

EYFS FS1 Long Term Plan 2022-23

This plan outlines the learning intentions for this year, including key texts, festivals, artists, process and experiences planned to broaden the children's understanding and equip them with the skills needed to become confident, independent learners. Staff recognise the need for a play based approach to learning and respect the ideas and beliefs of the children in planning for rich learning opportunities.



Staff will discuss ideas with and tune into children's individual needs and interests, to motivate, inspire and develop life- long learners. This may lead to developments and changes to this LTP.


In addition to planning to key texts and following the children's interests the Nursery team plan for 5 broad themes that recur throughout the year to ensure that children build on existing and prior knowledge. The themes are as follows:


Ourselves and our Families, Seasonal Change, Nature and the World we Live, Festivals & Diversity, Colours and Art

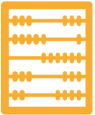

Autumn / Winter	Winter/ Spring	Summer
<p>Possible learning/ Themes/Interests/Lines of Enquiry... Starting Nursery, belonging and self-reflection, who am I? Our families, areas of provision and making friends, Autumn, woodland creatures</p> <p>Festivals & Celebrations – Diwali, Halloween, Bonfire Night, Christmas</p> <p>Nursery Rhymes: Twinkle Twinkle, Incy Wincy, Baa Baa Black Sheep, Humpty Dumpty, Hickory Dickory Dock , 1, 2, 3, 4, 5, Once I caught A Fish Alive, 1,2 Buckly my Shoe, 5 Little men in Flying Saucer</p> <p>Outdoors: AUTUMN WANDERLUST Exploring Autumn- collecting and making pictures with leaves/ conkers, Autumn scavenger hunt, foraging and cooking, hibernation (A2)</p> <p>Mini Chefs Pear and apple crumble, fruit kebabs, mince pies/ ginger spice cookies</p>	<p>Possible learning/ Themes/Interests/Lines of Enquiry... Winter, Arctic, Snow Bears/Penguins Spring, birds, , planting and growing Growing and changing, pancake day</p> <p>Festivals and Celebrations – Chinese New Year, Valentine’s Day, Australia Day, Easter, Mother’s Day</p> <p>Nursery Rhymes: 5 little ducks, Old MacDonald had a farm, Wheel on the Bus, 5 little Speckled Frogs, Hot Cross Buns, It’s Raining It’s Pouring,</p> <p>Outdoors: WINTER /SPRING WADERLUST Ice and snow in Winter, Migration, Planting Herbs, Sunflowers, Potatoes & Beans for ‘mini garden (back playground)’, Spring Scavenger Hunt. National bird watching day -finding out about birds (Blackbird, & Robin) Make Bird Food, Planting Bulbs for Spring</p> <p>Mini Chefs Flapjack, fruit kebabs, pizza, Easter nests, pancakes, Anzac cookies</p>	<p>Possible learning/ Themes/Interests/Lines of Enquiry... Our families- roles in society (Different Occupations) Lifecycles & Minibeasts, Summer, seashores, Transition</p> <p>Festivals and Celebrations – Eid, Holi, Father’s Day Summer solstice</p> <p>Nursery Rhymes – There’s a tiny caterpillar on a leaf, Little Miss Muffit, There’s a worm at the bottom of the garden,</p> <p>Poems The Nut Tree,</p> <p>Outdoors: SUMMER WANDERLUST Care of Plants, New Planting, Litter, bees Collecting, Outdoor Art, Summer Scavenger Hunt</p> <p>Mini Chefs Cupcakes, icing biscuits</p>



