

Oasis 3-4 Maths Overview

This document provides a suggestion of the delivery of maths in Pre-School/Nursery. It provides a flexible overview of the aspects to cover and some suggestions of activities and resources you could use. The first half term has a focus on consolidation of Birth to Three to ensure solid foundational skills which will be built on over the remainder of the year.

In contrast to the Reception overview, it does not break the concepts down into weekly content – this is for academies to decide based on the needs of their cohort, using professional judgment. You can choose to focus on these concepts one at a time, or weave them into everyday routines and activities.

For additional information regarding resources, continuous provision and enhancing the environment, please see the Maths Continuous Provision document.

Autumn 1	Number songs and counting aloud	Colours	Match	Sort
Autumn 2	Compare amounts	Compare size, weight and capacity	Simple patterns	
Spring 1	1	Weight	2	
Spring 2	3	Length and Height	4	Subitising to 3
Summer 1	5	1 more 1 less	Shapes	
Summer 2	My day and sequencing	Capacity	Positional Language	1,2,3,4,5

Term	Maths DM	Activities	Resources	Texts	Vocabulary
Autumn 1 Number Songs and counting aloud	<p>Take part in finger rhymes with numbers. (B-3)</p> <p>Show 'finger numbers' up to 5 (3-4)</p> <p>Recite numbers past 5 (3-4)</p>	<p>-Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>- Singing number songs</p> <p>-Counting out loud up to 5 and beyond if appropriate</p>	<p>Nursery rhyme bag with toys representing number songs e.g. 5 currant buns, 5 little speckled frog, 5 little me in a flying saucer.</p>	<p>Counting Fun with Nursery Rhymes – Julie Hall</p>	<p>Count 1,2,3,4,5</p>

<p>Autumn 1</p> <p>Colours</p>	<p>Talk about and identify patterns around them (3-4)</p> <p><i>Skill that will lead on to pattern</i></p>	<ul style="list-style-type: none"> -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. -Sorting objects that are the same colour. -Colour matching games -Finding objects that are the same colour and having colour stations to keep them in. -Going on a colour hunt. -Colour mixing -Rainbow songs 	<p>Variety of different coloured objects (found in the classroom)</p> <p>Colour sorting games/resources</p> <p>Colour swatches</p> <p>Paints</p>	<p>The Colour Monster – Anna Llenas</p> <p>Is it red, yellow, blue? – Tana Hoban</p> <p>Elmer – David McKee</p> <p>Brown Bear, Brown Bear, What Do You See? – Bill Martin Jr</p> <p>The Mixed Up Chameleon – Eric Carle</p> <p>Wow Said the Owl – Tim Hopgood</p> <p>Grumpy Frog – Ed Vere</p>	<p>Colour Notice Match Same</p>
<p>Autumn 1</p> <p>Match</p>	<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again (B-3)</p> <p>Complete inset puzzles (B-3)</p>	<ul style="list-style-type: none"> -Can you find one exactly like mine? How do you know it's the same? Can you find one different to mine? Why is this one not like mine? - Matching pairs of socks/shoes/gloves - Matching games involving matching objects, matching pictures -Matching opportunities in role play - Matching colours -Inset puzzles 	<p>Picture cards</p> <p>Socks, shoes and gloves to pair</p> <p>Matching games e.g. Usborne games</p> <p>Inset puzzles</p> <p>Matching half pictures</p> <p>3 bowls, spoons and bears</p>	<p>A pair of socks – Stuart J Murphy</p> <p>That's not my...</p> <p>Goldilocks and the Three Bears</p>	<p>Match Sort Same Different Together Notice Sets Groups</p>

