

Nursery Long Term Plan



	Autumn	Spring	Summer
Theme	Me and my family Traditional tales	The world around me Traditional tales	Further away from me Traditional tales
Core Texts	  	  	  
	<p>'Wow!' said the owl</p> <p>Oliver's wood</p> <p>It was a cold dark night</p> <p>Goldilocks and the three bears</p> <p>Little Red Riding Hood</p> <p>The three little pigs</p>	<p>The Very Hungry Caterpillar</p> <p>Jasper's beanstalk</p> <p>Jack and the beanstalk</p> <p>What the Ladybird heard</p> <p>The smartest giant in town</p> <p>We're going on a Bear Hunt</p>	<p>Monkey puzzle</p> <p>What the Ladybird heard at the seaside</p> <p>What the Ladybird heard on holiday</p> <p>Handa's surprise</p> <p>Giraffes can't dance</p> <p>Rumble in the jungle</p>
Important Events	<p>Harvest</p> <p>Bonfire Night</p> <p>Remembrance</p> <p>Diwali</p> <p>Advent</p> <p>Christmas</p> <p>Transition visits</p>	<p>Epiphany</p> <p>Chinese New Year</p> <p>Valentine's Day</p> <p>Shrove Tuesday</p> <p>Easter</p> <p>Mothers' Day</p> <p>Transition visits</p>	<p>Eid-al-Fitr</p> <p>Fathers' Day</p> <p>Transition visits</p>

Wider Enrichment Experiences	Autumn/ local walk Allotment visit Church visitor – Bible stories Sundown Adventure Land African dancing Library visits Tin Hat visits	Farm visit Hatching chicks Church visitor – Bible stories Library visits Tin Hat visits	Minibeast session Wildlife Park Picnic Church visitor – Bible stories Library visits Tin Hat visits
Bible Stories	Christmas Story Noah's Ark	Easter Story The Lost Sheep	Creation Story Jonah and the Whale
British Values	Rule of law (rules/boundaries) Democracy	Individual liberty (positive self-image)	Mutual respect
Christian Values	Love Service	Forgiveness Truth	Endurance
Characteristics of Effective Learning	Playing and Exploring: finding out and exploring, using what they know in their play, being willing to have a go Active Learning: being involved and concentrating, keeping on trying, enjoying achieving what they set out to do Creating and Thinking Critically: having their own ideas, using what they already know to learn new things, choosing ways to do things and finding new ways		
Parent/Carer Engagement Opportunities	Bring a grown up to nursery session Bedtime story workshop Meet the keyworker sessions	Playful maths workshop Keyworker next steps update Parent/carers story session After school – chick handling session	Phonics workshop Family picnic New families' sessions Stay and Play session

Specific Learning Intentions

Autumn Term

Area	Key Concept	Learning Intention
PSED	Relationships (PSHE) Know that I am a special and valued individual	<ul style="list-style-type: none"> • show positive attitudes towards differences between people • know that families are different • talk about each other's families and ask questions • talk about themselves and their family (e.g. photographs, memories) • talk about their likes and dislikes •
	Safety (PSHE) Know that there are things they can do to keep themselves safe (e.g. who they can talk to, following rules)	<ul style="list-style-type: none"> • listen to and talk about stories linked to aspects of personal safety, relating it to their own lives • understand and follow rules independently • know what rules are
Physical	Handwriting (English)	<ul style="list-style-type: none"> • investigate scrunching and tearing paper • explore small objects, picking them up with a pincer movement (e.g. small buttons, stones, gravel, split pins etc.)
Understanding the World	RE Talk about materials in RE	<ul style="list-style-type: none"> • know what celebrations are • talk about what happens at Harvest Festival, Diwali, a birthday celebration and the nativity play at Christmas • talk about Jesus' birthday at Christmas and what happened at Jesus' birth • listen to some stories about Jesus and talk about why they are special

