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| **Spring 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **Counting Songs/Rhymes** | 5 Little Ducks | | 5 Little Men in a Flying Saucer | | 1 Elephant Went Out to Play,  Upon a spiders web one day,  They had such enormous fun,  They called for another elephant to come | |  | |
| **Mental Maths**  **Objectives** | Flashcards- Powerpoint (subitising, 0-5, shapes) | Flashcards- Powerpoint (subitising, 0-5, shapes) | Flashcards- Powerpoint (subitising, 0-5, shapes) | Flashcards- Powerpoint (subitising, 0-5, shapes) | Flashcards- Powerpoint (subitising, 0-5, shapes) | Flashcards- Powerpoint (subitising, 0-5, shapes) |  |  |
| **Maths Area** | **Number** | **Number** | **Number** | **Number** | **Number** | **Number** | **Number** | **Number** |
| **Curriculum Goals** | N1   * Begins engaging with finger rhymes with numbers by using their hand to show some numbers. * Explores objects linked to number rhymes eg: Five Little Speckled Frogs * Uses language of ‘big’ and ‘small’. * Explores inset puzzles and shape sorters. | | | | N2  Subitise to 3.  Shows ‘finger numbers’ to 3.  Counts to 3.  Counts up to 3 objects.  Understands positional language and can move an object when asked eg: put teddy under the chair.  Compares objects based on size, length, weight and capacity.  Extend and create 2-step patterns | | | |
| **Weekly Teaching** | **Explore length**   * Use the measuring worms to explore ‘long’ and ‘short’ – Can each child choose a long worm? Can each child choose a short worm? * Order up to 3 objects from shortest to longest * Can the children make a long train? Can they make a short train? * Find a long pencil. Find a short pencil. * Sorting hoops- Short and Long- Children to sort objects from around the room | **Explore height**   * Introduce the words ‘tall’ and ‘short’ * Make a tall tower. Make a short tower. * Whose is the tallest? Whose is the shortest? * Compare and order up to 3 children. Who is the tallest? Who is the shortest? * Can they children make themselves really tall? (Stretch to the ceiling) Can they make themselves really short? (Crouch to the floor) * Can they find something in the room that is tall? And something that is short? | **Explore weight**   * Introduce the words heavy and light with objects to match. Can the children hold the objects? * Hunt for the heaviest/lightest object. * Later in the week introduce the ‘balance’ scale to find heavy and light objects. Talk about objects that will fit in the boxes. * Can the children think of anything else that might heavy? What else could be light? * Order up to 3 objects from lightest to heaviest (3 that are very different in weight eg: feather, book, chair) | | **Explore capacity**   * Show the children a full cup and an empty cup to introduce the vocabulary. * Can they fill their cup? Can they empty their cups? * Look at their juice bottles. Whose is full? Whose is empty? * What could we say about the bottles that are not ‘full’ or ‘empty’ - ‘half full’ ‘half empty’ ‘nearly full’ ‘nearly empty’ * Order the cups fullest to emptiest * Order drinks- Can I have a full cup of milk? Can I have a nearly full cup of water? | |  | |
| **Links within Maths/other areas of learning**  **Areas for consolidation / Retrieval Practise** | * Nursery rhyme area in provision * Numerals around provision * Water tray- Capacity * Construction area- building towers with wooden blocks, train tracks and trains * Maths area- balance scales with objects to weigh | | | | | | | |
| **Key Vocabulary** | Long, short, longest, shortest, Tall, short, tallest, shortest | | Heavy, light, heavier, lighter | | Full, empty, nearly full, nearly empty, more, less | |  | |

Link for planning <https://whiterosemaths.com/resources/primary-resources/primary-sols/> (includes example videos) Tips Things to consider for planning New concept Recapping from previous year/term

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| **Spring 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **Counting Songs/Rhymes** | The Ants Go Marching | | 5 Little Bunnies  Five little bunnies, Knocked on the door,   One hopped away, And then there were four.  Four little bunnies, Climbed up a tree,  One hopped away, And then there were three.  Three little bunnies, Looking at you, One hopped away, And then there were two.  Two little bunnies, Having lots of fun, One hopped away, And then there was one.  One little bunny, Sat in the sun,  One hopped away, And then there were none. | | 5 Little Fish  1 little fish swimming in the sea,  Splishing and a splashing rocking to the beat. Here comes another fish, oooh hello, 2 little fish swimming in a row.  2 Little fish swimming in the sea, splishing and a splashing, rocking to the beat. Here comes another one, ooh hello, 3 little fish swimming in a row. (Up to 5) | |  | |
| **Mental Maths**  **Objectives** | Flashcards- Powerpoint (subitising, 0-5, shapes) | Flashcards- Powerpoint (subitising, 0-5, shapes) | Flashcards- Powerpoint (subitising, 0-5, shapes) | Flashcards- Powerpoint (subitising, 0-5, shapes) | Flashcards- Powerpoint (subitising, 0-5, shapes) | Flashcards- Powerpoint (subitising, 0-5, shapes) |  |  |
| **Maths Area** | **Number** | **Number** | **Number** | **Number** | **Number** | **Number** | **Number** | **Number** |
| **Curriculum Goals** | N1   * Begins engaging with finger rhymes with numbers by using their hand to show some numbers. * Explores objects linked to number rhymes eg: Five Little Speckled Frogs * Uses language of ‘big’ and ‘small’. * Explores inset puzzles and shape sorters. | | | | N2   * Subitise to 3. * Shows ‘finger numbers’ to 3. * Counts to 3. * Counts up to 3 objects. * Understands positional language and can move an object when asked eg: put teddy under the chair. * Compares objects based on size, length, weight and capacity. * Extend and create 2-step patterns | | | |
| **Weekly Teaching** | **Counting objects**   * Model counting objects- Carefully counting touching one object at a time. * Children to turn over a flash card and count that amount of bears/cubes/etc * Children to have number cards 0 to 3. Can they count the right amount of bears onto each? * Children to go on a number hunt. Find me 3 pencils. Find me 1 teddy. Etc. * Teddy bears picnic. “Give the bear 1 banana” “Give the bear 3 apples” | | **Extend and create 2-step patterns**   * Make a pattern with the cubes: yellow, blue, yellow blue, can the children continue it? Children have their own bowl of cubes can they find the right one? * Children to create their own 2-step pattern, partner to add to it. * Pass the pattern- Start a pattern yellow, red, then pass around the circle, child to add the next cube. \*Pass more than one pattern around\* * Physical body movement patterns- clap, stamp, clap, stamp, etc | | **Positional Language**   * Bear and a cup- Put the bear in the cup, under the cup. Children to have their own bear and cup- All children doing the task. * Child and a chair- Sit on the chair, stand behind the chair, sit in front of the chair, etc * Find a friend- Rishan stand next to Isaac, Bobby stand behind Kamarae. * Positional language hunt- Find something on the table, under the table, in the pot, etc | |  | |
| **Links within Maths/other areas of learning**  **Areas for consolidation / Retrieval Practise** | * Shop and receipts (CiP- 3 bananas, 1 orange, etc) * Matching numeral to quantity cards * Cubes or bears for repeating patterns * Colour the repeating pattern * Music- Body percussion repeating patterns * Objects for positional language game | | | | | | | |
| **Key Vocabulary** | 1, 2, 3, more, less | | Red, yellow, next, clap, stomp, click, pat | | Under, on, in, behind, next to, in front | |  | |