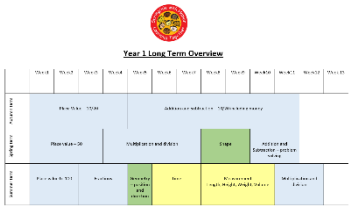
Nursery Long Term Overview

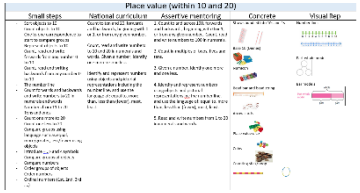
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Baseline		English	**Colours** Recognising, naming and matching colours	English	**Size** Using the language	English	**Patterns** AB patterns	English	**Sorting** Sorting by various attributes	English	**Comparing** Comparing amounts of objects
Spring term	**Number 1**	English	**Number 2**	English	**Number 3**	English	**Number 4**	English	**Number 5**	English	**Number 6**	English
Summer term	English	**Shapes** Properties of shapes	English	**My Day** Ordering events of the day	English	**Length and height** Long, short, tall and comparing lengths	English	**Weight** Light, heavy and comparison	English	**Capacity** Full, half full, empty and comparison	English	**Positional language** Using language related to position and direction

Daily Maths lessons at Hamer in Early Years

Structure of a lesson – 30 minute session in ability groups

- Counting forwards and backwards (2 minutes)
- Number song or rhyme
- Re-cap previously days learning (5 minutes)
- Main body of the lesson – modelling / group work



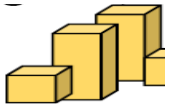
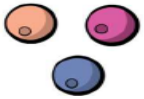
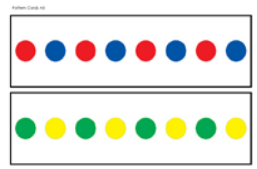


When planning for learning:

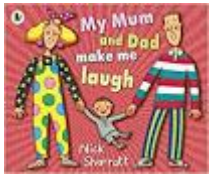
- Start with the new long term overview
- Use the same document that breaks this down into a medium term plan
- Use the small steps on the medium term plan to support planning
- Go to the White Rose documents on the O drive under – Updated Maths – 00 Maths – Deeping Materials – White Rose Hub – New White Rose – find your year group
- When designing the lesson, consider the following: What is the start point? What existing skills and knowledge may they have or need to revisit? What Concrete resources may you need? What Visual representations may you want use? What is the key learning in the lesson? What language do you need to model? Are there any sentence stems? Are there any key words the children need to know the definitions of? What is the end point?
- For support with designing questions for appropriate activities for independent learning please use the following
    - White Rose (On the O Drive follow above)
    - I See reasoning and problem solving (On the O Drive follow above)
    - Maths Hub – teaching for mastery (On the O Drive follow above)
    - NCTEM (On the O Drive follow above)
    - Classroom secrets
    - Nrich
- Remember the three key elements of Maths – Fluency, Reasoning and Problem Solving (There needs to be a balance between all three of them for children to develop a deep secure understanding and mastery of the curriculum)

	Counting (Forwards and Backwards)	Times tables (Forwards and Backwards)	Resources to support
Nursery	Number rhymes Movement counting Environmental counting Touch counting Counting up to 10		Counting sticks Counting hoops Number lines Hundred squares Multiplication squares Numicon Meter ruler Bead strings Straws Competitions/races/games around tables etc Count me in Clap and count Sensory equipment (eg, use of a bouncing ball, dropping marbles in a jar) Killer 15 21 Fizz Buzz Around the world Clapping and chanting BBC super movers (Goes forwards and backwards) Number fun songs
Reception	Counting to 10 and 20 Counting in 1's from different starting points up to 20 Counting in 2's from different starting points up to 20 Counting in 10s from different starting points up to 100 How many? Subitising – looking at patterns and pictures up to 10 Counting rhymes eg, five little speckled frogs Counting in odd and even numbers	Counting in 2s, 5s and 10s	
Year 1	Counting to 10 and 20 Counting in 1's from different starting points crossing over 50 Counting in 2's from different starting points crossing over 50 Counting in odd and even numbers Counting in coins (1p, 2p, 5p, 10p, £1, £2, £5, £10) Counting in units of measures (cm)	2, 5 and 10	
Year 2	Revision from Year 1 Counting in 10s from different starting points up to 100 Counting in 2's from different starting points up to 100 Counting in odd and even numbers Counting in coins (1p, 2p, 5p, 10p, 20p, £1, £2, £5, £10) Counting in fractions (halves, quarters and thirds from any number to 10) – using pictures/resources to support Counting in different unit of measures (mm, cm, m) Counting in different times intervals	2, 3, 4, 5 and 10	
Year 3	Revision from Year 2 Counting in 50s/100s from different starting points Counting in 1000s from different starting points Counting in fractions (halves, thirds, quarters, fifths, eighths and tens) – using pictures/resources to support Counting in coins (1p, 2p, 5p, 10p, 20p. 50p, £1, £2, £5, £10) Counting in different unit of measures (mm, cm, m) Counting in different time intervals	2, 3, 4, 5, 6, 8 and 10	
Year 4	Revision from Year 3 Counting in 10's, 25s, 50's, 100s, 1000s from different starting points to 10,000 Counting in 10,000's from any start point Counting in square numbers Counting in coins in any amount (eg, 20p, 30p, 50p) Counting in unit fractions simplifying along the way (Eg ¼. ½. 3/4 , 1) Counting in decimals (tenths and hundredths) Counting in degrees (90, 180, 270 etc) Counting in different unit of measures (mm, cm, m, km) Counting in different time intervals	2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12	
Year 5	Revision from Year 4 Count in 10s, 25s, 50s, 100s, 1000s, 10000s, 100000s from different starting points to a million Counting in different units of measures Counting in prime numbers and cube numbers Counting below zero Counting in non-unit fractions (eg, 3/4)	2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12	
Year 6	Revision from Year 5 Counting in 10s, 25s, 50s, 100s, 1000s, 10000s, 100000s, 1000000s, from different starting points to ten million Counting in squared numbers to 20 Counting in decimals to 2 decimal places (including going below zero)	Times tables up to 15	

