

Nursery Long term maths and Phonics plan

Autumn One

	<u>Week One</u>	<u>Week Two</u>	<u>Week Three</u>	<u>Week Four</u>	<u>Week Five</u>	<u>Week Six</u>	<u>Week Seven</u>
Maths	<p><u>Cardinality & Counting</u> Children are learning number names to 5 and are beginning to recite some number names in sequence. I can take part in finger rhymes with numbers. Children know number names to 5 and can recite some number names in sequence.</p>	<p><u>Cardinality & Counting</u> Children are learning number names to 5 and are beginning to recite some number names in sequence. I can take part in finger rhymes with numbers. Children know number names to 5 and can recite some number names in sequence.</p>	<p><u>Cardinality & Counting</u> Children are learning number names to 5 and are beginning to recite some number names in sequence. I can Take part in finger rhymes with numbers. Counting back from 3 or 5</p>	<p><u>Cardinality & Counting</u> Children are learning number names to 5 and are beginning to recite some number names in sequence. I can Take part in finger rhymes with numbers. Counting back from 3 or 5</p>	<p><u>Cardinality & Counting</u> Counting like behaviour such as making sounds, pointing, or saying some number names in sequence. I am learning number names to 5 and I'm beginning to recite some number names in sequence. Select a small number of objects from a group when asked (1-3)</p>	<p><u>Cardinality & Counting</u> Counting like behaviour such as making sounds, pointing, or saying some number names in sequence. I am learning number names to 5 and I'm beginning to recite some number names in sequence. Select a small number of objects from a group when asked (1-3)</p>	<p>Revisit any gaps in children's knowledge from past weeks</p>
Phonics	<p><u>Aspect 1: General sound discrimination - environmental sounds</u> Listening walks</p>	<p><u>Aspect 1: General sound discrimination - environmental sounds</u> Drum outdoors</p>	<p><u>Aspect 1: General sound discrimination - environmental sounds</u> Teddy is lost in the jungle</p>	<p><u>Aspect 1: General sound discrimination - environmental sounds</u> Mrs Browning has a box</p>	<p><u>Aspect 1: General sound discrimination - environmental sounds</u> Describe and find it</p>	<p><u>Aspect 1: General sound discrimination - environmental sounds</u> Socks and shakers</p>	<p><u>Aspect 1: General sound discrimination - environmental sounds</u> Enlivening stories</p>

Autumn Two

	<u>Week One</u>	<u>Week Two</u>	<u>Week Three</u>	<u>Week Four</u>	<u>Week Five</u>	<u>Week Six</u>	<u>Week Seven</u>
<u>Maths</u>	<p><u>Shape & Space</u> Categorises objects by colour. I can Combine objects like stacking blocks and cups, put objects inside others and take them out again. Select shapes appropriately for tasks -Learning common 2D shapes.</p>	<p><u>Shape & Space</u> Categorises objects by colour. I can Combine objects like stacking blocks and cups, put objects inside others and take them out again. Select shapes appropriately for tasks -Learning common 2D shapes.</p>	<p><u>Shape & Space</u> Categorises objects by Shape - circle I can complete an inset puzzle/ Categorises objects by Colour (3 colours) Select shapes appropriately for tasks</p>	<p><u>Shape & Space</u> Categorises objects by Shape - square I can complete an inset puzzle/ Categorises objects by Colour (3 colours) Select shapes appropriately for tasks</p>	<p><u>Shape & Space</u> Categorises objects by Shape - triangle I can complete an inset puzzle/ Categorises objects by Colour (3 colours) Select shapes appropriately for tasks</p>	<p><u>Shape & Space</u> Categorises objects by Shape - rectangle I can complete an inset puzzle/ Categorises objects by size Select shapes appropriately for tasks</p>	Revisit any gaps in children's knowledge from past weeks
<u>Phonics</u>	<p><u>Aspect 2: General sound discrimination - instrumental sounds</u> Which instrument? / Adjust the volume</p>	<p><u>Aspect 2: General sound discrimination - instrumental sounds</u> Grandmother's footsteps</p>	<p><u>Aspect 2: General sound discrimination - instrumental sounds</u> Matching sound makers/ Matching sounds</p>	<p><u>Aspect 2: General sound discrimination - instrumental sounds</u> Hidden instruments/ Animal sounds</p>	<p><u>Aspect 3: General sound discrimination - body percussion</u> Listen to the music/ Roly Poly</p>	<p><u>Aspect 3: General sound discrimination - body percussion</u> Follow the sound</p>	<p><u>Aspect 3: General sound discrimination - body percussion</u> Noisy neighbour/ The Pied Piper</p>
<p>Daily during story time: Story sounds (A2) Completed daily: Action songs (A3) / words about sounds (A3)</p>							

