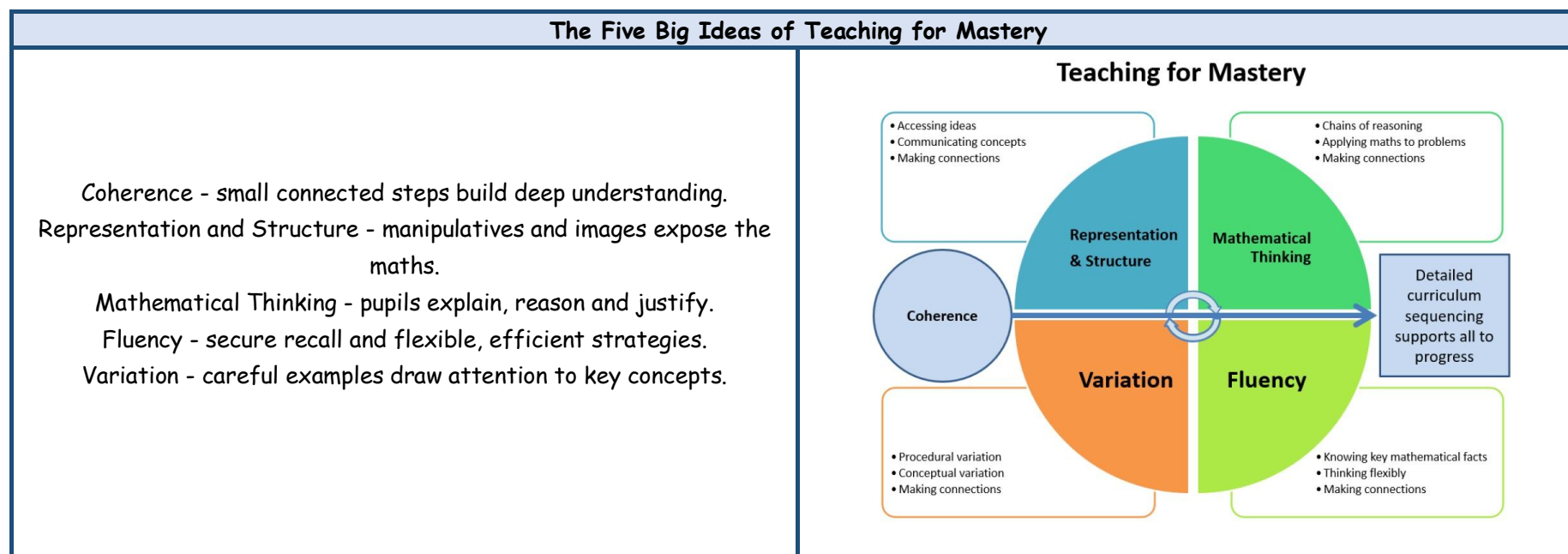




Preschool Maths Long Term Plan



Devonshire Primary Academy | 2026–2027

This plan brings the preschool teaching sequence into the shared Devonshire maths format. It retains the supplied whole-class lessons, mini-pod skills and continuous provision, and makes recurring mathematical thinking and EYFS reasoning buttons explicit.

How maths is taught

Whole class teaching takes place four times each week for 10 minutes. Each of the two planned lessons is repeated twice, allowing children to revisit ideas and practise skills.

Mini-pod teaching takes place once each week with the class teacher at a ratio of 1 adult to 2 children. Continuous provision follows the preschool skills ladders, with skills introduced, developed and embedded daily across areas of provision.

Use the medium-term plans and learning landscape skills planner alongside this document. The six half-term units retain all 40 planned weeks and 80 lesson entries from the supplied overview.

Using this plan

Each half term has a curriculum overview followed by the original weekly teaching sequence. Endpoints, vocabulary, retrieval suggestions, disciplinary statements and reasoning prompts have been added to make the planning coherent with Years 1–6; they are planning guidance, not statutory preschool assessment criteria.

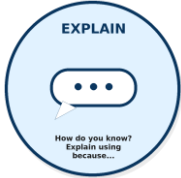
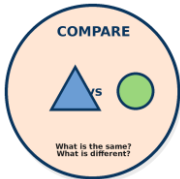
Keep exploration practical and responsive to children's development. The original symbol and number-sentence activities are retained as adult-modelled opportunities; independent written calculations are not an expectation for every preschool child.