All about me including colours

Small steps (lessons) Teach these objectives in a variety of ways	Ideas for Continuous provision	Development Matters / Birth to 5	Visual Rep / Concrete
- Colour monster story - Colour walk (outside) identifying colours in nature and collecting colours from nature (eg, green leaves) - Making patterns with the nature items (AB – stick leaf stick leaf) - Looking at similarities and differences between our children (introduce diversity through pictures) - Creative session (paint stamping to create a two colour pattern) Key vocab – notice, match, same, colour	**Loose Parts**  Have a collection od different coloured objects such as lids. Can children sort the different coloured lids into the sorting circles.  **Construction** In the outdoor area can the children sort the different coloured blocks that have been mixed up into the box with blue/red/green/yellow blocks? Are children able to find the same coloured block  **Finger Gym** Using different coloured pom poms can the children sort them into the different coloured jars using tweezers.  **Sand and Water** Using a water tray and some different coloured fish, can children match the fish to the same colour. In the water tray put some food colouring in to the water. Can children say what colour the water is. **Snack** Can children say what colour the different fruit is? Identify the fruit by saying the colour?  **Outdoor Area** Using different coloured leaves can children make a two coloured pattern using the two different coloured leaves.	<u>Birth to three</u> Notice and correct an error in a repeating pattern <u>Three to four</u> Extend and create ABAB patterns – stick, leaf, stick, leaf.	  

Sorting

Small steps (lessons) Teach these objectives in a variety of ways	Ideas for Continuous provision	Development Matters / Birth to 5	Visual Rep / Concrete
- How can we sort? Looking at coloured buttons or bricks – looking at language, can they work out how to sort by colour - Vehicles or animals – how can they sort them? 2 or 4 wheels or two legged / 4 legged - Read 'My Mum and Dad make me laugh' – discuss patterns on clothes using pictures from the book – spots and stripes - Introduce 'Bear's picnic' – Mummy bear and Daddy bear – sorting the plates - Forest school – Variety of objects and verbally discuss what is the same / different (chn to find two twigs and discuss what is the same / different) Key Vocab – sort, notice, groups, sets, same and different	**Home Corner** This offers many opportunities for children to sort. Can they sort the plates, bowls, cups and cutlery by colour? Can they sort them by type? How could they sort the food? Can they find more than one way? Add a variety of socks for the children to sort and a washing line to peg them onto in sets. **Loose Parts** Provide a collection of loose parts - buttons are ideal and encourage the children to sort these in different ways. For example they could sort by material, shape, colour, texture. The Button Box by Margarette S Reid is an excellent starting point. **Blocks** Children can use a number of characteristics and attributes to sort blocks in the construction area. Using words such as: stack, roll, shape, large, small etc will prepare them for their future learning on 3D shapes too. **Finger Gym** Provide a large collection of beads in different colours, shapes, sizes etc and several small pots. Encourage the children to sort the beads into the pots and explain how they have sorted them.	<u>Three to four</u> 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. Make comparisons between objects relating to size, length, weight and capacity.	 