Term 1 books: Nursery Rhymes, Peace at Last		Term 2 books: Dear Zoo, Goldilocks and 3 Bears		Term 3 books: Traditional Tales, Brown Bear, Brown bear, What do you see? How to stay safe in the sun, We're Going on a Bear Hunt	
Canon of Literature texts to read and re read with the children (with additional texts added)					
How to be a Lion (PSED) 10 Little Finger and 10 Little Toes (Diversity) Dinosaur Roar (rhythm and rhyme) The last leaf (Seasonal/ nature) The Gruffalo B is for Baby	Worrysaurus (PSED) Freddie the Fairy (Diversity) Peace at last (Rhythm and rhyme) The Gruffalo's Child The last tree in the City (Seasonal)	Be Brave Little Penguin (PSED) The lion who wanted love (PSED) Each Peach Pear Plum (Rhythm and rhyme) Tree (seasonal) Goldilocks and The Three Bears (traditional)	Dear Zoo My Hair (Diversity) Mixed (Diversity) The Wonkey Donkey (rhythm and rhyme) Hooray for Hoppy (Seasonal)	The Go Away Bird (PSED) Baby goes to market (Diversity) Supertato Don't put your Finger in the Jelly Nelly (rhythm and rhyme) Jaspers Beanstalk (seasonal) The Very Hungry caterpillar	The boy with flowers in his hair (PSED) We're Going on a Lion Hunt (Diversity) Hairy Mclary (rhythm and rhyme) Lenny and Wilbur Happiness Street (Seasonal/ nature) When I Grow Up
Parental Engagement: Reading stories at home workshop – link to library visit, evening/ bedtime story session & Christmas Stay & Play (Christmas carols around the campfire CA?)		Parental Engagement: Easter Creative Workshop (Outdoor Easter Egg Hunt?) Gross Motor/ Large movement session		Parental Engagement: Phonics Stay & Play (Little Wandle) and Sports Day	
Cultural Capital experiences Library visit Firefighters visit linked to Bonfire Night Foraging Ongoing cooking experiences		Cultural Capital experiences Ian's Farm Mobile visit Visit to local shop to buy ingredients for cooking Ongoing cooking experiences		Cultural Capital experiences Nell Bank Story Trail Post a letter Chicks/ caterpillar Plant it grow it eat it (will move across the seasons) Ongoing cooking experiences	
Forest School Experiences Nursery Rhymes: nest building, minibeast hunting, pond building, trees and leaves changing colour, house building		Forest School Experiences		Forest School Experiences	




Areas of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>C & L</p> 	<p>Talking Time/ circle games, story time, Phonics, T4W, show and tell, ongoing modelling and play within provision.</p>	<p>Talking Time/ circle games, story time, T4W, show and tell, ongoing modelling and play within provision.</p>	<p>Talking Time/ circle games, story time, Phonics, T4W, show and tell, ongoing modelling and play within provision.</p>	<p>Talking Time/ circle games, story time, Phonics, T4W, show and tell, ongoing modelling and play within provision.</p>	<p>Talking Time/ circle games, story time, T4W, Phonics, show and tell, ongoing modelling and play within provision.</p>	<p>Talking Time/ circle games, story time, Phonics, T4W, show and tell, ongoing modelling and play within provision.</p>
	<ul style="list-style-type: none"> • Develop a simple conversation with another person. • Repeat words and phrases from simple stories. • Joining in with simple songs and rhymes. • Speak in full sentences. • Develop a simple conversation with another person. • Understand simple questions about ‘who’, ‘what’ and ‘where’. • Follow a simple 1 step instruction. 		<ul style="list-style-type: none"> • Take turns in conversation with another person. • Understand a question or instruction with 2 parts. • Understand ‘why’ questions. • Use some prepositions accurately. • Learn some songs/rhymes by memory. 		<ul style="list-style-type: none"> • Develop a wider repertoire of songs. • Talk and organise their pretend play. • Retell their favourite short story. • Enjoy listening to longer stories and remember much of what happens. • Use extended sentences of 4-6 words. • Use present and past tense correctly. • Initiate conversations with adults and friends and continue it for many turns. 	
<p>PSED</p> 	<p>Health 1 Feelings/Risks/Dangers Wellbeing & Involvement</p>	<p>Relationships Empathy</p>	<p>Health 2 Healthy Bodies Wellbeing & Involvement</p>	<p>Living in the Wider World Online Safety</p>	<p>Living in the Wider World Keeping Healthy& Fit Wellbeing & Involvement</p>	<p>Relationships Transition</p>
	<ul style="list-style-type: none"> • To be able to separate from main carer • Select and use activities and resources with help when needed. • Become more outgoing with unfamiliar people, in the safe context of setting. 		<ul style="list-style-type: none"> • Play with others as an active member of the group, extending ideas. • Talk with others to solve conflict with the support of an adult. • Increasingly follow rules understanding why they are important. 		<ul style="list-style-type: none"> • Find solutions to conflicts and rivalries. • Develop appropriate ways of being assertive. • Talk about their own feelings and the feelings of others. • Develop sense of responsibility and membership of community. 	