Disciplinary knowledge and EYFS reasoning

Repeat these six child-friendly statements throughout the year. Adults model the thinking in play and routines. Children can respond through actions, pointing, objects, gestures, words or communication aids; spoken explanations are not the only evidence of understanding.

Recurring process	Preschool statement
Represent	I can show my ideas with objects, fingers or marks.
Notice and connect	I can notice patterns and what is the same or different.
Explain and justify	I can show or tell you how I know.
Select strategies	I can choose something to help me work it out.
Apply and solve problems	I can try to solve a problem in my play.
Check and refine	I can check by looking or trying again.

The broader EYFS aims supplied for the school include noticing numbers, counting, comparing quantities, recognising patterns, exploring shape and measure, solving practical problems and using mathematical language. These sit within the knowledge and activities in this plan; the repeated statements describe how children explore those ideas.

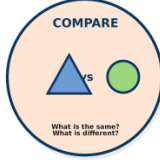
Notice	Explain	Show	Compare
 Look closely. What do you notice?	 Show or tell me how you know. Adults can model because.	 Show it with objects, fingers or marks.	 What is the same? What is different?

Progression: autumn focuses on noticing, matching and joining in with support; spring develops showing, comparing and explaining through practical activity; summer offers more opportunities to choose, solve and check. Continue to scaffold according to need. These processes lead into the recurring Year 1 statements.

Autumn 1 curriculum overview

Term and focus	Endpoint	Substantive knowledge	Disciplinary knowledge	WALT	Suggested activities	Retrieval	SMSC and BV
Autumn 1 Number, shape and measures	Match and sort familiar objects; join in number names and explore amounts to 3.	Colours and shapes have features we can notice. Objects can match or belong to a group. Number words describe amounts.	Show ideas Notice and connect Explain Choose Solve Check	Notice, match, group and count through songs and play.	See the weekly sequence on the next page. Revisit through mini-pods and provision.	Familiar songs, objects and colours from home and settling-in routines.	Take turns, listen to others, share resources and respect different ways of showing ideas.
Recurring disciplinary statements				Recurring disciplinary statements			
I can show my ideas with objects, fingers or marks. I can notice patterns and what is the same or different. I can show or tell you how I know.				I can choose something to help me work it out. I can try to solve a problem in my play. I can check by looking or trying again.			
Key vocabulary				Previous knowledge and access			
colour, same, different, match, group, count, one, two, three, big, small, shape				Familiar songs, objects and colours from home and settling-in routines. Model with real objects and gestures; allow time to respond and revisit familiar examples.			

Explicit reasoning buttons and unit prompts

EYFS button	Explicit teaching prompt	EYFS button	Explicit teaching prompt
	What do you notice about these socks or shapes?		Which objects match? Show me what is the same.

Autumn 1 weekly teaching sequence

Four 10-minute whole-class sessions each week. Repeat each lesson twice. Activities and resource names below are retained from the preschool overview.

Week	Area	Lesson 1	Lesson 2
Week 1	Wider: Colour	Recognising Colours Colour Flashcards Colour Bubbles song	Recognising Colours I can sing a rainbow song I spy – colours around the room.
Week 2	Number	Say familiar Numbers Youtube – count 123 pancake manor song. Can you count to 3?	Recognising numbers Teach numbers 1-3 ppt MA - I spy
Week 3	Amounts: Counting	Counting Sing – There is 1 teletubby sitting on the wall. (and if 1 teletubby makes a friend...There'll be __ (Tune of 5 green bottles.) Use toys.	Amounts How many can we see song? (London bridge) Up to 3. Bring out figures/toys.
Week 4	Grouping and sorting	Matching Matching Socks PPT Notice some similarities and differences.	Matching Find the matching nursery rhyme picture- out of 3. PPT
Week 5	Wider: Shape	Recognising 2d shapes Which shapes can you identify? *Shapes song 2 (Kidstv123)	Recognising 2d shapes Everyday 2d shapes ppt
Week 6	Comparing and sorting	Grouping I can group objects by colour – math mammoth sort by colour cars game.	Sorting Sort items by colour. Think aloud. Use boxes and items.
Week 7	Early concepts	Symmetry 1 Simple symmetry matching pictures Topmarks.	Silhouettes Can you match the correct shape silhouette?