	Matter (Science) Know that things in their environment are made of different materials	<ul style="list-style-type: none"> • observe and talk about changes to materials caused by (e.g.) heating or cooling
	Place (Geography) Know that familiar places have certain features	<ul style="list-style-type: none"> • observe their immediate environment and investigate it • talk about their immediate environment and what they are investigating
	Space (Geography) Know that there is space around them	<ul style="list-style-type: none"> • observe, investigate and represent their immediate environment through mark-making or construction • talk about their immediate environment • observe space around them and stand in it
	Significance (History) Know that significant events happen in their family lives Know that there are significant people in their own lives	<ul style="list-style-type: none"> • talk about their own life story • talk about their family's history
Expressive Arts and Design	Expression (A&D) Know that art is many things	<ul style="list-style-type: none"> • investigate and talk about the different media for art (painting, drawing, sculpture at this stage) • understand that artists make art and it could be any of the above • understand that art is about ideas and talk about these
	Appreciation (A&D)	<ul style="list-style-type: none"> • talk about what they like or dislike about a piece of art

	Know that art can be found in many different places	<ul style="list-style-type: none"> • know some basic 2-D shapes (e.g. circle, square, rectangle, triangle) • identify colours and forms within a piece of work • talk about how they feel when looking at a piece of art
	Printing (A&D)	<ul style="list-style-type: none"> • understand the concepts of on and off • investigate making a body print (e.g. hand, foot, finger) • investigate printing with simple shapes (e.g. ends of tubes, pre-cut sponges)
	Practice (DT)	<ul style="list-style-type: none"> • investigate different foods (cutting, mixing, cooking)
	Expression (Music) Know that pieces of music are different from each other	<ul style="list-style-type: none"> • investigate ways of making music with their bodies • investigate sounds through (e.g.) sound matching games
	Appreciation (Music) Know that music evokes emotions in themselves	<ul style="list-style-type: none"> • respond to a piece of music by tapping, clapping in time with an adult model • talk about the music they hear using words such as loud and quiet

Specific Learning Intentions

Spring Term

Area	Key Concept	Learning Intention
PSED	Health (PSHE) Know that there are different emotions and ways of being physically healthy	<ul style="list-style-type: none"> • begin to understand how others might feel • talk about the importance of eating fruit and vegetables
Physical	Skill (PE) Know that larger movements need to be controlled	<ul style="list-style-type: none"> • remember sequences and patterns of movements which are related to music and rhythm
	Handwriting (English)	<ul style="list-style-type: none"> • know how to use a hammer and nails accurately and safely
Understanding the World	RE Talk about materials in RE	<ul style="list-style-type: none"> • know what celebrations are • talk about what happens at Easter, and other spring festivals • listen to some stories about Jesus and talk about why they are special
	Life (Science) Know that animals and plants are living things	<ul style="list-style-type: none"> • investigate how to plant seeds, water them and talk about what they are doing • observe and talk about what they see happening to a seed as it grows into a plant • observe and distinguish between baby animals and those that are fully grown • talk about and demonstrate care for minibeasts in their environment

	Change (Geography) Know that familiar places can change	<ul style="list-style-type: none"> • observe changes in the nursery and its grounds made by people or animals • observe changes in the nursery and its grounds caused by weather • talk about the changes they have noticed
	Chronology (History) Know the order of things that are happening now	<ul style="list-style-type: none"> • talk about a sequence of events, real or fictional, using words such as first or then
Expressive Arts and Design	Expression (A&D) Know that art is many things	<ul style="list-style-type: none"> • investigate and talk about the different media for art (painting, drawing, sculpture at this stage) • understand that artists make art and it could be any of the above • understand that art is about ideas and talk about these
	Appreciation (A&D) Know that art can be found in many different places	<ul style="list-style-type: none"> • talk about what they like or dislike about a piece of art • identify colours and forms within a piece of work • talk about how they feel when looking at a piece of art
	Drawing (A&D)	<ul style="list-style-type: none"> • investigate making marks to music • investigate drawing to represent ideas (e.g. movement, loud noises)
	Being Creative (DT) Know that there are lots of different answers to problems	<ul style="list-style-type: none"> • represent their ideas through drawing with adult support
	Practice (DT)	<ul style="list-style-type: none"> • investigate different foods (cutting, mixing, cooking)