	<ul style="list-style-type: none"> • Play on their own and alongside other children, elaborating their play. • To begin to explore and understand different emotions • To begin to help with daily routines and take on roles. • Learn to toilet and wash hands independently 	<ul style="list-style-type: none"> • To learn about similarities and differences between themselves and others. • Begin to understand how others might be feeling. • To learn the effects of bad dental hygiene. • To develop teeth brushing skills 	<ul style="list-style-type: none"> • To learn about the effects our diet has on our bodies and why it is important to have a healthy balanced diet. • To develop knowledge of healthy and unhealthy food groups.
<p>Physical Development</p> 	<p>Self-care focus on washing hands and using the toilet/ pulling up skirt and trousers.</p> <p>Gross Motor: 5 Key movement areas Explore/ learn rules for movement play area, starting and stopping, balancing, rolling, crawling and running.</p> <p>Fine Motor: range of fine motor activities available, finger gym to strengthen finger muscles and finger isolation, squiggle while you Wiggle</p>	<p>Ongoing self-care managing hygiene with increasing independence.</p> <p>Gross Motor: Movement area Moving in a range of ways Moving in a range of ways to music</p> <p>Fine Motor: range of fine motor activities available, finger gym to strengthen finger muscles and finger isolation, Squiggle While you Wiggle with an additional focus on early stages of pencil control, i.e. lines top to bottom and left to right.</p>	<p>Ongoing self-care managing hygiene with increasing independence and dressing and undressing with independence.</p> <p>Motor: range of fine motor activities available, finger gym, pencil control, use of tools, deconstruction area, name writing</p> <p>Gross Motor: Movement area Obstacle courses and apparatus – Jumping, travelling under/over Developing ball skills, throwing and catching</p>
	<p>Self-care and Independence</p> <ul style="list-style-type: none"> • Washes and dries hands but needs adult supervision. • Learn to use the toilet with help and then independently. • Pull pants up and down but needs help with buttons and other fastenings. • Eats with a fork and a spoon. • Show an increasing desire to be independent. <p>Gross Motor</p> <ul style="list-style-type: none"> • Rides tricycle using pedals and can steer it round wide corners. • Develop skills to balance and control their bodies. • Climbs nursery apparatus using increasing agility. • Develop ball skills such as kick it or throw it. • Develop large muscle movements (arms) <p>Fine Motor</p>	<p>Gross Motor</p> <ul style="list-style-type: none"> • Develop coordination whilst collaborating with others to manage large items. • Remember sequences and patterns of movement which are related to music and rhythm. • Develop skills in running, hopping, jumping. <p>Fine Motor</p> <ul style="list-style-type: none"> • Begin to show a preference for dominant hand. • Develop good control when mark making with pens and pencils. • Confidently uses one handed tools and equipment. • Begin to use a knife and fork. 	<p>Gross Motor</p> <ul style="list-style-type: none"> • Show an awareness of safety when collaborating with others to move items/ build. • Developing physical skills and awareness when using obstacle courses and large outdoor equipment. • Develop awareness of others and obstacles when running, riding, climbing and moving. • Explore a wider range of different movements, such as galloping and slithering. • Show increasing accuracy with ball skills. <p>Fine Motor</p> <ul style="list-style-type: none"> • Develop independence in dressing and self-care. • Continue to develop good control when mark making with pens and pencils. • Develop independence in using a knife and fork and when pouring.

