



TMPF – The Valley Primary School

Maths Medium Term Plan

Class:	Class One – Nursery	Date:	Autumn 1
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Week	Early years outcomes	Resources
Week 1 - Baseline activities	(Multiple)	
Week 2 – Colours Number Song – 1,2,3,4,5 Once I caught a fish alive Lesson 1 – Red Lesson 2 – Blue Lesson 3 – Yellow Lesson 4 – Consolidation	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers (M N 5.4) • Show 'finger numbers' up to 5 (M N 6.1) • Explore colour and colour mixing (EAD CM 6.8) • Say one number for each item in order: 1,2,3,4,5 (M NP 6.2) 	Various coloured objects for children to find and create a colour themed tuff tray Colour reasoning cards – odd one out Sort by colour chart Colour splat game Weekly continuous provision activities

<p>Week 3 – Colours</p> <p>Number Song – One potato</p> <p>Lesson 1 – Green</p> <p>Lesson 2 – Purple</p> <p>Lesson 3 – Colour mixing</p> <p>Lesson 4 – Consolidation</p>	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers (M N 5.4) • Show 'finger numbers' up to 5 (M N 6.1) • Explore colour and colour mixing (EAD CM 6.8) • Say one number for each item in order: 1,2,3,4,5 (M NP 6.2) 	<p>Various coloured objects for children to find and create a colour themed tuff tray</p> <p>Colour reasoning cards – odd one out</p> <p>Sort by colour chart</p> <p>Colour splat game</p> <p>Colour hunt</p> <p>Rainbow painting</p> <p>Weekly continuous provision activities</p>
<p>Week 4 – Matching</p> <p>Number Song – 5 little speckled frogs</p> <p>Lesson 1 – Matching buttons</p> <p>Lesson 2 – Matching shoes</p> <p>Lesson 3 – Matching models</p> <p>Lesson 4 – Consolidation</p>	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers (M N 5.4) • Show 'finger numbers' up to 5 (M N 6.1) • Use informal language as well as mathematical terms to describe shape (M SSM 6.2) • Recognise numerals 1-5 (M N 6.2)/ Recognise numerals 1-3 (M N 5.2) • Begin to use language in terms of size (M SSM 6.6) 	<p>Matching button cards</p> <p>Real button sorting activity</p> <p>Reasoning cards – spot the difference</p> <p>Matching shoes – what is a pair?</p> <p>Memory game</p> <p>Matching models – what is matching?</p> <p>Reasoning cards</p> <p>Tower construction</p> <p>Weekly continuous provision activities</p>
<p>Week 5 – Matching</p> <p>Number Song – 5 little ducks went swimming</p>	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers (M N 5.4) • Show 'finger numbers' up to 5 (M N 6.1) • Use informal language as well as mathematical terms to describe shape (M SSM 6.2) 	<p>Number shapes to 5 (Numicon)</p> <p>Handprint paper plates</p> <p>Sponge painting shape matching</p> <p>Inset puzzles</p> <p>Weekly continuous provision activities</p>

<p>Lesson 1 – Matching Number Shapes Lesson 2 – Matching Handprints and Sizes Lesson 3 – Matching 2D shapes Lesson 4 - Consolidation</p>	<ul style="list-style-type: none"> • Begin to use language in terms of size (M SSM 6.6) • Complete inset puzzles (M SSM 5.3) • Compare size using gestures and language (M SSM 5.2) 	
<p>Week 6 – Sorting Number Song – 5 currant buns Lesson 1 – Colour sorting Lesson 2 – Size sorting Lesson 3 – Shape sorting Lesson 4 - Consolidation</p>	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers (M N 5.4) • Show ‘finger numbers’ up to 5 (M N 6.1) • Use informal language as well as mathematical terms to describe shape (M SSM 6.2) • Begin to use language in terms of size (M SSM 6.6) • Complete inset puzzles (M SSM 5.3) • Compare size using gestures and language (M SSM 5.2) • Select shape for a purpose (M SSM 6.1) 	<p>Bear size sorting Compare bears Reasoning task – how have bears been sorted? Coloured pom-pom sorting Button sorting 2D shapes Shape rhymes Inset puzzles Weekly continuous provision activities</p>
<p>Week 7- Sorting Number Song – 5 fat sausages Lesson 1 – Sorting – what do you notice? Lesson 2 – Sorting – guess my rule Lesson 3 – Sorting – guess my rule</p>	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers (M N 5.4) • Show ‘finger numbers’ up to 5 (M N 6.1) • Use informal language as well as mathematical terms to describe shape (M SSM 6.2) • Begin to use language in terms of size (M SSM 6.6) • Complete inset puzzles (M SSM 5.3) 	<p>Hoop/toy sort Sorting activities – how can we group items? Coin sort Outdoor hunt – what can we collect and how can it be grouped Hide and seek sort Inset puzzles Weekly continuous provision activities</p>

<p>Lesson 4 - Consolidation</p>	<ul style="list-style-type: none"> • Compare size using gestures and language (M SSM 5.2) • Select shape for a purpose (M SSM 6.1) • Explore materials with similar and/or different properties (UW TNW 6.4) 	
<p>Week 8 – Number 1</p> <p>Number Song – 1 finger, 1 thumb</p> <p>Lesson 1 – Subitising</p> <p>Lesson 2 – Counting</p> <p>Lesson 3 – Numeral matching</p> <p>Lesson 4 - Consolidation</p>	<ul style="list-style-type: none"> • Count up to 3 objects, without having to count them individually (subitising) (M N 6.4) • Know that the last number reached when counting a small set of objects and tells you how many there are in total (cardinal principle) (M NP 7.3) • Link numerals and amounts: use one to one correspondence when counting (M N 6.5) • Show 'finger numbers' up to 5 (M N 6.1) • Say one number for each item in order: 1,2,3,4,5 (M NP 6.2) 	<p>Subitising flash cards</p> <p>Interactive game</p> <p>Food item game</p> <p>Subitising reasoning cards</p> <p>Outdoor number spotting</p> <p>Birthday playdough</p> <p>Flapjack baking</p> <p>Weekly continuous provision activities</p>