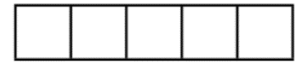
Patterns

Small steps (lessons) Teach these objectives in a variety of ways	Ideas for Continuous provision	Development Matters / Birth to 5	Visual Rep / Concrete
- Outdoor session – zebra crossing with lights and cars (black white pattern, introducing cars onto the crossing. ABAB pattern) - Bricks – Teacher to make ABAB pattern and children to continue - Washing line – looking at different items ABAB. Pattern / colours / stripy and spotty. Spot the error (random piece of clothing) - Two criteria sorting – fruit two fruits of the same colours (Red apples / Cherries) How can we sort these? What is the same? What is the difference? Sort into groups then ABAB (Spot the error – add in one extra fruit eg x1 pear) - Mark marking – crayons / wax crayons – start by copying a teachers pattern (Do a pattern with a random colour in) and then create their own. Key vocab – pattern, continue, notice, next	**Snack** Provide a selection of fruit cut into small pieces. Encourage the children to make an edible repeating pattern before they eat their snack. They might even like to build a fruit kebab. **Outside** Provide access to a range of natural materials or loose parts and ask the children to design their own patterns. Encourage them to consider shape and size as they build their patterns and to say their patterns aloud. E.g. Round leaf, pointy leaf, long stick, short stick, round stone, flat stone **Maths Area** Use resources such as number shapes, dice, cubes, counters, peg boards etc. Ask the children to create their own repeating patterns. Can their friends copy and continue their patterns? **Bear Hunt** 'Stumble trip, stumble trip' Read We're Going on a Bear Hunt by Michael Rosen. Encourage the children to build their own bear hunt journeys using the outside equipment. Repeat the patterned language from the story as they travel through their journey. They might like to invent word patterns of their own. You can also reinforce the positional language of over, under and through. **Construction** Ask the children to build towers or enclosures using their own repeating patterns. Can they say their pattern aloud? Encourage the children to use key vocabulary such as big brick, little brick, long brick, short brick, red brick blue brick etc. **What's My Pattern?** Provide a range of different instruments such as drums, beaters, shakers and encourage the children to play and copy simple patterns. This could be made into a game with one child playing a pattern whilst the rest face the other way and listen. The listeners then try and work out which instrument was used and try to replicate the pattern. **Spot My Mistake** Show the children patterns which have a deliberate mistake. What do they notice? Ask the children to suggest ways to sort out the problem. They might swap the items around which means they will need to continue amending the pattern until the end of the line. **Art** Show examples of objects, wallpaper or fabric showing patterns from different cultures or traditions. Encourage the children to discuss and recreate the patterns and then to design their own patterns in a similar style.	<u>Birth to three</u> Notice and correct an error in a repeating pattern <u>Three to four</u> Extend and create ABAB patterns – stick, leaf, stick, leaf. 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 Notice and correct an error in a repeating pattern	 

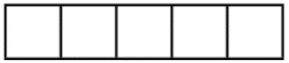
Size

Small steps (lessons) Teach these objectives in a variety of ways	Ideas for Continuous provision	Development Matters / Birth to 5	Visual Rep / Concrete
- Read The Three Bears. Looking specifically at the different items eg, bowls, beds, chairs. Language based lesson. Big/Large and Small/Little. Real life objects – Big Bear / Small Bear and matching the items to the bears. - Sort the counting bears into big and small using the same colour. Can they put them in the correct size order? Language from the previous - Introduce a sentence stem – The _____ is smaller/larger than the _____. Using the threes bears as the stimulus. Using flash card pictures to get children talking. - Make play-do snakes of similar sizes (not too big of a difference). Compare the snakes that the children make. - Toy box – Using the question stem – Do you think this large tree would fit into my small box? Etc, variety of items some that will fit and some that won't. Key vocab – notice, big, large, small, little. The ____ is smaller/larger than the _____.	**Dough Area** Provide one large ball of dough Ask the children to share this equally to make sure everyone has the same size piece of dough. What happens if someone else arrives?  **Outside** Build a tower using large outdoor blocks, cushions or crates. Challenge the children to make a shorter tower, a taller tower. How many crates or blocks did they use? What is the tallest/shortest tower they can build?  **Role Play and Snack** How many children are having breakfast? Do we have a cup, a bowl and a spoon for everyone? How can we make sure that everyone gets the same amount of cereal? What if someone else joins the table?  **Prompts for Learning** Start by showing the children a mystery box. This could be very small or very large or very tall and thin. Ask the children to predict what could be inside. Could they fit inside the box? Why not? What else could or could not fit into the box? Compare to a contrasting shaped/sized box. Prepare a picnic basket for a teddy bear's picnic. Include plates, cups, spoons, hats, napkins etc. of two different sizes. You will also need 2 bears - a big bear and a little bear. Unpack the basket and discuss which size item would be best for which size bear.  **Loose Parts** Work in pairs. Grab a handful of objects such as cubes, beads or conkers. How many can you hold? Can your partner hold more than you, fewer than you or the same amount? Provide 5 frames to help children to compare more easily.  **Construction** Encourage the children to build using long and short blocks. Which type of blocks will they choose for their models? Is it easier to build a road using long or short blocks? Can they build a long road and a short road, a tall tower and a short tower. Which type of block will balance on its end most easily? **Sand and Water** Provide equipment in 2 distinct sizes. For example, a big bucket and a little bucket, a tall jug and a short jug. Encourage the children to compare the objects and to explore how many scoops each will hold. They could also count how many large scoops and how many small scoops a container will hold. 	<u>Birth to three</u> Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. Combine objects like stacking blocks and cups. Put objects inside others and take them out again <u>Three to Four</u> Make comparisons between objects relating to size, length, weight and capacity.	  