	<ul style="list-style-type: none"> • Manipulate and explore different malleable and sensory materials and tools. • Begin to use one handed tools and equipment (e.g. snip with scissors). • Makes a range of shaped marks. 					
Literacy 	<p>Reading: Have favourite story and recognize environmental print. 5 concepts of print Writing: make range of shaped marks using various medium</p>		<p>Reading: 5 concepts of print Writing: Give meaning to their marks. Make marks and drawings with increasing detail. Gaining more control over marks, early pencil control, top to bottom/ left to right, circles in the correct sequence of movements.</p>		<p>Reading: recognize difference between letters & words and link to phonic knowledge Writing: to write some letters / their name</p>	
	<p>Reading</p> <ul style="list-style-type: none"> • Notice print in the environment • Begin to develop an awareness of the 5 key concepts of print. • Count or clap syllables in words. • Repeat words and phrases from familiar stories. • Learn to recognise their name. • Express interest and engagement with favourite texts <p>Writing</p> <ul style="list-style-type: none"> • Freely mark makes with a range of media and sensory materials. • Makes vertical and horizontal lines. • To develop skills to draw circles. 		<p>Reading</p> <ul style="list-style-type: none"> • Understand the 5 concepts of print. • Recognising rhyme and continuing a rhyming string. • Talk, ask questions and comment about stories they have read. <p>Writing</p> <ul style="list-style-type: none"> • Make marks to convey meaning. • Begin to create representational drawings in detail. • Begin to make letter like formations in their mark making, for example, from letters in their name. 		<p>Reading</p> <ul style="list-style-type: none"> • Discuss stories and begin to understand new vocabulary learnt through texts • Retell their favourite story using props in sequence. • Identify the initial sounds in words. • Orally blend and segment. • Beginning to recognise familiar graphemes in print in books and the environment. <p>Writing</p> <ul style="list-style-type: none"> • Begin to write some letters accurately. • Write some or all of their name. • Use some of their print and letter knowledge in their early writing/ mark making. 	
Phonics	<p>Phase 1- Rhythm and rhyme (NR) Environmental Sounds & instrumental sounds</p>	<p>Phase 1 – All aspects (see LTP)</p>	<p>Phase 1 – All aspects (see LTP)</p>	<p>Phase 1 – All aspects (see LTP)</p>	<p>Phase 1 – All aspects (see LTP) + Phase 2 (N2) – Little Wandle</p>	<p>Phase 1 – All aspects (see LTP) + Phase 2 (N2) – Little Wandle</p>
<p>Maths See Maths MTP</p>	<p>Number rhymes and songs Categorising and sorting Same/ different</p>	<p>Same/ different Number Study 1 Counting 1-1 Comparing length</p>	<p>Language of size Comparing quantities Number study 2 & 3</p>	<p>Number study 4 Counting objects 1-1 and showing amounts on fingers to 5</p>	<p>Comparing quantities Number study 5 Mathematical graphics shape</p>	<p>Positional language Compare quantities Mathematical representation</p>