<p>Autumn 1</p> <p>Sort</p>	<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again (B-3)</p> <p>Talk about and identify patterns around them (3-4)</p>	<ul style="list-style-type: none"> - Sorting into sets based on attributes such as colour, size or shape. - Sorting the same objects in different ways e.g. sorting compare bears by colour and then by size - Sorting at snack time - Sorting animals -Sorting at tidy up time -Sort natural objects -Sorting loose parts - Physical games like collecting all cones of the same colour 	<p>Variety of objects that can be sorted in different ways e.g. colour, size or shape</p> <p>Sorting circles</p> <p>Natural objects</p> <p>Range of boxes/trays to sort into</p> <p>Loose parts</p> <p>Coloured cones</p> <p>Chalk to draw circles on the ground for outdoor sorting opportunities</p>	<p>The Button Box – Margarete Reid</p> <p>Sort it Out! – Barbara Mariconda</p> <p>Sorting at the market – Tracey Steffora</p>	<p>Match</p> <p>Sort</p> <p>Same</p> <p>Different</p> <p>Together</p> <p>Notice</p> <p>Sets</p> <p>Groups</p>
<p>Autumn 2</p> <p>Compare Amounts</p>	<p>Solve real world mathematical problems with numbers up to 5. (3-4)</p> <p>Compare quantities using language: 'more than', 'fewer than' (3-4)</p>	<ul style="list-style-type: none"> -Which tower has more blocks? -which pile of objects has more or fewer? -comparing amount at snack or lunch time – who has more or fewer? -sharing out resources – who has more or fewer or are they equal? -When playing games, who has more/less of something e.g. beanbags in hoops, marbles in hungry hippos, etc. 	<p>A variety of different resources that could be counted e.g., blocks, counters, loose parts</p> <p>Beanbags and hoops</p> <p>Games with amounts to share</p>	<p>Equals Schmequals – Virginia Kroll</p>	<p>Compare</p> <p>More</p> <p>Fewer</p> <p>Same</p> <p>Equal</p>
<p>Autumn 2</p> <p>Compare size, mass and capacity</p>	<p>Make comparisons between objects relating to size, length, weight, and capacity (3-4)</p>	<ul style="list-style-type: none"> -Free exploration using balance scales (objects, rice, oats, etc). -sorting items by size and length – big and small, tall and short -cutting and comparing length -Weighing loose parts -attempt to order objects by size 	<p>Loose parts</p> <p>Sorting circles</p> <p>Balance scales</p> <p>Scissors</p> <p>String/paper</p> <p>Range of objects found in the classroom to compare</p> <p>Class height chart</p> <p>Dough</p> <p>Resources to build with</p>	<p>What will fit – Grace Lin</p> <p>Goldilocks and the Three Bears</p> <p>Rapunzel</p> <p>Dear Zoo</p> <p>Big Bear, Small Mouse</p>	<p>Notice</p> <p>Big</p> <p>Bigger</p> <p>Small</p> <p>Smaller</p> <p>Long</p> <p>Longer</p> <p>Short</p> <p>Shorter</p> <p>Heavy</p> <p>Heavier</p>

		<ul style="list-style-type: none"> -size hunts – find something bigger than this objects, find something shorter than this object - compare objects in the natural environment e.g. pine cones, flowers or minibeasts -Measure each other -Making playdough snakes/worms - Build towers – who has the tallest/shortest? 			<p>Light Lighter Compare Same Different</p>
<p>Autumn 2 Simple Patterns</p>	<p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. (3-4) Extend and create ABAB patterns – stick, leaf, stick, leaf. (3-4) Notice and correct an error in a repeating pattern. (3-4)</p>	<ul style="list-style-type: none"> -copy pattern cards, using resources to place on top -provide patterns that have already started and ask children to complete them -encourage children to create their own patterns using a variety of different resources -provide materials and fabrics with different patterns on to discuss -matching patterns -Explore patterns on animals -Pattern in EAD e.g. printing patterns 	<p>A variety of different resources that could be used to create and recreate patterns e.g., blocks, counters, loose parts Natural resources e.g. pine cones, leaves, conkers Fabrics with different patterns Pattern cards to match e.g. stripes and spots Pattern cards to copy e.g. strips of red, blue, red, blue Printing resources e.g. sponges or stamps</p>	<p>Pattern Bugs – Trudy Harris Pattern Fish – Trudy Harris Aliens Love Underpants Daisy Gets Dressed: A book about patterns Animal Spots and Stripes</p>	<p>Pattern Continue Copy Notice Next Repeat Create</p>

