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| **Autumn 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **Counting Songs/Rhymes** | 5 Little Monkeys | | 5 in the bed | | 5 Green bottles | | 5 Fat Sausages  *Five fat sausages sizzling in a pan*  *The grease got hot – and one went “BANG”!* | |
| **Mental Maths**  **Objectives** | Recite numbers in order to 5 | Recite numbers in order to 5 | Flashcards 0 to 5 | Flashcards 0 to 5 | Flash cards 0 to5 | Flash cards 0 to 5 | More or less | More or less |
| **Maths Area** | **Number** | **Number** | **Number** | **Number** | **Number** | **Number** | **Number** | **Number** |
| **Curriculum Goals** | N1   * Listens to number rhymes and begins to join in * Begins stacking blocks and cups. * Enjoys putting objects inside others and taking them back out. | | | | N2   * Independently counts to 3. * Counts up to 3 objects. * Beginning to understand some positional language. * Uses shapes appropriately for pictures eg: square house with a triangle for the roof. * Talks confidently about patterns they see. | | | |
| **Weekly Teaching** | Sing 5 Little Monkeys song using objects to support. Model counting after each verse. Use flashcards to match the amount.  How many monkeys are left? | | Recognise numbers 0-5   * Number hunt around the provision * Show a numeral and children to say the number * Number powerpoint – What numbers can you see? Bus, train, door, bin * Children to have flashcards and choose one, do they have the same as anyone? * Show an amount on your fingers, can children find matching numeral? | | Compare amounts – more/less   * Teddy bears picnic- Which bear has more? Which bear has less? * Give the children some counters/cubes, who has more? * Show the children plates of biscuits/cakes - Which plate has more? * Can the children put more/less cubes on their plate than the teacher has? | | Positional language   * Where is the teddy? (Teddy and a chair) * Model “The teddy is on the chair” * Put your hands on your head, under the rug, etc. * Children to sit on the chair, sit next to the chair, sit under the chair, etc. * Stand behind the chair * One child at a time ‘stand behind Tom’, stand in front of Bob, etc. | |
| **Links within Maths/other areas of learning**  **Areas for consolidation / Retrieval Practise** | * Nursery rhyme area in provision * Numerals around provision * Amounts of food in the shop/home corner. Who has more? * Construction area- Teddy to put on the tower, under the bridge, etc | | | | | | | |
| **Key Vocabulary** | 0, 1, 2, 3, 4, 5, song lyrics | | 0, 1, 2, 3, 4, 5, objects in the environment | | More, than, less than, same, add, take away | | Under, over, on, next to, in between, behind, in front, above | |

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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| **Autumn 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** |
| **Counting Songs/Rhymes** | 5 Little Pumpkins | | Hickory Dickory Dock (to 5) | | 5 Little Snowflakes | | 5 Little Snowmen | |
| **Mental Maths**  **Objectives** | Positional language | Positional language | Flashcards 0 to 5 | Flashcards 0 to 5 | Flashcards 0 to 5 | Flashcards 0 to 5 | Flashcards 0 to 5 | Flashcards 0 to 5 |
| **Maths Area** | **Number** | **Number** | **Number** | **Number** | **Number** | **Number** | **Number** | **Number** |
| **Curriculum Goals** | N1   * Listens to number rhymes and begins to join in * Begins stacking blocks and cups. * Enjoys putting objects inside others and taking them back out. | | | | N2   * Independently counts to 3. * Counts up to 3 objects. * Begins to understand some positional language. * Uses shapes appropriately for pictures eg: square house with a triangle for the roof. * Talks confidently about patterns they see. | | | |
| **Weekly Teaching** | Explore, describe and create patterns   * Look at patterns on socks (stripy, wavy, zig zags, swirls, etc) * Line up children: boy, girl, boy, girl, can the children spot the pattern? * Patterns with cubes- Make a tower red, green, red, green, etc. * Can the children make their own patterns? | | Familiar route   * Talk about familiar routes (from classroom to outside, route to school, park, shop, etc) * What can the children see on their way to school? The park? The shop? * Draw a map of their route | | Compare amounts – more/less   * Teddy bears picnic- Which bear has more? Which bear has less? * Give the children some counters/cubes, who has more? * Show the children plates of biscuits/cakes - Which plate has more? * Can the children put more/less cubes on their plate than the teacher has? | | Positional language   * Where is the teddy? (Teddy and a chair) * Model “The teddy is on the chair” * Put your hands on your head, under the rug, etc. * Children to sit on the chair, sit next to the chair, sit under the chair, etc. * Stand behind the chair * One child at a time ‘stand behind Tom’, stand in front of Bob, etc. | |
| **Links within Maths/other areas of learning**  **Areas for consolidation / Retrieval Practise** | * Patterns in provision- Animals, socks, etc * Map drawing- Geography (Investigation Station) * Comparing amounts- Home corner/shop etc * Positional language- Construction, small world | | | | | | | |
| **Key Vocabulary** | Pattern, spotty, striped, zig zag, wavy, swirls, checked, colours | | Road, path, park, house, shop, tree, dog, school, people, etc | | More, than, less than, same, add, take away | | Under, over, on, next to, in between, behind, in front, above | |