	Expression (Music) Know that pieces of music are different from each other	<ul style="list-style-type: none"> • know how to hold instruments correctly and play them with control • know the names of instruments used in the nursery (e.g. claves, finger cymbals, tambourine, cabasa)
	Appreciation (Music) Know that music evokes emotions in themselves	<ul style="list-style-type: none"> • express their emotions to a piece of music through drawing or painting

Specific Learning Intentions

Summer Term

Area	Key Concept	Learning Intention
PSED	Relationships (PSHE) Know that I am a special and valued individual	<ul style="list-style-type: none"> • talk with others to solve problems in their play
Physical	Competition (PE) Know that they can perform a range of physical skills confidently	<ul style="list-style-type: none"> • talk about what they are doing and respond to feedback from an adult • take part in some group activities which they make up for themselves, or in teams
Understanding the World	RE Talk about materials in RE	<ul style="list-style-type: none"> • know what celebrations are • talk about what happens at different religious festivals in summer • listen to some stories about Jesus and talk about why they are special
	Matter (Science) Know that things in their environment are made of different materials	<ul style="list-style-type: none"> • observe and talk about changes to materials caused by (e.g.) heating or cooling
	Place (Geography)	<ul style="list-style-type: none"> • know that there is a wider world • know some country names (e.g. Spain, Italy, France, England)

	Know that familiar places have certain features	
Expressive Arts and Design	Expression (A&D) Know that art is many things	<ul style="list-style-type: none"> • investigate and talk about the different media for art (painting, drawing, sculpture at this stage) • understand that artists make art and it could be any of the above • understand that art is about ideas and talk about these
	Appreciation (A&D) Know that art can be found in many different places	<ul style="list-style-type: none"> • talk about what they like or dislike about a piece of art • identify colours and forms within a piece of work • talk about how they feel when looking at a piece of art
	Sculpture (A&D)	<ul style="list-style-type: none"> • investigate rolling, scrunching and tearing materials • investigate attaching forms together using a wide variety of fixings • investigate malleable materials such as dough and clay
	Practice (DT)	<ul style="list-style-type: none"> • investigate different foods (cutting, mixing, cooking)
	Expression (Music) Know that pieces of music are different from each other	<ul style="list-style-type: none"> • know how to sing the pitch of a tone sung by another person • know how to sing the melodic shape (moving melody such as up)
	Appreciation (Music) Know that music evokes emotions in themselves	<ul style="list-style-type: none"> • express their emotions to a piece of music through movement

Continuous Learning Intentions

Area	Key Concept	Learning Intention
Communication and Language		<ul style="list-style-type: none"> • express a point of view and debate when they disagree with an adult or peer • hold an extended conversation with and adult or peer, taking turns • talk about familiar books and tell long stories using props • use talk to organise themselves and their play • use longer sentences of four to six words • communicate and pronounce words more confidently and accurately • participate in role-play linked to their immediate experience • sing a large repertoire of songs and rhymes • recall what happens in stories in simple terms • understand a question or instruction that has two parts • understand 'why' questions • pay attention to more than one thing at a time • enjoy listening to longer stories, remembering much of what happens • demonstrate the behaviours of listening
	RE Talk about materials in RE	<ul style="list-style-type: none"> • talk about their feelings and show emotions in their art work • talk about their ideas, feelings and events • answer simple questions about their experiences in response to stories, experiences or events from different traditions and communities • listen with enjoyment to stories, songs and poems from different communities and traditions

PSED	RE	<ul style="list-style-type: none"> • talk about their own and others' behaviour, understanding what is considered good behaviour and what isn't • think and talk about issues of right and wrong • understand their own needs, views and feelings • understand how to take turns and share fairly • know how to show respectful behaviour towards others
	Health (PSHE) Know that there are different emotions and ways of being physically healthy	<ul style="list-style-type: none"> • know how to manage their own needs, e.g. hand washing, toileting and brushing hair / teeth • talk about their feelings using words like happy, sad, angry, worried • explore and develop movement such as balancing, riding, climbing etc.
Physical	Resilience (PE) Know that it is a good thing to have a go	<ul style="list-style-type: none"> • talk about what they are doing and why • know which activities and resources to select, with help when needed, to achieve a goal they have chosen or one that is suggested to them • take part in some group activities which they make up for themselves • collaborate with others to manage large items, such as moving a long plank safely • match their developing physical skills to tasks and activities in the setting • participate willingly in physical activities
	Skill (PE) Know that larger movements need to be controlled	<ul style="list-style-type: none"> • know how to go up steps or climb on apparatus using alternate feet • experiment with skipping, hopping, standing on one leg and holding a pose for a game • experiment with balancing, riding bikes and playing with balls

