Nursery Long Term Plan 25-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Superheroes	People who help us	Minibeasts	Blast to Space	Transport
Maths *"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." - Shakuntala Devi* Mathematics Mastery	Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.					
	• Recite numbers past 5. • Say one number for each item in order. • Show 'finger numbers' up to 5. • Understand positions through words alone. • Make comparisons between objects relating to size , length ,weight and capacity. • Talk about and identifies the pattern around them	• Recite numbers past 5. • Say one number for each item in order. • Show 'finger numbers' up to 5. • Understand positions through words alone. • Make comparisons between objects relating to size , length ,weight and capacity. • Talk about and identifies the pattern around them	• Fast recognition of up to 3 objects, without having to count individually. • Knows the last number they reached when counting a small set of objects tells you how many there are in total. • Compare quantities using language more than and fewer than. • Talk about 2D and 3D shapes. • Make comparisons between objects relating to size • Selects shapes to make new ones. • Extend and create ABAB patterns.	• Fast recognition of up to 3 objects, without having to count individually. • Knows the last number they reached when counting a small set of objects tells you how many there are in total. • Compare quantities using language more than and fewer than. • Talk about 2D and 3D shapes. Make comparisons between objects relating to size • Selects shapes to make new ones. • Extend and create ABAB patterns.	• Link numerals to amounts. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Talk about 2D and 3D Shapes. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of ' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional.	• Link numerals to amounts. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Talk about 2D and 3D Shapes. • Describe a familiar route. Discuss routes and locations, using words like 'in front of ' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional.

Reception Long Term Plan 25-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Traffic tales	People who help us	Minibeasts	Blast to space	Transport
Maths *"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." - Shakuntala Devi* Mathematics Mastery	• Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.					
	• Count objects, actions and sounds. • Subitise. • Link the number symbol with cardinal number value. • Count beyond ten. • Compare numbers. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it. • Compare length, weight and capacity.	• Count objects, actions and sounds. • Subitise. • Link the number symbol with cardinal number value. • Count beyond ten. • Compare numbers. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it. • Compare length, weight and capacity.	• Subitise. • Compare numbers. • Understand the one more than/one less than relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall numbers bonds for 0-10. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recogise a shape can have other shapes with in it. • Compare length, weight and capacity.	• Subitise. • Compare numbers. • Understand the one more than/one less than relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall numbers bonds for 0-10. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recogise a shape can have other shapes with in it. • Compare length, weight and capacity.	ELGs • <u>Number</u> • Have a deep understanding of number to 10, including the composition of each number. • Subitise. • Automatically recall number bonds to 5 and some to 10, including double facts. • <u>Numerical Patterns</u> • Verbally count beyond 20, recognising the pattern. • Compare quantities up to 10 in different context, recognising when one quantity is greater than, less than. • Explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally.	• ELGs • <u>Number</u> • Have a deep understanding of number to 10, including the composition of each number. • Subitise. • Automatically recall number bonds to 5 and some to 10, including double facts. • <u>Numerical Patterns</u> • Verbally count beyond 20, recognising the pattern. • Compare quantities up to 10 in different context, recognising when one quantity is greater than, less than. • Explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally.