

Alt Academy Nursery Long Term Plan – 2021-2022

	Topic/Theme	English	Number	Numerical Patterns
Autumn 1	Why am I so special?	All About Me Twinkle Twinkle The Wheels on the Bus Who's in my Family Feelings When I Grow Up	<ul style="list-style-type: none"> <li>- Combines objects like stacking blocks and cups. He/she puts objects inside others and takes them out again.</li> <li>- Takes part in finger rhymes with numbers.</li> <li>- Reacts to changes of amount in a group of up to three items.</li> </ul>	<ul style="list-style-type: none"> <li>- Combines objects like stacking blocks and cups. He/she pits objects inside others and takes them out again.</li> <li>- Takes part in finger rhymes with numbers.</li> <li>- Reacts to changes of amount in a group of up to three items.</li> </ul>
Autumn 2	Which food is your favourite?	The Tiger Who Came to Tea Handa's Surprise The Enormous Turnip Maisie makes Gingerbread The Runaway chapatti Nativity	<ul style="list-style-type: none"> <li>- Displays counting like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>- Counts in everyday contexts, sometimes skipping numbers.</li> <li>- Builds with a range of resources.</li> <li>- Completes inset puzzles.</li> <li>- Recites numbers past 5</li> <li>- Can say number for each item in order: 1,2,3,4,5</li> </ul>	<ul style="list-style-type: none"> <li>- Displays counting like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>- Counts in everyday contexts, sometimes skipping numbers.</li> <li>- Builds with a range of resources.</li> <li>- Completes inset puzzles.</li> <li>- Understands position through words alone, e.g. "The bag is under the table." – With no pointing.</li> </ul>
Spring 1	Why are people so helpful?	Superhero Like You PC Ben Doctor Maisy Zoo Vet Topsy and Tim Meet the Firefighter People Who Help Us at School	<ul style="list-style-type: none"> <li>- Takes part in finger rhymes with numbers.</li> <li>- Compares amounts saying "lots", "more" or "same"</li> <li>- Is able to compare sizes, weights etc. using gesture and language, such as; 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</li> <li>- Notice patterns and arranges things in patterns</li> <li>- Displays fast recognition of up to 3 objects, without having to count them individually ('subitising')</li> <li>- Recites numbers past 5</li> <li>- Can say one number for each item in order: 1,2,3,4,5</li> <li>- Can show 'finger numbers' up to 5</li> <li>- Is experimenting with his/her own symbols and marks as well as numerals</li> </ul>	<ul style="list-style-type: none"> <li>- Takes part in finger rhymes with numbers.</li> <li>- Compares amounts saying "lots", "more" or "same"</li> <li>- Is able to compare sizes, weights etc. using gesture and language, such as; 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</li> <li>- Notice patterns and arranges things in patterns</li> <li>- Can talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'straight', 'flat', 'round'</li> <li>- Understands position through words alone, e.g. "The bag is under the table." – With no pointing.</li> <li>- Can make comparisons between objects relating to size, length, weight and capacity.</li> <li>- Selects shapes appropriately: flat surface for building a triangular prism for a roof etc.</li> </ul>
Spring 2	Why did the wolf huff and puff?	The 3 Little Pigs Goldilocks & The Three Bears Little Red Riding Hood Jack and the Beanstalk The Billy Goats Gruff Easter	<ul style="list-style-type: none"> <li>- Takes part in finger rhymes with numbers.</li> <li>- Compares amounts saying "lots", "more" or "same"</li> <li>- Is able to compare sizes, weights etc. using gesture and language, such as; 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</li> <li>- Notice patterns and arranges things in patterns</li> <li>- Displays fast recognition of up to 3 objects, without having to count them individually ('subitising')</li> <li>- Recites numbers past 5</li> <li>- Can say one number for each item in order: 1,2,3,4,5</li> <li>- Can show 'finger numbers' up to 5</li> <li>- Is experimenting with his/her own symbols and marks as well as numerals</li> </ul>	<ul style="list-style-type: none"> <li>- Takes part in finger rhymes with numbers.</li> <li>- Compares amounts saying "lots", "more" or "same"</li> <li>- Is able to compare sizes, weights etc. using gesture and language, such as; 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</li> <li>- Notice patterns and arranges things in patterns</li> <li>- Can talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'straight', 'flat', 'round'</li> <li>- Understands position through words alone, e.g. "The bag is under the table." – With no pointing.</li> <li>- Can make comparisons between objects relating to size, length, weight and capacity.</li> <li>- Selects shapes appropriately: flat surface for building a triangular prism for a roof etc.</li> </ul>

Summer 1	Do the wheels on the bus really go round and round?	Choo Choo Clickety Clack Bus Drives to Town Tremendous Tractors Duck in the Truck Whatever Next The Journey Home	<ul style="list-style-type: none"> <li>- Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle)</li> <li>- Can show 'finger numbers' up to 5</li> <li>- Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5</li> <li>- Is experimenting with his/her own symbols and marks as well as numerals.</li> </ul>	<ul style="list-style-type: none"> <li>- Is able to compare sizes, weights etc. using gesture and language, such as; 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</li> <li>- Notice patterns and arranges things in patterns.</li> <li>- Can talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'straight', 'flat', 'round'</li> </ul>
Summer 2	Why are insects so mini?	Mad About Minibeasts Superworm The Very Lazy Ladybird The Very Greedy Bee The Hungry Caterpillar Aarghh Spider	<ul style="list-style-type: none"> <li>- Is able to solve real world mathematical problems with numbers up to 5</li> <li>- Can compare quantities using language such as; "more than", "fewer than"</li> </ul>	<ul style="list-style-type: none"> <li>- Understands position through words alone, e.g. "The bag is under the table." – With no pointing.</li> <li>- Can describe a familiar route</li> <li>- Is able to discuss routes and locations using words like 'in front' and 'behind'</li> <li>- Can make comparisons between objects relating to size, length, weight and capacity.</li> <li>- Selects shapes appropriately: flat surface for building a triangular prism for a roof etc.</li> <li>- Combines shapes to make new ones; an arch, a bigger triangle etc.</li> <li>- Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/she uses informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>- Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf</li> <li>- Notices and corrects an error in a repeating pattern.</li> <li>- Is beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then. . .'</li> </ul>