	Handwriting (English)	<ul style="list-style-type: none"> • know how to use a comfortable grip with good control when holding pens and pencils (using specially designed pencils or grips where required) • show a preference for a dominant hand • know how to do up their buttons and zips • know how to do jigsaw puzzles • explore one-handed tools and equipment, for example, making snips in paper with scissors • explore large-muscle movements to wave flags and streamers, paint and make marks • explore tummy-crawling, crawling on all fours and climbing
Literacy	Word reading	<ul style="list-style-type: none"> • develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother
	Reading comprehension	<ul style="list-style-type: none"> • engage in extended conversations about stories, learning new vocabulary • understand the five key concepts about print: print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing
	Writing transcription	<ul style="list-style-type: none"> • write some or all of their name • write some letters accurately

		<ul style="list-style-type: none"> • use some of their print and letter knowledge in their early writing (for example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy)
	Writing composition	<ul style="list-style-type: none"> • make up a story or message for an adult to scribe
Understanding the World	Energy (Science)	<ul style="list-style-type: none"> • observe what happens when a force is applied • talk about what they see happening when a force is applied
	Matter (Science)	<ul style="list-style-type: none"> • observe and use all their senses to explore natural materials • observe and talk about simple similarities and differences between materials • investigate and sort materials by given criteria (such as things that light can shine through, or things that are magnetic) • know some words that describe materials (e.g. hard or soft, rough or smooth) • investigate and talk about what floats and what sinks
	Fieldwork (Geography)	<p><i>Collecting geographical data</i></p> <ul style="list-style-type: none"> • observe and talk about geographical phenomena <p><i>Interpreting sources of geographical information</i></p> <ul style="list-style-type: none"> • talk about their immediate environment <p><i>Communicating geographical information</i></p> <ul style="list-style-type: none"> • talk about what they see
	Evidence (History) Know that pictures, artefacts, music and sights help us remember and	<ul style="list-style-type: none"> • observe pictures, artefacts and sights carefully • listen to music • talk about pictures, artefacts, music and sights, describing what they remember from them

	understand something that has happened to us	
	Safety (Computing) Know that they should be supported by a trusted adult when online	<ul style="list-style-type: none"> • accept support from a trusted adult when online
	Creation (Computing) Know that some toys are technological devices	<ul style="list-style-type: none"> • talk about what they see • experiment with what they can do • investigate programmable and interactive toys
	Coding (Computing) Know that technology makes things happen	<ul style="list-style-type: none"> • talk about what they see happening • notice that pressing buttons or turning a device on makes something happen
	IT Beyond Nursery (Computing)	<ul style="list-style-type: none"> • talk about technology that is used in familiar places
Expressive Arts and Design	Expression (A&D) Know that art is many things	<ul style="list-style-type: none"> • experiment with making art in different art forms
	Appreciation (A&D) Know that art can be found in many different places	<ul style="list-style-type: none"> • talk about what they like or dislike about a piece of art • know some basic 2-D shapes (e.g. circle, square, rectangle, triangle) • identify colours and forms within a piece of work • talk about how they feel when looking at a piece of art

	Drawing (A&D)	<ul style="list-style-type: none"> • investigate drawing for the pleasure of drawing • investigate making marks and explore different materials • investigate drawing with a hard and soft pencil • know how to draw with detail (e.g. representing a face with a circle and including details and emotions) • investigate making enclosed shapes with continuous lines, using a story as a guide (e.g. up the hill, round the trees, back home)
	Painting (A&D)	<ul style="list-style-type: none"> • investigate a wide variety of brush types and shapes (e.g. sweeping brushes, fine brushes etc.) • investigate a variety of paint • know how to hold and manipulate brushes • know how to paint basic shapes, lines and dots • know how to paint horizontally and vertically (e.g. on an easel, on the floor) • know how to paint on different scales • investigate paint using body parts • know primary colour names
	Scissor Skills (A&D)	<ul style="list-style-type: none"> • know how to hold scissors correctly • experiment with snipping and cutting different materials for a purpose (e.g. spaghetti, foam, paper etc.) • know how to snip and cut single layers of materials
	Being Creative (DT) Know that there are lots of different answers to problems	<ul style="list-style-type: none"> • talk about the ideas they have for model making or construction • explore constructing and building freely with a wide range of materials • know that experimentation is a good thing and that failure is not a bad thing • know how to copy a model made by an adult (e.g. a Lego car)