Term	Maths DM	Activities	Resources	Texts	Vocabulary
Spring 1 1	<p>Say one number for each item in order: 1,2,3,4,5. (3-4)</p> <p>Show finger numbers up to 5. (3-4)</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (3-4)</p> <p>Experiment with their own symbols and marks as well as numerals. (3-4)</p>	<p>-Numberblocks episode - One</p> <p>-Counting to 1</p> <p>-Finding 1 object</p> <p>-Representing 1 on a 5 frame</p> <p>-A circle - 1 sides shape (including in the environment)</p> <p>-1 action e.g. 1 hop, 1 jump, 1 clap</p> <p>-What is 1 made of 1 nose, 1 mouth, 1 body</p> <p>-Exploring different varieties of circles</p> <p>-Numicon 1, Dice 1, Subitise 1</p> <p>-Show how number 1 is written and explore making marks to represent 1</p> <p>-Matching numeral to quantity</p>	<p>Loose parts</p> <p>Counters</p> <p>Natural objects to count</p> <p>Five frames</p> <p>Numicon</p> <p>Dice</p> <p>Shapes</p> <p>Mark making resources</p> <p>Number cards</p>	<p>I'm Number One - Michael Rosen</p> <p>One Bear at Bed Time - Mick Inkpen</p>	<p>Count</p> <p>1</p> <p>Circle</p> <p>Number</p> <p>Numeral</p> <p>Subitise</p> <p>How many</p>
Spring 1 Weight	<p>Make comparisons between objects relating to size, length, weight, and capacity (3-4)</p>	<p>-Identify objects children think are heavy</p> <p>-Estimate which item is heavier and test it using balance scales</p> <p>-Explore bigger objects that might be lighter than smaller objects so they don't confuse this with size</p> <p>-Begin to compare which objects are heavier than others and put in order where appropriate</p> <p>-Free exploration using balance scales and a variety of objects</p>	<p>Balance scales</p> <p>Variety of real life objects to weight e.g. blocks, toys, food</p>	<p>On the Scale, A Weighty Tale - Brian. F. Cleary</p> <p>Balancing Act - Ellen Stoll Walsh</p>	<p>Heavy</p> <p>Heavier</p> <p>Light</p> <p>Lighter</p> <p>Weigh</p> <p>Weight</p> <p>Balance</p>

<p>Spring 1</p> <p>2</p>	<p>Say one number for each item in order: 1,2,3,4,5. (3-4)</p> <p>Show finger numbers up to 5. (3-4)</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (3-4)</p> <p>Experiment with their own symbols and marks as well as numerals. (3-4)</p>	<p>-Numberblocks episode - One and Another One</p> <p>-Counting to 2</p> <p>-Finding 2 objects</p> <p>-Representing 2 on a 5 frame</p> <p>-2 actions e.g. 2 hops, 2 jumps, 2 claps</p> <p>-What is 2 - 2 ears, 2 arms, 2 hands, 2 feet</p> <p>-Numicon 2, Dice 2, Subitise 2</p> <p>-Show how number 2 is written and explore making marks to represent 2</p> <p>-Touch count 2 objects, ensuring 1:1 correspondence</p> <p>-Matching numeral to quantity</p>	<p>Loose parts</p> <p>Counters</p> <p>Natural objects to count</p> <p>Five frames</p> <p>Numicon</p> <p>Dice</p> <p>Shapes</p> <p>Mark making resources</p>	<p>Number Farm - Stephen Holmes</p>	<p>Count</p> <p>1, 2</p> <p>Number</p> <p>Numeral</p> <p>Subitise</p> <p>How many</p> <p>One at a time</p>
<p>Spring 2</p> <p>3</p>	<p>Say one number for each item in order: 1,2,3,4,5. (3-4)</p> <p>Show finger numbers up to 5. (3-4)</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (3-4)</p> <p>Experiment with their own symbols and marks as well as numerals. (3-4)</p>	<p>-Numberblocks episode - Three</p> <p>-Counting to 3</p> <p>-Finding 3 objects</p> <p>-Representing 3 on a 5 frame</p> <p>-3 actions e.g. 3 hops, 3 jumps, 3 claps</p> <p>-Numicon 3, Dice 3, Subitise 3</p> <p>-Show how number 3 is written and explore making marks to represent 3</p> <p>-Touch count 3 objects, ensuring 1:1 correspondence</p> <p>- Explore triangles with 3 sides</p> <p>-Matching numeral to quantity</p>	<p>Loose parts</p> <p>Counters</p> <p>Natural objects to count</p> <p>Five frames</p> <p>Numicon</p> <p>Dice</p> <p>Shapes</p> <p>Mark making resources</p>	<p>The Three Little Pigs</p> <p>The Three Billy Goats Gruff</p> <p>The Little Bear and the Wish Fish - Debi Gliori</p>	<p>Count</p> <p>1,2,3</p> <p>Triangle</p> <p>Number</p> <p>Numeral</p> <p>Subitise</p> <p>How many</p>