Comparing

Small steps (lessons) Teach these objectives in a variety of ways	Ideas for Continuous provision	Development Matters / Birth to 5	Visual Rep / Concrete
Little Red Riding Hood theme - Basket with different fruit. 1 banana and 5 bananas. Which would you rather have? Basket 1 because has more. Language. Without actual counting. - Basket with different fruit. 4 bananas and 5 bananas. Which would you rather have? Use a 5 frames to check if they are correct. Counting. - Basket with fruit again, but introduce same and equal, as well as more and fewer. Use a 5 frames to check if they are correct - Team game. Construction blocks. Roll a dice to 5. 3 x and build blocks. Who has more? Who has fewer? - Hoops. Put a variety of different objects in the hoops. Children, bears etc. Children to talk and discuss about what the see. Key vocab – compare, more, fewer, same, equal. There are more _____ than _____. There are fewer _____ than _____ .	**Baking Cupcakes** Ask the children to measure out the ingredients for making cupcakes using one egg to balance quantities of sugar, butter and flour in turn. Mix the ingredients together, add to bun cases and bake for 15 minutes. **Small World** Provide children with the numbers 1 – 5 on cards and various small, similar items such as people, toy cars, plastic animals, etc. Ask them to show you fewer, the same or more than the number they choose. **Outdoors** Ask the children to build a wall and set up 10 green bottles. Each time a bottle 'accidently falls' ask the children how many have fallen and how many are standing. Do they always have 10 in total? **Outdoors** Provide a starting line. Ask the children to take 9 giant steps, 9 tiny steps, 9 jumps, 9 tiptoes etc. How far do they travel each time? Who can travel the furthest in 9 giant steps? Who can travel the shortest distance with 9 tiny steps? **Finger Gym** Make a caterpillar by threading some beads onto a pipe cleaner. Ask the children to make caterpillars with more beads and fewer beads than you. Which caterpillar is the longest? Which is the shortest? Can we arrange the caterpillars in order? **Maths Area** Provide a set of dominoes. Can the children sort them into sets of dominoes with 7 spots, more than 7 spots and fewer than 7 spots? In pairs, play Who Has More With the dominoes face down, choose one domino each and compare the spots. The player with the most spots can keep the pair. **10 Hunt** Hide 10 items (rubber ducks, beanbags etc) around the outside area and chalk a large 10 frame onto the ground. As the children find the items, they put them into the 10 frame. Prompt the children to use the 10 frame to help them see how many they have found and how many are still hiding. **Dough** Ask the children to make 3-D shapes using the dough. Ask: Which shapes are the easiest to make? Why? Which are harder to make? Why? How did you make the flat sides? **Art** Show examples of objects, wallpaper or fabric showing patterns from different cultures or traditions. Encourage the children to discuss and recreate the patterns and then to design their own patterns in a similar style.	<u>Birth to three</u> Compare amounts, saying 'lots', 'more' or 'same'. <u>Three to four</u> Compare quantities using language: 'more than', 'fewer than'. Solve real world mathematical problems with numbers up to 5.	

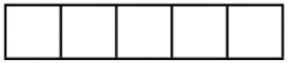
Number 1

Small steps (lessons) Teach these objectives in a variety of ways	Ideas for Continuous provision	Development Matters / Birth to 5	Visual Rep / Concrete
- Number blocks episode. Ask questions based upon the video. - Show me one finger, point to one of something, eg nose. Introduce numeral one. Start a number line to build on over the course of the 5 weeks. Subitising on dice. Explore 1 in different ways, one apple etc, and put it on a 5 frame. - Number block cubes. Re-cap subitising and ask the children to do one jump, hop, stomp. Introduce 1 in numicon. - Numbers in the environment looking for one item of something and representations of the number 1 - Re-cap the numeral one. Number hunt and put their items on the 5 frame. Look at the different ways we have represented one in a poster – 5 frame, numicon, dot on a cube, numeral one, one finger Key vocab – number, numeral, subitise, represent, how many, count, cardinal, first, second, third	 **Dough** Making playdough - work with a small group of children to make the playdough. Use a recipe that involves measuring 1, 2 or 3 cups. Ask children to measure out the ingredients and count the cups. **Loose Parts** Provide a collection of various loose parts or natural objects and some small pots labelled 1, 2 and 3 for the children to fill. Include some unlabelled pots and encourage the children to make their own labels to show how many they put inside. **Outside** Provide a selection of equipment such as beanbags, hoops, quoits, sponges and buckets. Encourage the children to devise their own games. Provide an easel or clipboards so that they can record their scores.	<u>Birth to three</u> Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence <u>Three and four</u> Say one number for each item in order: 1,2,3,4,5 Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Fast recognition of up to 3 objects, without having to count them individually ('subitising').	Numicon    

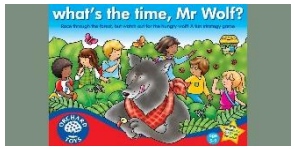
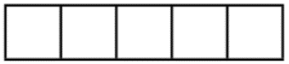
Number 2

