

## Curriculum Overview for Nursery with Extra Activities for Younger Children

(Black focus objectives are for N2 children and some N1 children)

(Blue focus objectives are related objectives for younger children who have started Nursery in the term after their 2<sup>nd</sup> birthday)

Mathematics					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Number – Cardinality &amp; Counting</b> 1.1.1.1 Accurate and consistent verbal counting to 5 Singing Songs with number range 1-3 Clap Clap Hands 1 2 3</p> <p><b>Measures</b> 1.1 Understand and use specific attributes to compare height (taller and shorter rather than big and small) Understand and respond to language of big and small Hickory Dickory Dock</p> <p><b>Spatial Reasoning</b> 1.1 Understand and use simple language of position that doesn't vary by viewpoint (in, on, under, next to) Understand and respond to simple language of position in play (in, on) Little Miss Muffet</p>	<p><b>Number – Cardinality &amp; Counting</b> 2.1 one-to-one correspondence and cardinality to 3 Baa Baa Black Sheep 2.2 subitising 1 and 2 Noticing one and lots 2 Little Dickie Birds</p> <p><b>Measures</b> 2.1 Understand and use specific attributes to compare length (long, short) Understand and respond to language of bigger and smaller Incy Wincy Spider</p> <p><b>Spatial Reasoning</b> 2.1 Understand and use language of position that can vary by viewpoint (in front, behind) Understand and respond to simple language of direction (up, down) Row, Row, Row Your Boat</p>	<p><b>Number – Cardinality &amp; Counting</b> 3.1 one-to-one correspondence and cardinality to 5 Knocking Number Rhyme 3.2 subitising 3 Singing Songs with number range 1-5 3 Blind Mice</p> <p><b>Measures</b> 3.1 Understand and use specific attributes for width and thickness (wide, narrow, thick, thin) Understand and respond to language of long, tall and short Wind the Bobbin Up</p> <p><b>Spatial Reasoning</b> 3.1 Understand and use everyday language of direction (up, down, through, over, under) Understand and respond to simple language of position (in, on, under) The Grand Old Duke of York</p>	<p><b>Number – Cardinality &amp; Counting</b> 4.1 Begin to recognise numerals and match to sets Noticing pairs of objects and beginning to say 2 for this quantity 5 Currant Buns</p> <p><b>Measures</b> 4.1 Understand and use specific attributes for weight/mass (heavy light, heavier, lighter) Understand and respond to language of heavy and light Jack and Jill</p> <p><b>Spatial Reasoning</b> 4.1 Understand and use language of movement (forwards, backwards, sideways, turn) Alongside 4.1 Understand and respond to language of movement (forwards backwards) When I Was One</p>	<p><b>Number – Cardinality &amp; Counting</b> 5.1 Conservation of number to 5 with order irrelevance Developing Counting like behaviours 5 Monkeys Swinging in a Tree</p> <p><b>Number – Comparison</b> 5.1 Compare sets of objects – which has more, fewer – just by looking Notice when a set has considerably more (no need to count) and respond to word more 5 Little Speckled Frogs</p> <p><b>Measures</b> 5.1 Time – sequence of events (first, next, after, before, morning, afternoon, evening, yesterday, tomorrow) Understand and respond to language of now and next/later Make links to regular events in routine e.g. lunchtime Round the Mulberry Bush</p> <p><b>Spatial Reasoning</b> 5.1 Discuss routes and the order and location of things seen extending vocab (in between, above, below, around, beside, across, along)</p>	<p><b>Number – Cardinality &amp; Counting</b> 6.1 Accurate and consistent verbal counting to 10 Developing Counting Like behaviours 1 2 3 4 5 Once I Caught a Fish Alive</p> <p><b>Number – Composition</b> 6.1 Separate a group of three or four objects in different ways Understand and respond to language of enough/not enough I Can Count Finger Rhyme</p> <p><b>Number – Comparison</b> 6.1 Making equal sets Understand and respond to language of the same 10 Fat Sausages</p> <p><b>Measures</b> 6.1 Understand and use specific attributes for capacity (full, empty, part, full) Understand and respond to words linked to capacity like pour, fill, empty and full I'm a Little Teapot</p>

<p><b>Shape</b> 1.1 Explore rotating and flipping objects to make a match (posting boxes, inset puzzles, jigsaws) Play with Shape sorters and nesting cups – link to spatial words above Learn to line up blocks to make paths <b>The Hokey Cokey</b></p> <p><b>Sorting &amp; Sequencing</b> 1.1 Sort by a single property – colour Colour matching and using colour words blue, red and white  Patterned songs and rhymes with simple actions <b>Roses are Red, Violets are Blue</b></p>	<p><b>Shape</b> 2.1 Explore construction with 3D shapes – combining shapes in two dimensions <b>Learn to stack blocks in a tower using flat surfaces.</b> Stack then knock down – link to spatial words above <b>Humpty Dumpty</b></p> <p><b>Sorting &amp; Sequencing</b> 2.1 Sort by 2 properties – colour and size Colour matching and using colour words yellow, green and black Patterned songs and rhymes with simple actions <b>When Goldilocks Went to the House of the Bears</b></p>	<p><b>Shape</b> 3.1 Explore pattern and picture making with 2D pattern blocks <b>Try to match colours and shapes on very simple shape images.</b> with 2D pattern blocks or simple inset puzzles with pictures in the holes <b>Twinkle Twinkle Little Star</b></p> <p><b>Sorting &amp; Sequencing</b> 3.1 Sort using different combinations of properties (size attributes linked to measure, colour and shape) Colour matching and using colour words orange, purple and pink Patterned stories with simple actions <b>I Can Sing a Rainbow</b></p>	<p><b>Shape</b> 4.1 Begin to notice properties of 3D shape and find shapes that are the same <b>Learn to stack blocks in a tower more efficiently by choosing biggest to go at the bottom and selecting lots of blocks that are the same</b> <b>Wheels on the Bus</b></p> <p><b>Sorting &amp; Sequencing</b> 4.1 Simple AB sequences varying colour or size (continue and copy patterns) Colour matching and using colour words brown, and grey <b>Wiggly Woo</b></p>	<p><b>Understand and respond to language of turn/rotate</b> <b>Mary Had a Little Lamb</b></p> <p><b>Shape</b> 5.1 Explore more complex construction with 3D shapes – combining shapes to make arches and enclosures Play with simple inset puzzles where you need to turn the pieces to fit and make links to spatial vocab above <b>Joanie Works with 1 Hammer</b></p> <p><b>Sorting &amp; Sequencing</b> 5.1 Simple AB sequences of sounds, actions and objects (make own patterns) Size matching and using words big and small <b>Mary Mary Quite Contrary</b></p>	<p><b>Spatial Reasoning</b> 6.1 Understand and use language of distance (far away, near, how far?) <b>Understand and respond to language of turn over/flip</b> <b>5 Little Ducks</b></p> <p><b>Shape</b> 6.1 Begin to notice properties of 2D shapes and find shapes that are the same including on the faces of 3D shapes <b>Try to match colours and shapes on simple Numicon images and make links to spatial vocab above</b> <b>10 Green Bottles</b></p>
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This sample long term plan is supported by a series of 5 courses and 34 sample weekly plans.  
For some sample activities for younger pre-school children, please watch the recorded zoom session.