<p>Spring 2</p> <p>Length and Height</p>	<p>Make comparisons between objects relating to size, length, weight, and capacity (3-4)</p>	<ul style="list-style-type: none"> -Using the language of longer, taller and shorter as opposed to bigger/smaller when describing objects -sorting items by size and length -tall and short -cutting and comparing length - compare objects in the natural environment e.g. pine cones, flowers or minibeasts -Measure each other -Making playdough snakes/worms - Build towers – who has the tallest/shortest? -Finding an object that it longer/shorter than a given item -Use strategies such as placing next to each other to find out which one is longer/taller 	<p>Loose parts</p> <p>Sorting circles</p> <p>Balance scales</p> <p>Scissors</p> <p>String/paper</p> <p>Range of objects found in the classroom to compare</p> <p>Class height chart</p> <p>Dough</p> <p>Resources to build with</p>	<p>Jack and the Beanstalk</p> <p>Taller and Shorter – Usborne</p>	
<p>Spring 2</p> <p>4</p>	<p>Say one number for each item in order: 1,2,3,4,5. (3-4)</p> <p>Show finger numbers up to 5. (3-4)</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (3-4)</p> <p>Experiment with their own symbols and marks as well as numerals. (3-4)</p>	<ul style="list-style-type: none"> -Numberblocks episode – Four -Counting to 4 -Finding 4 objects -Representing 4 on a 5 frame -4 actions e.g. 4 hops, 4 jumps, 4 claps -Numicon 4, Dice 4 -Show how number 4 is written and explore making marks to represent 4 -Touch count 4 objects, ensuring 1:1 correspondence -Matching numeral to quantity 	<p>Loose parts</p> <p>Counters</p> <p>Natural objects to count</p> <p>Five frames</p> <p>Numicon</p> <p>Dice</p> <p>Shapes</p> <p>Mark making resources</p>	<p>Anno's Counting Book – Mitsumasa Anno</p> <p>I Spy Numbers Jean – Marzollo</p>	<p>Count 12,3,4</p> <p>Square</p> <p>Rectangle</p> <p>Number</p> <p>Numeral</p> <p>Subitise</p> <p>How many</p>

<p>Spring 2</p> <p>Subitising to 3</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3-4)</p>	<ul style="list-style-type: none"> -Use subitising cards and then leave in the environment for children to explore, match, sort -How many and how do you see it? Encourage subitising in the environment e.g. flowers -Bank of subitising photos to provoke exploration -Drop counters into trays and children say how many they see and how they see it -subitising amounts on a five frame 	<p>Subitising cards Dice Subitising images Natural subitising Five frames Loose parts</p>		<p>Subitise Recall Recognise</p>
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Term	Maths DM	Activities	Resources	Texts	Vocabulary
Summer 1 5	<p>Say one number for each item in order: 1,2,3,4,5. (3-4)</p> <p>Show finger numbers up to 5. (3-4)</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (3-4)</p> <p>Experiment with their own symbols and marks as well as numerals. (3-4)</p>	<p>-Numberblocks episode – Five</p> <p>-Counting to 5</p> <p>-Finding 5 objects</p> <p>-Representing 5 on a 5 frame</p> <p>-5 actions e.g. 5 hops, 5 jumps, 5 claps</p> <p>-Numicon 5, Dice 5,</p> <p>-Show how number 5 is written and explore making marks to represent 5</p> <p>-Touch count 5 objects, ensuring 1:1 correspondence</p> <p>-Matching numeral to quantity</p>	<p>Loose parts</p> <p>Counters</p> <p>Natural objects to count</p> <p>Five frames</p> <p>Numicon</p> <p>Dice</p> <p>Shapes</p> <p>Mark making resources</p>	<p>The Very Hungry Caterpillar – Eric Carle</p>	<p>Count</p> <p>12,3,4,5</p> <p>Number</p> <p>Numeral</p> <p>Subitise</p> <p>How many</p>
Summer 1 1 more 1 less	<p>Compare quantities using language: 'more than', 'fewer than'. (3-4)</p>	<p>-Use groups of objects to see which has more or less – start with very obviously different groups and then reduce this, then use groups with the same quantity but made up of different items.</p> <p>-Explore how a quantity can be changed by adding more to the group</p> <p>- Prompt children to see the link between counting forwards and the one more pattern and back and the one less pattern.</p> <p>-Finding numicon that has one more</p> <p>-Number songs that count down and explore one less e.g. 10 green bottles</p>	<p>Tens/Five frames</p> <p>Counters</p> <p>Natural resources and resources found in the classroom to group and explore</p> <p>Number lines to extend learning</p> <p>Dice</p> <p>Numicon</p> <p>Cubes</p>	<p>One to Ten and Back Again – Nick Sharratt</p> <p>More – Tracey Corderoy</p>	<p>Compare</p> <p>More than</p> <p>Less Than</p> <p>Fewer Than</p> <p>Greater Than</p>