	<p>Pattern Subitising 1-3 Capacity (provision)</p>	<p>Pattern -bodies shape pictures</p>	<p>Exploring & comparing weight Subitising</p>	<p>Subitising Pattern ABAB with images/ colours Time</p>		<p>Problem solving Pattern –with shapes</p>
	<p>Number</p> <ul style="list-style-type: none"> Recite numbers past 5 using songs and rhymes Subitise to 3. <p>Measure</p> <ul style="list-style-type: none"> Capacity – learn to identify full and empty. Identify objects relating to size – big, small etc. <p>Time</p> <ul style="list-style-type: none"> Describe the sequence of events in nursery using a visual timetable. <p>Shape</p> <ul style="list-style-type: none"> Select shapes appropriately during play – e.g. flat surfaces for building, a triangular prism for a roof etc. Talk about and recognise patterns in the environment. To sort objects into different groups. To identify patterns around them in the environment. 	<p>Number</p> <ul style="list-style-type: none"> Learn to count meaningfully using 1-1 correspondence (numbers to 5). Recognise when quantities of similar things are equal. Begin to develop a deep understanding of numbers to 5 – number studies. <p>Measure</p> <ul style="list-style-type: none"> Identify objects relating to length – long, short etc. <p>Shape</p> <ul style="list-style-type: none"> Create pictures where shapes/objects represent a unique role. Follow ABAB patterns using movement and actions. To sort objects into different groups. 	<p>Number</p> <ul style="list-style-type: none"> To answer ‘how many’ questions using the last number counted. Recognise when quantities of dissimilar things are equal. Continue to develop a deep understanding of numbers to 5 – number studies. <p>Measure</p> <ul style="list-style-type: none"> Identify objects relating to weight – heavy, light etc. Use language to compare objects relating to size. <p>Shape</p> <ul style="list-style-type: none"> Explore and describe shapes using mathematical language – corners, sides, straight, curved. 	<p>Number</p> <ul style="list-style-type: none"> To count out objects from a group (up to 5). Show ‘finger numbers’ up to 5. Link numerals and amounts. <p>Measure</p> <ul style="list-style-type: none"> Use language to compare objects relating to capacity. <p>Time</p> <ul style="list-style-type: none"> To describe a sequence of events from their daily routine. <p>Position</p> <ul style="list-style-type: none"> To describe a familiar routes – recall the route and the order of things seen on the way. 	<p>Number</p> <ul style="list-style-type: none"> To learn and use the language ‘more than’ ‘less/fewer than’ correctly. Learn to solve real world problems with numbers up to 5 (adding, sharing, subtracting). <p>Measure</p> <ul style="list-style-type: none"> To use language to compare objects relating to length. <p>Time</p> <ul style="list-style-type: none"> To describe a sequence of events from a familiar story. (T4W input) <p>Shapes</p> <ul style="list-style-type: none"> Explore and describe shapes using mathematical language, faces, flat, curved, straight, solid, point. 	<p>Number</p> <ul style="list-style-type: none"> Learning to make marks to represent number. Learn to solve real world problems with numbers up to 5 (adding, sharing, subtracting). <p>Measure</p> <ul style="list-style-type: none"> Use language to compare objects relating to weight. <p>Shape</p> <ul style="list-style-type: none"> Create ABAB patterns using 2D shapes. <p>Position</p> <ul style="list-style-type: none"> To use correct positional language to describe route and locations – in, on, under, behind, in front, behind, in front, next to, on top, inside.
<p>UtW – P&C (History & RE)</p> 	<p>Self-reflection – who am I? Family photos begin timeline Make Sense of Own Families History Celebrations – Diwali, Christmas, Bonfire Night</p>	<p>Changes baby – 4 year old Similarities and Differences – Between families Celebrations – CNY, Easter</p>	<p>How have we changed over the year – what can we do now? Talk about past experiences. Make connections between our families and their occupations Transition</p>			

			Celebrations – Eid, Holi
UtW – W (Science, RE & Geography) 	Self-reflection, talk about ourselves and our families Autumn Exploration of Natural World - animals & their habitats and seasonal changes Library/ shop visit within our local area	Spring Exploration of Natural World – care, growth and change of living things (plants and animals) Planting and growing Bean experiment Melting ice	Summer Exploration of Natural World - materials, equipment and weather Cooking
UtW (ICT)	Explore technology in classroom: CD player and use of whiteboard, E Safety	Explore Technology around us, use of computers, E Safety	Explore simple programmable toys (eg cars and beebots), E Safety
	Science <ul style="list-style-type: none"> To use their senses in hands on exploration of natural materials. Explore collections of materials with similar and or different properties - Autumnal materials Talk about the differences between materials and changes they notice – e.g. investigating light and shadows. History <ul style="list-style-type: none"> To talk about themselves and their families. Geography <ul style="list-style-type: none"> To learn about our local community; local shop, library walk RE <ul style="list-style-type: none"> To understand different celebrations between communities; Christmas, Bonfire night and Diwali. To develop positive attitudes about the differences between people. 	Science <ul style="list-style-type: none"> Plant seeds and care for growing plants. To know the life cycle of a plant. Understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice. (melting ice, cooking playdough) History <ul style="list-style-type: none"> To talk about how they have changed since they were young, baby to child. Geography <ul style="list-style-type: none"> RE <ul style="list-style-type: none"> To understand different celebrations between communities; Chinese New Year, To continue develop positive attitudes about the differences between people. 	Science <ul style="list-style-type: none"> Explore and talk about different forces they can feel. Learn about the life cycle of an animal. History <ul style="list-style-type: none"> Talk about past experiences, i.e. celebrations. Geography <ul style="list-style-type: none"> To talk about the role of their family within the community. Show interest in different occupations. Learn about different places/ countries around the world and talk about the differences. RE <ul style="list-style-type: none"> To understand different celebrations between communities; Holi, Eid, To continue develop positive attitudes about the differences between people.
EAD (Art & Design)	Explore colour mixing (crayons, ready mixed paints) Vegetable printing Expression through a range of marks	Explore colour mixing (powder paints and oil pastels) Goldsworthy (link to Maths pattern) Kandinsky (Shape)	Explore colour mixing (water colours) Explore different materials, structures & textures in 2D & 3D design and use of a range of art materials