Small steps (lessons) Teach these objectives in a variety of ways	Ideas for Continuous provision	Development Matters / Birth to 5	Visual Rep / Concrete
- Number blocks episode. Ask questions based upon the video. - Show me one/two fingers, point to two of something, eg ears/feet. Introduce numeral two. Subitising on dice. Explore 2 in different ways, one apple etc, and put it on a 5 frame. - Number block cubes. Re-cap subitising and ask the children to do one/two jump, hop, stomp. Introduce 2 in numicon. - Explore different ways of making 2. If you have one and I have one, we have two. Looking at placing them on a hoop and five frame- cardinal principle. Making pairs – socks / wellies. - Re-cap the number two. Number hunt and put their items on the 5 frame. Look at the different ways we have represented two in a poster – 5 frame, numicon, dot on a cube, numeral two, two fingers Key vocab – number, numeral, subitise, represent, how many, count, cardinal, first, second, third	**Construction** The children take turns to roll a 1-3 dice and collect 1, 2 or 3 cubes to add to their tower. If they are ready, encourage them to count on as they add their cubes. How high can they build their towers before they topple? **Maths Area** Encourage the children to adapt and re-enact favourite rhymes such as 10 Green Bottles by making 1, 2, or 3 fall each time. Similarly, they could have 10 Currant Buns and choose to buy 1, 2, or 3 buns. Prompt the children to say how many are left after each verse. **Loose Parts** Provide a collection of various loose parts or natural objects and some small pots labelled 1, 2 and 3 for the children to fill. Include some unlabelled pots and encourage the children to make their own labels to show how many they put inside. **Outdoors** A game for 2 children. Ask the children to line up 10 pebbles or shells. The children take turns to choose whether they take 1, 2 or 3 pebbles. The winner is the player who avoids taking the last pebble. **Outside** Provide a selection of equipment such as beanbags, hoops, quoits, sponges and buckets. Encourage the children to devise their own games. Provide an easel or clipboards so that they can record their scores.	<u>Birth to three</u> Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence <u>Three and four</u> Say one number for each item in order: 1,2,3,4,5 Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Fast recognition of up to 3 objects, without having to count them individually ('subitising').	Numicon   

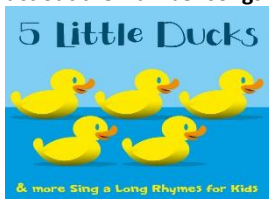
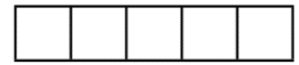
Number 3

Small steps (lessons) Teach these objectives in a variety of ways	Ideas for Continuous provision	Development Matters / Birth to 5	Visual Rep / Concrete
- Number blocks episode. Ask questions based upon the video. - Show me one/two/three fingers, Introduce numeral three. Subitising on dice. Explore three in different ways, three apple etc, and put it on a 5 frame. Look at the concept of a triangle. - Number block cubes. Re-cap subitising and ask the children to do one/two/three jump, hop, stomp. Introduce 3 in numicon. - Explore different ways of making 3. If you have one and I have two, we have three. Looking at placing them on a hoop and five frame- cardinal principle. - Re-cap the number three. Number hunt and put their items on the 5 frame. Look at the different ways we have represented three in a poster – 5 frame, numicon, dot on a cube, numeral three, three fingers Key vocab – number, numeral, subitise, represent, how many, count, cardinal, first, second, third	**Outside** Provide a selection of equipment such as beanbags, hoops, quoits, sponges and buckets. Encourage the children to devise their own games. Provide an easel or clipboards so that they can record their scores. **Loose Parts** Provide a collection of various loose parts or natural objects and some small pots labelled 1, 2 and 3 for the children to fill. Include some unlabelled pots and encourage the children to make their own labels to show how many they put inside. **Dough** Making playdough - work with a small group of children to make the playdough. Use a recipe that involves measuring 1, 2 or 3 cups. Ask children to measure out the ingredients and count the cups. **Continuous Provision** Set up a tea party in the home corner for the Three Bears. Have Three Bears, Three Bowls, and three spoons.  **Maths Area** Encourage the children to adapt and re-enact favourite rhymes such as 10 Green Bottles by making 1, 2, or 3 fall each time. Similarly, they could have 10 Currant Buns and choose to buy 1, 2, or 3 buns. Prompt the children to say how many are left after each verse. Dough Make the number three using playdough and playdough mats.	<u>Birth to three</u> Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence <u>Three and four</u> Say one number for each item in order: 1,2,3,4,5 Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Fast recognition of up to 3 objects, without having to count them individually ('subitising').	Numicon    

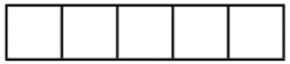
Number 4

Small steps (lessons) Teach these objectives in a variety of ways	Ideas for Continuous provision	Development Matters / Birth to 5	Visual Rep / Concrete
- Number blocks episode. Ask questions based upon the video. - Show me one/two/three/four fingers, Introduce numeral four. Subitising on dice. Explore four in different ways, four apple etc, and put it on a 5 frame. Look at the concept of a square. - Number block cubes. Re-cap subitising and ask the children to do one/two/three/four jump, hop, stomp. Introduce 4 in numicon. - Explore different ways of making 4. If you have one and I have three, we have four. Looking at placing them on a hoop and five frame- cardinal principle. - Re-cap the number four. Number hunt and put their items on the 5 frame. Look at the different ways we have represented four in a poster – 5 frame, numicon, dot on a cube, numeral four, four fingers Key vocab – number, numeral, subitise, represent, how many, count, cardinal, first, second, third	Outdoors  Children to play the game What Time is it Mr Wolf? Can they count 4 steps? Outdoors  Can children play hopscotch recognising the number 4 and jumping 4 times Dough Make the number four using playdough. **Outdoors** Challenge the children to solve problems on a large scale: The playground is a crocodile-infested swamp! How could we rescue teddy without putting our feet on the ground? Can you build a shelter to keep everyone dry? How could we fill the bucket with water when all of our containers have holes? Which team can fill their bucket first?	<u>Birth to three</u> Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence <u>Three and four</u> Say one number for each item in order: 1,2,3,4,5 Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals.	Numicon    

