Nursery Long term maths and Phonics plan

<u>Autumn One</u>

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

<u>Autumn Two</u>

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

<u>Spring One</u>

	<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.
<u>Phonics</u>	Aspect 4: Rhythm and rhyme Our favourite rhymes/Listen to the beat	Aspect 4: Rhythm and rhyme Rhyming soup	Aspect 4: Rhythm and rhyme Rhyming bingo Daily during story time: rh Learning rhyme	Aspect 4: Rhythm and rhyme Playing with words hyming books eg oi fi and poetry basket	Aspect 4: Rhythm and rhyme Rhyming pairs rog collection	Aspect 4: Rhythm and rhyme Odd one out/ I know a word

<u>Spring Two</u>

	<u>Week One</u>	<u>Week Two</u>	<u>Week Three</u>	<u>Week Four</u>	<u>Week Five</u>
<u>Maths</u>	<u>Pattern</u>	Pattern	<u>Pattern</u>	Positional Language	<u>Positional Language</u>
	Write dance patterns,	Write dance patterns	Notice pattern and arrange	Where's Spot? Book	Turn taking game,
	spots/ stripes zig zags etc.	spots/ stripes zig zags etc.	things in patterns	I can use positional	putting things in and
	I can notice pattern and	I can notice pattern and	I can match patterns	language in context	taking out of boxes
	arrange things in patterns	arrange things in patterns	AB pattern		I can use positional
	Matching patterns (spotty	AB pattern	Body percussion	Introduce Positional	language in my play
	socks/ stripy)	Body percussion		Language	Introduce Positional
	AB pattern				Language
	Body percussion				
Phonics	Aspect 5: Alliteration	Aspect 5: Alliteration	Aspect 5: Alliteration	Aspect 5: Alliteration	Aspect 5: Alliteration
	I spy names/ Sounds	Making aliens/ digging for	Bertha goes to the zoo/	Tony the Train's busy	Musical corners/ Silly
	around	treasure	Our sound box	day/ Name play	soup
		<u>Daily-</u> introduce c	lapping 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>
Maths	<u>Cardinality &</u>	<u>Cardinality & Counting</u>				
	<u>Counting</u>	<u>Counting</u>	<u>Counting</u>	<u>Counting</u>	<u>Counting</u>	Counting like behaviour
	Children know	Children know number	Children are learning	Children are learning	Counting like	such as making sounds,
	number names to 5	names to 5 and can	number names to 5	number names to 5	behaviour such as	pointing or saying some
	and can recite some	recite some number	and are beginning to	and are beginning to	making sounds,	number names in
	number names in	names in sequence.	recite some number	recite some number	pointing or saying	sequence.
	sequence.	I can use 1:1	names in sequence.	names in sequence.	some number names	I can Compare 2 groups
	I can recite	correspondence (in a	I can use 1:1	I can subatise	in sequence.	of objects and recognise
	numbers in order to	line)	correspondence in an	Compare 2 groups of	I can subatise	when they have the same
	10	1:1 correspondence	irregular pattern	objects and	Counts out objects	number (Subitise and
	1:1 correspondence	of irregular patterns	Subitising 1-6 match	recognise when they	to 5 from a group	count)
	(in a line) matching	matching the	with numeral	have the same	understanding that	Counts out objects to
	the numeral 1-5	numeral 1-5 (then		number (Subitise and	the number they	10 from a group
	(then to 10)	to 10)		count)	stop on is the total	understanding that the
					value.	number they stop on is
						the total value.
Phonics	<u>Aspect 6: Voice</u>	Aspect 6: Voice	<u>Aspect 6: Voice</u>	Aspect 6: Voice	Aspect 6: Voice	Aspect 6: Voice sounds
	<u>sounds</u>	<u>sounds</u>	<u>sounds</u>	<u>sounds</u>	<u>sounds</u>	
						Recap any
	Mouth movements/	Making trumpets/	Metal Mike/ Sound	Target sounds/	Whose voice? /	misconceptions.
	Voice sounds	Chain games	lotto 2	Watch my sounds	Animal noises	

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>
<u>Maths</u>	<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	<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	<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	<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	<u>Measure</u> I use mathematical language in my play eg longer shorter <u>Measure</u> -Length long / short	<u>Measure</u> I use mathematical language in my play eg Height Tall /short Measure -Height Tall /short (comparing)	Revisit any gaps in children's knowledge from past weeks
Phonics	<u>Aspect 7: Oral</u> <u>blending and</u> <u>segmenting</u> Oral blending	Aspect 7: Oral blending and segmenting Toy talk	Aspect 7: Oral blending and segmenting Clapping sounds	<u>Aspect 7: Oral</u> <u>blending and</u> <u>segmenting</u> Which one?	Aspect 7: Oral blending and segmenting Cross the river	Aspect 7: Oral blending and segmenting I spy	Aspect 7: Oral blending and segmenting Segmenting/ Say the sounds