	self-portraits and families, nature rubbings Picasso (Portraits) Pollock – abstract art			Fabric printing linked to Holi, the festival of colour Matisse Mondrian (shape)		
	<ul style="list-style-type: none"> • Explore colour and colour mixing – linked to Autumn. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 		<ul style="list-style-type: none"> • Explore colour and colour mixing – linked to Spring • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 		<ul style="list-style-type: none"> • Explore colour and colour mixing – linked to Summer. • Show different emotions in their drawings and paintings 	
EAD (DT) 	Malleable: sensory glitter, messy play (foam, jelly, spaghetti and playdough) Control and Manipulate Tools/Materials: Use of scissors and tape (masking and sellotape)/paper and card		Malleable: playdough & clay Use of hole punches Barbara Hepworth		Malleable: playdough, clay and deconstruction area Control and Manipulate Tools/Materials: and treasury tags/Tissue Paper, brown paper, thick card & cardboard Control and Manipulate Tools/Materials: Use of PVA glue and split pins/texture and finishing on models	
	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them 		<ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. 		<ul style="list-style-type: none"> • Develop their skills in how to join different materials. • Make imaginative and complex ‘small worlds’ 	
EAD (Music) 	Enjoy and take part in Action Songs Explore Percussion Instruments		Singing Rhymes and Songs (pitch match and melodic shape) Begin to play instruments rhythmically		Remember and sing whole songs Perform music to express feelings and ideas	
	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Joining in with simple songs and rhymes. • Explore the sounds of different instruments. 		<ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know 		<ul style="list-style-type: none"> • Remember and sing entire songs. • Respond to what they have heard, expressing their thoughts and feelings. • Play instruments with increasing control to express their feelings and ideas. 	
Role Play	Home Corner Small World Areas	Home Corner Small World Areas	Home corner +	Home corner + Farm/ Fruit Shop	Home corner + Vets	Home corner +

<p>(Dependent on children's interests)</p>			<p>Three Bears Cottage/Children interest</p>			
	<ul style="list-style-type: none"> • Take part in simple pretend play • Use objects and loose parts to represent something in their play. 		<ul style="list-style-type: none"> • Begin to develop role play scenarios within a group. 		<ul style="list-style-type: none"> • Develop more complex small world stories within play • Use open ended resources to create detailed play scenes. 	

Talk For Writing Overview 2022-2023

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1			Twinkle Twinkle	Incy Wincy	Baa Baa Black Sheep	Humpty Dumpty	Hickory Dickory Dock	
Autumn 2	Peace at Last	Peace at Last	Peace at Last	Peace at Last	T4W Nativity?	T4W Nativity?	T4W Nativity?	
Spring 1	That's Not My Snowman	That's Not My Snowman	Goldilocks	Goldilocks	Goldilocks	Goldilocks		
Spring 2	Dear Zoo	Dear Zoo	Dear Zoo	How to Plant a Seed	How to Plant a Seed	How to Plant a Seed		
Summer 1	Brown Bear, Brown Bear, What Do You See?	Brown Bear, Brown Bear, What Do You See?	Brown Bear, Brown Bear, What Do You See?	How To Stay Safe In The Sun	How To Stay Safe In The Sun	How To Stay Safe In The Sun		
Summer 2	We're Going on a Bear Hunt	We're Going on a Bear Hunt	We're Going on a Bear Hunt	We're Going on a Bear Hunt				

