objects with numerals 5) Independently show fingers to 5 6) Begin to make marks to represent quantities	1) Continue AB patterns 2) Create their own AB patterns 3) Notice an error in a pattern 4) Build constructions with simple enclosures	5) Copy simple repeated constructions 6) Begin to sequence some events 1) Compare up to 5 different objects 2) Compare by matching	3) Make the same set by matching 4) Match by type 5) Recognise attributes of objects 6) Begin to sort some objects to a type	Opportunity to do transition activities but also revisit any content that children struggle with
Linkable Texts, rhymes and Numberblocks	<i>Bears in Beds</i> by Shirley Parenteau <i>Five Wiggly Babies</i> by Nicola Smee <i>Never Touch</i> series by Make Believe Ideas S1 Episode 6 (Four) S1 Episodes 7 (Five) S1 Episodes 9 (Off We Go!)		<i>Trains Trains Trains!</i> By Donna David <i>Five Little Dinosaurs</i> by Mike Brownlow <i>Five Little Princesses</i> by Mike Brownlow S1 Episode 6 (Four) S1 Episodes 7 (Five) S1 Episodes 9 (Off We Go!)	<i>The Skipping-Rope Snake</i> by Carole Ann Duffy <i>A New House for Mouse</i> by Petr Horacek <i>The View at the Zoo</i> by Kathleen Long Bostrom <i>When I build With Blocks</i> by NikiAlling <i>Lulu’s First Day</i> by Anna McQuinn		<i>We’re Going to a Birthday Party: A Life-the-Flap Adventure</i> by Martha Mumford <i>Kipper’s Birthday</i> by Mick Inkpen <i>A Mother for Choco</i> by Keiki Kaswa <i>Farmer Duck</i> by Martin Waddell <i>Aliens Love Underpants</i> by Claire Freedman	
Vocabulary	one two three four five forwards backwards amount match	one two three four five forwards backwards amount match		copy continue order repeat pattern first second next before	compare describe same as different match identical more than less than equal		

	count one-to-one	count one-to-one group altogether	after morning afternoon night	sort sorting recognise	
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