		<ul style="list-style-type: none"> • investigate improving a model made by an adult and talk about what they are doing
	Practice (DT)	<ul style="list-style-type: none"> • investigate making and constructing with a wide range of small and large materials • know how to follow a design brief (e.g. can you make a bridge across the tyres?) • understand how to use one-handed tools safely • talk about what they have made • know the names of some joining materials (e.g. sellotape, PVA glue, masking tape) • experiment with joining techniques
	Expression (Music) Know that pieces of music are different from each other	<ul style="list-style-type: none"> • investigate making their own songs • experiment with different ways of playing instruments • talk about what they are doing
	Appreciation (Music) Know that music evokes emotions in themselves	<ul style="list-style-type: none"> • listen to different pieces of music with attention • enjoy singing

Nursery Phonological Awareness Long Term Plan for 2 Year Olds

	Term 1 Developing Listening Skills	Term 2 Rhyming and Rhythm	Term 3 Syllable Awareness
Key Learning Intention	Children develop their phonological awareness, so that they can: spot and suggest rhymes and count or clap syllables in a word.		
Small Steps Learning Intentions	Develop basic listening skills. Recognise and respond to environmental sounds. Begin to differentiate between two different sounds.	Begin to recognise and produce rhyming words. Develop an understanding of rhythm through songs and chants.	Develop an awareness of syllables in words. Begin to segment words into syllables through play.
Possible Activities	Sound Walks: Take children on walks around the classroom or playground to listen for different sounds (e.g., birds, cars, leaves) and discuss what they hear. Sound Games: Play games like "What's that sound?" where children guess familiar sounds (e.g., animal noises, household sounds). Storytime with Sound Effects: Read stories and encourage children to make sound effects	Rhyme Time: Read rhyming books and encourage children to repeat rhyming phrases. Use books like "Brown Bear, Brown Bear" or "The Cat in the Hat." Rhyming Games: Play simple rhyming games where children name objects that rhyme (e.g., cat-hat, dog-log) using pictures or toys. Clapping and Stomping: Use clapping or stomping to create rhythms while saying nursery	Syllable Clapping: Teach children to clap out syllables in their names and familiar words (e.g., "banana" = 3 claps). Syllable Sorting: Use picture cards and have children sort them based on the number of syllables (1-syllable, 2-syllable words). Syllable Jumping: Create a game where children jump for each syllable in a word. For example, "elephant" = 3 jumps. Interactive Storytelling:

	<p>(e.g., animal sounds, vehicle noises) to enhance engagement and sound recognition.</p> <p>Musical Instruments: Introduce simple instruments (shakers, tambourines) and have children explore making different sounds.</p>	<p>rhymes, encouraging children to join in.</p> <p>Songs and Action Rhymes: Sing action songs (e.g., "If You're Happy and You Know It") that incorporate movement and rhythm.</p>	<p>Use stories where children can guess the next word based on syllables or sounds.</p>
Assessment Opportunities	<p>Observe children's ability to identify and respond to different sounds during activities.</p>	<p>Monitor children's ability to identify rhyming words and their participation in clapping or stomping activities.</p>	<p>Assess children's ability to clap out syllables and their engagement in syllable-related activities.</p>