Aspect 1: Environmental Sound Discrimination

Aspect 2: Instrumental Sound Discrimination

Aspect 3: Body Percussion Sound Discrimination

Aspect 4: Rhythm and Rhyme

Aspect 5: Alliteration

Aspect 6: Voice Sounds

Aspect 7: Oral Blending and Segmenting

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Stay and play visits	Stay and play visits	Rhythm & Rhyme (twinkle twinkle)	Rhythm & Rhyme (Incy Wincy)	Environmental Sounds (listening Walk) Baa Baa Back Sheep	Environmental Sounds (Mrs has a box) Humpty Dumpty	Instrumental sounds Hickory dickory
Autumn 2	Environmental Sounds (Sound bingo/point to)	Environmental Sounds (Sound bingo point to)	Instrumental sounds	Rhythm & Rhyme	Body Percussion	Voice sounds	Alliteration
Spring 1	Environmental Sounds (shaky socks similar sounding)	Instrumental sounds (syllables beats in words)	Body Percussion	Rhythm & Rhyme	Voice sounds	Alliteration	
Spring 2	Instrumental sounds	Body Percussion	Alliteration	Voice sounds	Rhythm & Rhyme	Oral Blending and Segmenting	
Summer 1	Instrumental Little Wandle as appropriate	Alliteration Little Wandle as appropriate	Rhythm & Rhyme Little Wandle as appropriate	Oral Blending and Segmenting Little Wandle as appropriate	Oral Blending and Segmenting Little Wandle as appropriate	Rhythm & Rhyme Little Wandle as appropriate	
Summer 2	Rhythm & Rhyme Little Wandle as appropriate	Voice sounds Little Wandle as appropriate	Alliteration Little Wandle as appropriate	Oral Blending and Segmenting Little Wandle as appropriate	Oral Blending and Segmenting Little Wandle as appropriate	Transition	Transition

Fieldhead Carr Nursery Foundation Stage Mastery Maths LTP

Jenny Garden

Daily routines consolidate Maths practice through regular opportunities for counting children, self-registration on Fives and Tens Frames, recording how many children are present each day using Numicon and Numicon labelling. Number songs and rhymes to run throughout everyday Maths practice. Many objectives linked to measure will be met through play within the environment, for example, capacity in the water area.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1 (Capacity through provision)	Settling in Sorting through tidying using labels to support the children to identify different groups (ONGOING) Sequence of daily events (ONGOING)			Number rhymes and songs – puppets and props	Number rhymes and songs – puppets and props	Categorising and sorting – Same and different	Same and Different	Pattern in the environment
Autumn 2	Number Study One	Number Study One	Subitising 1, 2, 3	Comparing length, long, short, longer, shorter	Clever counting count 1-1 meaningfully – last number spoken (5) Equal amounts	Same and Different/ ABAB pattern baubles and other decorations	Shape – matching and pictures	
Spring 1	Language of Size (Goldilocks) Comparing quantities	Number Two	Number Two	Number Three (Goldilocks)	Number Three Subitising 1, 2, 3, 4, 5	Shape	Comparing weight	
Spring 2	Number Four	Number Four	Number Four	Counting objects to 5 and showing on fingers.	AB AB Pattern	Time – sequence of events	Add in routes and position linked to walk to the library or shops	
Summer 1	Comparing quantities, more than, fewer than and the same	Number Five & Subitising	Number Five & Subitising	Number Five Problem solving	Make marks to represent quantities	Shape – describing shapes using mathematical language	T4W input sequencing stories first, then, last	
Summer 2	Positional Language (Rosie's Walk)	Compare quantities, more than, fewer than	Make marks to represent quantities	Learn to solve real life problems (to 5)	AB AB Pattern	Comparing and exploring measuring lengths		