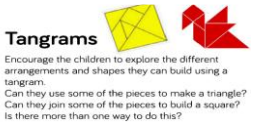
Number 5

Small steps (lessons) Teach these objectives in a variety of ways	Ideas for Continuous provision	Development Matters / Birth to 5	Visual Rep / Concrete
- Number blocks episode. Ask questions based upon the video. - Show me one/two/three/four/five fingers, Introduce numeral five. Subitising on dice. Explore four in different ways, four apple etc, and put it on a 5 frame. - Number block cubes. Re-cap subitising and ask the children to do one/two/three/four/five jump, hop, stomp. Introduce 5 in numicon. - Explore different ways of making 5. If you have one and I have four, we have five. Looking at placing them on a hoop and five frame- cardinal principle. - Re-cap the number five. Number hunt and put their items on the 5 frame. Look at the different ways we have represented five in a poster – 5 frame, numicon, dot on a cube, numeral five, five fingers Key vocab – number, numeral, subitise, represent, how many, count, cardinal, first, second, third	**Continuous Provision-Counting songs** **Set up story spoons and props in Continuous Provision for the children to act out the Number songs below.**       Outdoors **Play number matching games using the small and large foam numbers.**	<u>Birth to three</u> Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence <u>Three and four</u> Say one number for each item in order: 1,2,3,4,5 Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals.	Numicon    

Number 6

Small steps (lessons) Teach these objectives in a variety of ways	Ideas for Continuous provision	Development Matters / Birth to 5	Visual Rep / Concrete
- Number blocks episode. Ask questions based upon the video. - Show me one/two/three/four/five/six fingers, Introduce numeral six. Subitising on dice. Explore six in different ways, six apple etc, and now it doesn't fit. What do we need to do? Make a ten frame. - Number block cubes. Re-cap subitising and ask the children to do one/two/three/four/ five/ six jump, hop, stomp. Introduce 6 in numicon. - Explore different ways of making 6. If you have three and I have three, we have six. Looking at placing them on a hoop and tens frame- cardinal principle. - Re-cap the number six. Number hunt and put their items on the tens frame. Look at the different ways we have represented six in a poster – tens frame, numicon, dot on a cube, numeral six, six fingers Key vocab – number, numeral, subitise, represent, how many, count, cardinal, first, second, third	 **Dough** Children to make the Number 6 using playdough in the malleable area. **Outdoor Area** **Can children find 6 natural objects in the outdoor area.** **Outdoors** Provide quoits or beanbags to throw and hoops or buckets. Encourage the children to devise their own scoring systems where the harder targets score more points. Encourage them to keep a tally of their points as they play. How many different ways are there to score 6 points? 	<u>Birth to three</u> Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence <u>Three and four</u> Say one number for each item in order: 1,2,3,4,5 Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals.	Numicon    