Nursery Phonological Awareness Long Term Plan for 3- and 4-Year Olds

	Term 1 Developing Listening Skills	Term 2 Rhyming and Rhythm	Term 3 Syllable Segmentation and Blending	Term 4 Phoneme Awareness and Manipulation	Term 5 Bug Club Phonics
Key Learning Intention	Children develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.				
Small Steps Learning Intentions	Recognise environmental sounds. Begin to differentiate between different sounds.	Recognise and produce rhyming words. Develop an understanding of rhythm and syllables.	Segment words into syllables. Begin blending sounds to form words.	Recognise and manipulate individual phonemes in words. Develop the ability to substitute sounds in words.	Implement Bug Club Phonics Pre-Reception Scheme Units A-F
Possible Activities	Sound Walks: Take children on walks around the school or playground to listen for different sounds (birds, cars, leaves rustling) and discuss what they hear. Sound Games:	Rhyme Time: Read rhyming books and encourage children to predict the rhyming words. Examples include "The Cat in the Hat" and "Brown Bear, Brown Bear." Rhyming Games:	Syllable Sorting: Use picture cards and have children sort them based on the number of syllables (1-syllable, 2-syllable words). Sound Blending Games:	Phoneme Identification: Use picture cards to identify initial sounds of words (e.g., "What sound does 'ball' start with?"). Sound Substitution Games:	

	<p>Play games like "Simon Says" using sound cues (e.g., clap hands, stomp feet) to encourage listening and following directions.</p> <p>Storytime with Sound Effects: Read stories and encourage children to make sound effects (e.g., animal sounds, vehicle noises) to enhance engagement and sound recognition.</p> <p>Musical Instruments: Introduce simple instruments (shakers, drums) and have children identify and imitate sounds.</p>	<p>Play rhyming games where children name objects that rhyme (e.g., cat-hat, dog-log).</p> <p>Clapping Syllables: Teach children to clap out syllables in their names and familiar words (e.g., "banana" = 3 claps).</p> <p>Songs and Nursery Rhymes: Sing songs and nursery rhymes that emphasise rhythm and rhyme.</p> <p>Encourage children to join in and perform actions.</p>	<p>Use simple CVC (consonant-vowel-consonant) words. Say each sound separately (e.g., /c/ /a/ /t/) and have children blend the sounds to say the word.</p> <p>Syllable Jumping: Create a game where children jump for each syllable in a word. For example, "elephant" = 3 jumps.</p> <p>Interactive Storytelling: Use stories where children can guess the next word based on sounds or syllables.</p>	<p>Play games where children change the first sound of a word (e.g., change /c/ in "cat" to /h/ to make "hat").</p> <p>Phoneme Hopscotch: Create a hopscotch grid with letters. Children hop to each letter and say the sound as they land on it.</p> <p>Interactive Phonics Apps: Introduce age-appropriate phonics apps that reinforce phoneme recognition and manipulation through games.</p>	
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Assessment Opportunities	Observe children's ability to identify and respond to different sounds and their engagement during activities.	Monitor children's ability to identify rhyming words and their participation in clapping syllables.	Assess children's ability to segment words into syllables and blend sounds accurately.	Evaluate children's ability to identify phonemes and their skill in sound manipulation through games and activities.	
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Song and Rhyme Progression

Nursery rhymes N1/N2	Songs to sing	Number songs	Movement songs
<i>Sing Hey Diddle Diddle - AC Black</i> Twinkle-twinkle little star Baa baa black sheep Little Bo Peep Jack and Jill Humpty Dumpty Incy Wincy Spider Hey diddle diddle Little Miss Muffet This little piggy went to market Mary had a little lamb	<i>Okki Tokki Unga - AC Black</i> When Goldilocks went to the house of the Bears Everybody do this Row row, row your boat Johnny taps with one hammer Miss Polly had a dolly Oh we can play on the big bass drum I'm a little teapot <i>Apusskidu - AC Black</i> If your happy and you know it <i>John Thompson's Easiest Piano Course Part One</i> Old McDonald had a farm	<i>Tom Thumb's Musical Maths - AC Black</i> Stamp and clap (to the tune of of Polly put the kettle on) Greedy Crocodile (to the Drunken Sailor) Circle (to Round and round the garden) Triangle (to Three blind mice) Square (to Frere Jacques) Which shapes? (to Oranges and lemons) Hickory Dickory digital clock Five little speckled frogs Mystery bag (This old man) 3 Little kittens	<i>Okki Tokki Unga - AC Black</i> I've got a body There was a Princess long ago The wheels on the bus go round Here we go Looby Loo Here we go round the Mulberry bush <i>Sing Hey Diddle Diddle - AC Black</i> Oranges and lemons The Grand old duke of York See saw Margary door
Progression Nursery 2/Early Reception			Rounds
<i>Sing Hey Diddle Diddle - AC Black</i> Doctor Foster went to Gloucester			Three blind mice Are you sleeping Row row row your boat