Spring One

	<u>Week One</u>	<u>Week Two</u>	<u>Week Three</u>	<u>Week Four</u>	<u>Week Five</u>	<u>Week Six</u>
Maths	Cardinality & Counting Take part in finger rhymes with numbers I know number names to 5 and can recite some number names in sequence. Recites numbers in order to 10	Cardinality & Counting Take part in finger rhymes with numbers I know number names to 5 and can recite some number names in sequence. 1:1 correspondence (in a line)	Cardinality & Counting Take part in finger rhymes with numbers I know number names to 5 and can recite some number names in sequence. 1:1 correspondence of irregular patterns	Cardinality & Counting Take part in finger rhymes with numbers I know number names to 5 and can recite some number names in sequence. Subitise to 1-3	Cardinality & Counting Children know number names to 5 and can recite some number names in sequence. I use Counting like behaviour such as making sounds, pointing or saying some number names in sequence. Subitise 1-6	Cardinality & Counting Children know number names to 5 and can recite some number names in sequence. I use Counting like behaviour such as making sounds, pointing or saying some number names in sequence. Compare 2 groups of objects and recognise when they have the same number (Subitise and count).
Phonics	<u>Aspect 4: Rhythm and rhyme</u> Our favourite rhymes/ Listen to the beat	<u>Aspect 4: Rhythm and rhyme</u> Rhyming soup	<u>Aspect 4: Rhythm and rhyme</u> Rhyming bingo	<u>Aspect 4: Rhythm and rhyme</u> Playing with words	<u>Aspect 4: Rhythm and rhyme</u> Rhyming pairs	<u>Aspect 4: Rhythm and rhyme</u> Odd one out/ I know a word
Daily during story time: rhyming books eg oi frog collection Learning rhymes and poetry basket.						

Spring Two

	<u>Week One</u>	<u>Week Two</u>	<u>Week Three</u>	<u>Week Four</u>	<u>Week Five</u>
<u>Maths</u>	<p><u>Pattern</u> Write dance patterns, spots/ stripes zig zags etc. I can notice pattern and arrange things in patterns Matching patterns (spotty socks/ stripy) AB pattern Body percussion</p>	<p><u>Pattern</u> Write dance patterns spots/ stripes zig zags etc. <i>I can notice pattern and arrange things in patterns</i> AB pattern Body percussion</p>	<p><u>Pattern</u> Notice pattern and arrange things in patterns I can match patterns AB pattern Body percussion</p>	<p><u>Positional Language</u> Where's Spot? Book I can use positional language in context Introduce Positional Language</p>	<p><u>Positional Language</u> Turn taking game, putting things in and taking out of boxes I can use positional language in my play Introduce Positional Language</p>
<u>Phonics</u>	<p><u>Aspect 5: Alliteration</u> I spy names/ Sounds around</p>	<p><u>Aspect 5: Alliteration</u> Making aliens/ digging for treasure</p>	<p><u>Aspect 5: Alliteration</u> Bertha goes to the zoo/ Our sound box</p>	<p><u>Aspect 5: Alliteration</u> Tony the Train's busy day/ Name play</p>	<p><u>Aspect 5: Alliteration</u> Musical corners/ Silly soup</p>
<u>Daily-</u> introduce clapping syllables/ fred talking when reading					