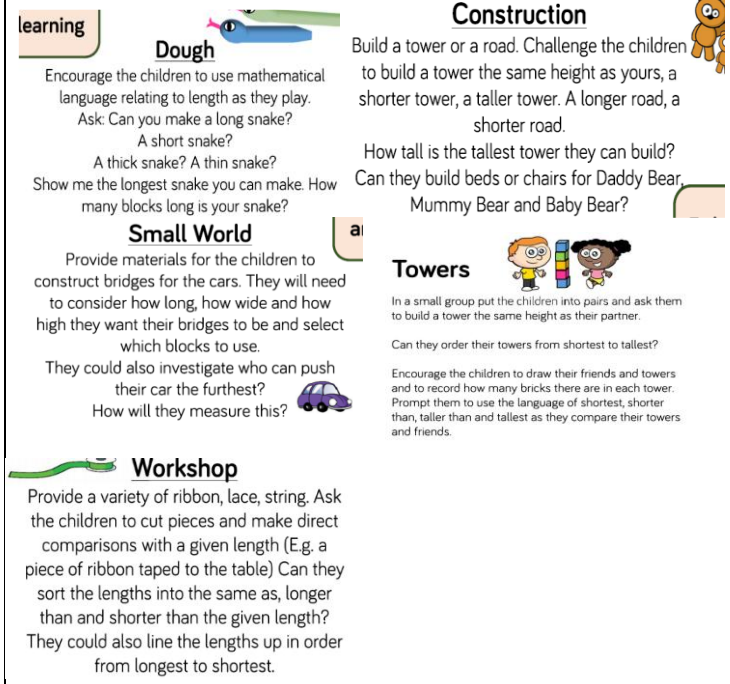
Shapes

Small steps (lessons) Teach these objectives in a variety of ways	Ideas for Continuous provision	Development Matters / Birth to 5	Visual Rep / Concrete
- Circle and triangle – language session – sorting circle / matching activity pairing them up. How do you know? Why are you putting it in that circle? Demonstrate or talk - Look in the environment – hunt for these shapes inside and outside - Squares and rectangles - sorting circle / matching activity pairing them up. How do you know? Why are out putting it in that circle? Demonstrate or talk - Look in the environment – hunt for these shapes inside and outside - Look at all four shapes feely bag and then the children put then in the sorting circles. How do you know? Why are you putting it in that circle? Circle, square, rectangle and triangle Key vocab – edge, curve, straight, round, flat, sides, face, corner, smooth	 **Outdoor Area** Children to match the large foam 2D shapes in the outdoor area. Children can play an instruction game using the 2D shapes, children to stand on a circle, square and triangle.  **Outdoor Area** Children to go on a 2D shape hunt in the outdoor area looking for objects that are the same shape as a circle, triangle, square and rectangle. **Continuous Provision** Children to build a house using the large polydron indoors talking about the different shapes and what shape they need to make a roof etc    Dough Children to make different shapes using different shaped cutters and playdough.	**<u>Birth to three</u>** Build with a range of resources. Complete inset puzzles. **<u>Three to four</u>** 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'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc Combine shapes to make new ones – an arch, a bigger triangle etc.	 

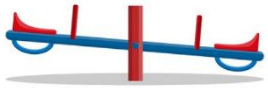
My Day

Small steps (lessons) Teach these objectives in a variety of ways	Ideas for Continuous provision	Development Matters / Birth to 5	Visual Rep / Concrete
- Teachers routine of coming to school – waking up, having breakfast, brushing their teeth and coming to school (Walking / driving) – Pictures to support. What is their routine? What did they do first? Then next? Then last? - Show them the photographs of them arriving at school. Build on the work yesterday looking from them arriving until dinner. What activities did they do? What did they do next? What did they do last before dinner? Visual timetable - Re-cap the language and the day before. Look at from dinner to home time. What did we do first? What did we do next? Then we did? Last before we go home? - Look at home time to bed time. Look at what they do first? Then what do then do? What is the last thing they do before going to bed? - Look at the whole week. Put a visual timetable together as a group. What do we do fist on a normal day? Then what do we do? What do we do last? Counting – days of the week songs Key vocab – first, next, then, last	**Outdoors** Share the story Mr Gumpy's Outing by John Burningham. Ask the children to build a boat and to create their own first, then, now stories as different groups of characters climb aboard. Encourage children to count how many altogether as more children join them. **Visual Timetable**   Create a Visual timetable of a typical day in the life of the Teacher and Student. Nursery Rhymes  Sing Nursery Rhymes with the children which encourage them to think of what comes first, next and last such as the days of the week song.	**Three to four** Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	

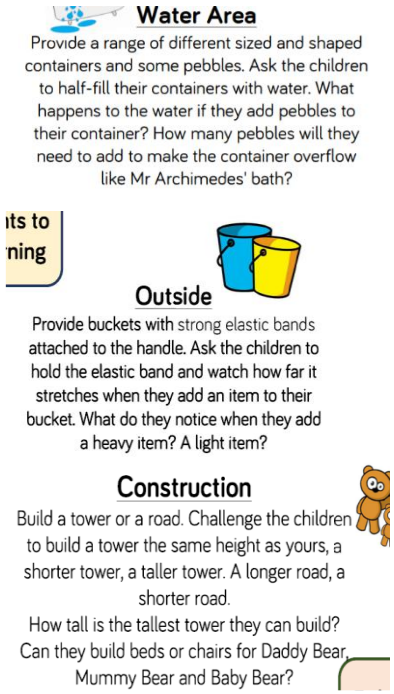
Length and height

Small steps (lessons) Teach these objectives in a variety of ways	Ideas for Continuous provision	Development Matters / Birth to 5	Visual Rep / Concrete
- Order the children from the shortest to tallest. Take a picture and go back in to have a look. Discuss the language. Aaqib is shorter than Maryam. - Re-cap the work from the previous day. Is the tallest person the longest? How can we check? Draw round a child on the sheet or the floor, then do the same with the shortest. Aaqib is shorter than Maryam. The children to say I am shorter than or longer than. - Skipping ropes – take them outside. Ask the chn which is the longest or shortest? How can we sort them? Chn to then put them down on the floor next to each other. (tape measure to measure each skipping rope to compare the actual size) - Play-doh – make different snakes and then the chn to compare them using the language. Include unifix blocks to give a reasoning of how much longer or shorter. - Building towers. Can you build one that is taller than mine? Can you build one that is shorter than ____? Is 10 blocks taller or shorter than ____? Key vocab – long, short, tall, longer than ,shorter than, taller than, The _____ is longer/shorter/taller than the _____.		**Birth to three** Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. Climb and squeezing selves into different types of spaces. **Three to four** Make comparisons between objects relating to size, length, weight and capacity.	 