Sing a song of sixpence Lavenders blue Pussy Cat pussy cat Goosey goosey gander Wee-Willie Winkie Pat-a-cake			
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Mathematics Progression

Key Concept and Learning Intentions	Key Vocabulary
<p>Number; Place Value</p> <ul style="list-style-type: none"> • compare quantities using language: more than, fewer than • experiment with their own symbols and marks as well as numerals • know how to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • show 'finger numbers' up to 5 • know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') • say one number for each item in order: 1,2,3,4,5 • recite numbers past 5 • recognise up to 3 objects rapidly, without having to count them individually ('subitising') <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • investigate numbers up to 5 to solve real world mathematical problems <p>Multiplication and Division</p> <ul style="list-style-type: none"> • know how to share food fairly at snack time • join in with counting, emphasising multiples of 5 or 10 following an adult model <p>Fractions</p> <ul style="list-style-type: none"> • understand the word 'half' • understand the word 'whole' (e.g. whole apple) <p>Measurement</p> <ul style="list-style-type: none"> • begin to describe a sequence of events, real or fictional, using words such as first, then • compare quantities using language: more than, fewer than 	<ul style="list-style-type: none"> • more than, fewer than, lots, more, same • one, two, three, four, five, • numbers • finger numbers, high five • count, counting • subitising • amounts • five frame • fair

<ul style="list-style-type: none"> • observe differences relating to size, length, weight and capacity and compare objects in simple terms <p>Geometry</p> <ul style="list-style-type: none"> • understand position through words alone – for example, ‘The bag is under the table,’ – with no pointing • describe a familiar route • talk about routes and locations, using words like in front of, behind • investigate and combine shapes to make new ones - an arch, a bigger triangle etc. • select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • 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 • notice and correct an error in a repeating pattern • extend and create ABAB patterns – stick, leaf, stick, leaf • use informal language like pointy, spotty, blobs etc. • talk about and identify the patterns around them (for example: stripes on clothes, designs on rugs and wallpaper) <p>Statistics</p> <ul style="list-style-type: none"> • identify the odd one out from three objects • identify how many in each of the two groups • know how to sort into two groups identified by an adult 	
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Term	Taught Learning	Key Vocabulary
Autumn	<ul style="list-style-type: none"> • Subitise and recognise quantity of 1 – show me 1 • Daily counting to 5 and back using fingers and actions • 1:1 counting within 5 – ‘I have 5 altogether’ • More or less with a big difference – use different variations (tall towers, flat, string, jars, bags) • Body repeating patterns – songs, rhymes, music, naming 	Same Different Altogether Subitise Count More

		Less
Spring	<ul style="list-style-type: none"> • Subitise and recognise quantity of 2 – show me 2 • 1 more than 1 is 2 (numberblocks 1 and then 2) • Daily counting to 5 and then 10 and back • 1:1 counting an irregular arrangement (size, orientation, colour, type) • More or less with a big difference – use different variations (size, orientation, type) • Sharing where both parts are the same (what do you have? How do we share equally?) • Making ABABA simple patterns + movement • Explore and make with 2D and 3D shapes 	Set Match Patterns More Less Same Equal Shapes Flat Solid
Summer	<ul style="list-style-type: none"> • Subitise and recognise quantity of 2 – show me 2 • Stable order counting to 5 and back and beyond (5 fingers on one hand) • 1:1 counting upto and beyond 5 (I have ___ altogether) • Beginning to compare quantities with smaller difference – counting groups • Recognising numerals 1 -5 • Matching numerals to quantities • Making patterns – spotting mistakes (wrong colour, object, shape) • Name 2D shapes (square, circle, triangle) – Is it or not? • Combine shapes to make new shapes – know a new shape has been made 	Sort Altogether More Less Numeral / Number Square Triangle Circle 2D shape 3D shape