<p>Summer 1</p> <p>Shapes</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (3-4)</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. (3-4)</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc. (3-4)</p>	<ul style="list-style-type: none"> -Notice and describe shapes in the environment and talk about the properties using words such as 'straight/flat/round/curved'. -Shape hunts -Sorting of shapes -Matching shapes -Sorting of natural shapes -Using shapes to build - 	<p>2D and 3D shapes</p> <p>Felt shapes</p> <p>Different shaped building blocks</p> <p>Different shaped gummed paper/tissue paper</p> <p>Sorting circles</p> <p>Images of shapes in the natural environment as prompts</p>	<p>Book of Shapes – Sarah Dyer</p> <p>Star in My Orange: Looking for Natures Shapes – Dana Meachen Rau</p> <p>Ship Shapes – Stella Blackstone</p> <p>Shape Shift – Joyce Hesselberth</p> <p>Round is a Moon Cake: A Book of Shapes – Roseanne Thong</p>	<p>Shapes</p> <p>Edge</p> <p>Curve</p> <p>Straight</p> <p>Round</p> <p>Flat</p> <p>Sides</p> <p>Face</p> <p>Corner</p>
<p>Summer 2</p> <p>My day and sequencing</p>	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (3-4)</p>	<ul style="list-style-type: none"> -Now and next boards -Visual time tables -Talk through morning routines – first I... then I... - Discuss night and day and sort things that happen in the day and things that happen at night - Put activities in order/sequence 	<p>Visual time table</p> <p>Images of activities for day and night</p>	<p>Night Monkey, Day Monkey – Julia Donaldson</p> <p>Night and Day - Usborne Young Beginners</p>	<p>First</p> <p>Next</p> <p>Then</p> <p>Last</p> <p>Order</p> <p>Sequence</p>
<p>Summer 2</p> <p>Capacity</p>	<p>Make comparisons between objects relating to size, length, weight, and capacity (3-4)</p>	<ul style="list-style-type: none"> -Water tray explorations -Variety of different sized and shaped containers to explore -Encourage use of full and empty to describe capacity -Compare capacity of containers and pour from one container into the other 	<p>Water trays</p> <p>Different sized containers</p>	<p>Seaweed Soup – Stuart J Murphy</p>	<p>Capacity</p> <p>Full</p> <p>Empty</p>

		-Provide opportunities to explore capacity with different materials such as water, sand, rice and loose parts			
Summer 2 Positional Language	<p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing. (3-4)</p> <p>Describe a familiar route.(3-4)</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’. (3-4)</p>	<p>-Treasure hunts</p> <p>- Beebots</p> <p>- Exploring maps</p> <p>- Hide and seek games</p> <p>-Where is the... games</p> <p>-Use preposition picture cards to explore positional language</p> <p>-Make a story map</p> <p>-Boxes, buckets and objects to explore positional language independently</p> <p>-Explore position in the natural environment</p>	<p>Beebots</p> <p>Mark making resources</p> <p>Preposition picture cards</p> <p>Boxes</p> <p>Buckets</p> <p>Loose parts/toys/objects</p>		<p>In</p> <p>On</p> <p>Under</p> <p>On top</p> <p>Between</p> <p>Behind</p> <p>In front</p> <p>Up</p> <p>Down</p>
Summer 2 1,2,3,4,5 (Consolidation and challenge)	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). (3-4)</p> <p>Recite numbers past 5. (3-4)</p> <p>Say one number for each item in order: 1,2,3,4,5. (3-4)</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'). (3-4)</p> <p>Show 'finger numbers' up to 5. (3-4)</p>	<p>-Consolidation of numbers 1-5 through a range of activities including subitising, counting 1:1, matching numeral to quantity</p> <p>- Explore mark making opportunities to record number</p>	<p>Counters</p> <p>Cubes</p> <p>Number cards</p> <p>Five and Tens Frames</p> <p>Natural objects</p> <p>Loose parts</p> <p>Dice</p> <p>Number lines to extend learning</p>	<p>Anno's Counting Book - Mitsumasa Anno</p> <p>I Spy Numbers Jean - Marzollo</p> <p>Ten Black Dots – Donald Crews</p>	<p>1,2,3,4,5</p> <p>One more</p> <p>One less</p> <p>Greater than</p> <p>Less than</p> <p>Count</p> <p>Number</p> <p>Numeral</p> <p>Subitise</p> <p>How many</p>

	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (3-4)</p> <p>Experiment with their own symbols and marks as well as numerals. (3-4)</p> <p>Solve real world mathematical problems with numbers up to 5. (3-4)</p> <p>Compare quantities using language: 'more than', 'fewer than'. (3-4)</p>				
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