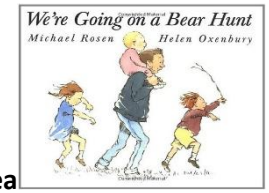
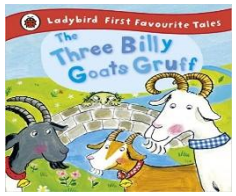
Weight

Small steps (lessons) Teach these objectives in a variety of ways	Ideas for Continuous provision	Development Matters / Birth to 5	Visual Rep / Concrete
- Carry bags with different objects inside to show the children the downward pull and let them hold the bags. Variety of objects on the carpet, What item do you think would be heavier than the ball? Using comparisons. The _____ is heavier than/lighter than the _____. Big items heavier for this session. - Carry bags - Variety of objects on the carpet, What item do you think would be heavier than the ball? Using comparisons. The _____ is heavier than/lighter than the _____. Big items are lighter than the small items. - See saw outside – looking at children to compare to each other and the children. Balance? Same/equal - objects - Balancing scales – balance / same / equal. Pebbles can the children make both sides the same. - Working in pairs or small groups. The children to explain which is heavier or lighter / can they make the same? Key vocab – Heavy, heavier than, light, lighter than, balanced, The _____ is heavier than/lighter than the _____.	**Balance** Add a set of balance scales to the dough area. Encourage the children to compare the mass o different sized balls of dough. Can they use the balance scales to help them create equal balls of dough? How will they know when the balls are equal? **Mud Kitchen** Provide a variety of pans, bowls, spoons and ladles for the children to use. Add daily recipes on a chalkboard to encourage the children to measure out ingredients. They could also design and create their own recipes. **Loose Parts** Provide a set of balance scales and an assortment of loose parts to compare. Encourage the children to use the mathematical vocabulary of heavier than and lighter than as they compare the different items. **Role Play** Set up a pop-up café or picnic area providing a variety of jugs and beakers. Encourage the 'waiters' to take drinks orders and bring out the drinks. Play alongside the children to model the language of nearly full, half full, nearly empty etc and enjoy your delicious drinks! (Discuss why we don't want the cups to be absolutely full!) **Dough** Add a set of balance scales to the dough area and encourage the children to compare the weight of different size balls. To provide further interest, encourage the children to use loose parts to balance the dough on the scales. **Outside** Provide a small matchbox for each child. Ask them to hunt for things to put inside. Points could be awarded for specific criteria such as the most items, the prettiest leaf, the smallest pebble, the largest item, the softest item, something yellow etc. **Outside** Provide buckets with strong elastic bands attached to the handle. Ask the children to hold the elastic band and watch how far it stretches when they add an item to their bucket. What do they notice when they add a heavy item? A light item?	**Birth to three** Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. **Three to four** Make comparisons between objects relating to size, length, weight and capacity.	 

Capacity

Small steps (lessons) Teach these objectives in a variety of ways	Ideas for Continuous provision	Development Matters / Birth to 5	Visual Rep / Concrete
- Same container to get the language across to the children. And another container exactly the same to compare the most and least. Food colouring in the water. - Different containers of different sizes flat/ tall. Pour from one to another. Is this more or less? Food colouring in the water. - Exploring session using the same containers from the day before and get the children to use the language. - Race – using the water tray outside. Random containers inside. Two buckets on the opposite side of provision. Race to fill the bucket. Will chn realise to choose the biggest container? Teams - Chn to choose a containers and fill it with however much water they want. T to have a jug at the front with a scale on it. Chn to use the sentence I think my container has more water than Aaqib's container. Chn to bring the water to the front and T to record their mark on a table. Key vocab – full, half full, half empty/ empty, most, least, The container is full/half full/empty. The _____ holds the most/least water.		**Birth to three** Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. **Three to four** Make comparisons between objects relating to size, length, weight and capacity.	

Positional language

Small steps (lessons) Teach these objectives in a variety of ways	Ideas for Continuous provision	Development Matters / Birth to 5	Visual Rep / Concrete
- Theme – Billy Goats Gruff – language by using the wooden bridge in class – on, under, across, on top of. - Treasure box – instruction game. Can the children put items next to, in front of, behind and in the box? - Object hunt – hide items outside in certain positions. Chn to find one and then come back at explain where they found it? - Children – position the children around the other chn eg, behind, next to. Chn to then explain who is next to them or behind them. Hundred square on the playground. T to move their position, which in turn will move the child's position in relation to another. - Treasure map to go on a treasure hunt. T to give instructions to the chn and the chn need to follow – find clues. Counting to include – up and down this week Key vocab – in, on, under, up, down, across, in front of, behind, on top of, next to. The _____ is (position) the _____.	 **Outdoor Area** Read the story We're Going on a Bear Hunt to the children. Go on a Bear Hunt with the children placing clues in different positions using positional language for the children to find the Bear. **Small World Area**  Read stories to the children with positional language in such as The Three Billy Goat's Gruff. Set up the small area with the Three Goat's, the Troll and a bridge to encourage children to use positional language. **Outdoors** Provide a simple map of an obstacle course. Encourage the children to use the map to build the obstacle course, checking where things need to be in relation to others. They might also like to design their own obstacle course and draw a map to help them remember their design.	**Three to four** Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	