Summer One

	<u>Week One</u>	<u>Week Two</u>	<u>Week Three</u>	<u>Week Four</u>	<u>Week Five</u>	<u>Week Six</u>
<u>Maths</u>	<p><u>Cardinality & Counting</u></p> <p>Children know number names to 5 and can recite some number names in sequence.</p> <p>I can recite numbers in order to 10</p> <p>1:1 correspondence (in a line) matching the numeral 1-5 (then to 10)</p>	<p><u>Cardinality & Counting</u></p> <p>Children know number names to 5 and can recite some number names in sequence.</p> <p>I can use 1:1 correspondence (in a line)</p> <p>1:1 correspondence of irregular patterns matching the numeral 1-5 (then to 10)</p>	<p><u>Cardinality & Counting</u></p> <p>Children are learning number names to 5 and are beginning to recite some number names in sequence.</p> <p>I can use 1:1 correspondence in an irregular pattern</p> <p>Subitising 1-6 match with numeral</p>	<p><u>Cardinality & Counting</u></p> <p>Children are learning number names to 5 and are beginning to recite some number names in sequence.</p> <p>I can subitise</p> <p>Compare 2 groups of objects and recognise when they have the same number (Subitise and count)</p>	<p><u>Cardinality & Counting</u></p> <p>Counting like behaviour such as making sounds, pointing or saying some number names in sequence.</p> <p>I can subitise</p> <p>Counts out objects to 5 from a group understanding that the number they stop on is the total value.</p>	<p><u>Cardinality & Counting</u></p> <p>Counting like behaviour such as making sounds, pointing or saying some number names in sequence.</p> <p>I can Compare 2 groups of objects and recognise when they have the same number (Subitise and count)</p> <p>Counts out objects to 10 from a group understanding that the number they stop on is the total value.</p>
<u>Phonics</u>	<p><u>Aspect 6: Voice sounds</u></p> <p>Mouth movements/ Voice sounds</p>	<p><u>Aspect 6: Voice sounds</u></p> <p>Making trumpets/ Chain games</p>	<p><u>Aspect 6: Voice sounds</u></p> <p>Metal Mike/ Sound lotto 2</p>	<p><u>Aspect 6: Voice sounds</u></p> <p>Target sounds/ Watch my sounds</p>	<p><u>Aspect 6: Voice sounds</u></p> <p>Whose voice? / Animal noises</p>	<p><u>Aspect 6: Voice sounds</u></p> <p>Recap any misconceptions.</p>

Summer Two

	<u>Week One</u>	<u>Week Two</u>	<u>Week Three</u>	<u>Week Four</u>	<u>Week Five</u>	<u>Week Six</u>	<u>Week Seven</u>
Maths	<p><u>Shape & Space</u> Categorises objects by Colour I can select shapes appropriately for tasks -Learning common 2D shapes Select shapes appropriately - Recapping common 2D shapes</p>	<p><u>Shape & Space</u> Categorises objects by Size I can select shapes appropriately for tasks -Learning common 2D shapes Select shapes appropriately - Recapping common 2D shapes</p>	<p><u>Shape & Space</u> Categorises objects by Shape - circle I can select shapes appropriately for tasks -Learning common 2D shapes Select shapes appropriately - introduce a 3D shape</p>	<p><u>Shape & Space</u> Categorises objects by Shape - square I can select shapes appropriately for tasks -Learning common 2D shapes Combine shapes to make new ones</p>	<p><u>Measure</u> I use mathematical language in my play eg longer shorter Measure -Length long / short</p>	<p><u>Measure</u> I use mathematical language in my play eg Height Tall /short Measure -Height Tall /short (comparing)</p>	<p>Revisit any gaps in children's knowledge from past weeks</p>
Phonics	<p><u>Aspect 7: Oral blending and segmenting</u> Oral blending</p>	<p><u>Aspect 7: Oral blending and segmenting</u> Toy talk</p>	<p><u>Aspect 7: Oral blending and segmenting</u> Clapping sounds</p>	<p><u>Aspect 7: Oral blending and segmenting</u> Which one?</p>	<p><u>Aspect 7: Oral blending and segmenting</u> Cross the river</p>	<p><u>Aspect 7: Oral blending and segmenting</u> I spy</p>	<p><u>Aspect 7: Oral blending and segmenting</u> Segmenting/ Say the sounds</p>