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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.
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| **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
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| **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
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| **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 |