Autumn 1 mini pods and continuous provision

Continuous provision is revisited daily. Mini-pod teaching takes place once per week with 1 adult to 2 children. Retain flexibility in the support and number range used.

Continuous provision skills from the preschool plan	Mini pod skills from the preschool plan
I know amounts change and I can say familiar numbers. Amounts of Mass: I can play with containers Amounts of Space: I can show interest in containers when I play I can combine objects like stacking and putting things inside each other. Pattern Spotting: I notice patterns in pictures and stories Understands gone/all gone I know my name I understand the concepts, small, big, little, up, down, over, off, a bit, on, in, under and turn.	I know amounts change and I can say familiar numbers. When asked to count 3 objects, children point and make 'counting noises'. Position and Direction: I can 'post' shapes I name familiar colours.

Adult observation focus

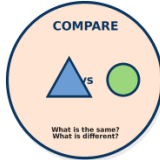
Look for children showing an idea, noticing a relationship, communicating how they know, choosing a helpful resource, trying a solution or checking again. Note the support needed and use this to choose the next opportunity in play.

Use Notice and Compare during sorting and exploration, Show when children demonstrate an amount or position, and Explain when they communicate a choice or observation. Revisit all six disciplinary statements through these experiences.

Autumn 2 curriculum overview

Term and focus	Endpoint	Substantive knowledge	Disciplinary knowledge	WALT	Suggested activities	Retrieval	SMSC and BV
Autumn 2 Number, shape and measures	Recognise familiar shapes and numerals 1–3; explore counting to 3, one more, size and daily routines.	A count tells us how many. Adding an object changes an amount. Objects and groups can be the same or different. Events happen in an order.	Show ideas Notice and connect Explain Choose Solve Check	Count, compare and notice changes in familiar routines.	See the weekly sequence on the next page. Revisit through mini-pods and provision.	Autumn 1 matching, sorting, shape exploration and number songs.	Take turns, listen to others, share resources and respect different ways of showing ideas.
Recurring disciplinary statements				Recurring disciplinary statements			
I can show my ideas with objects, fingers or marks. I can notice patterns and what is the same or different. I can show or tell you how I know.				I can choose something to help me work it out. I can try to solve a problem in my play. I can check by looking or trying again.			
Key vocabulary				Previous knowledge and access			
one more, same, different, bigger, smaller, biggest, smallest, now, later, day				Autumn 1 matching, sorting, shape exploration and number songs. Model with real objects and gestures; allow time to respond and revisit familiar examples.			

Explicit reasoning buttons and unit prompts

EYFS button	Explicit teaching prompt	EYFS button	Explicit teaching prompt
	Show one more brick. Count together to check the new amount.		Which group or object is different? Show me how you know.

Autumn 2 weekly teaching sequence

Four 10-minute whole-class sessions each week. Repeat each lesson twice. Activities and resource names below are retained from the preschool overview.

Week	Area	Lesson 1	Lesson 2
Week 1	Wider: Shape	Recognising 2d shapes Different shapes in a bag. Pull out each shape and say the name. Sing a shape song.	Recognise shapes Shape monsters. Topmarks 2d shape sorting game.
Week 2	Number	Say familiar numbers *Here is the beehive song. Can you count to 5 on your own?	Recognising numbers 1-3 recognition and find the number I spy PPT
Week 3	Amounts: Counting	Counting skills Count objects in a line or in a group to 3, pointing at each object as you count. Weather counting ppt	Counting and Recognising Alice the camel song ppt – count the parts of the animals. Up to 3
Week 4	Amounts: Compared	Objects compared Same and different. Identify objects that are the same or different.	Amounts compared Same and different. Identify amounts that are the same or different.
Week 5	Amounts: Increasing	Amounts increasing 10 apples on my head song. Include more, most add.	One more *Build a tower. Choose a child and keep adding bricks to build a tower 1 more.
Week 6	Early concepts	Comparing Bigger/smaller/biggest/smallest Topmarks lets compare at the beach	Comparing Practical - compare items – which one is big and which is small. X2 items. Use think alouds.
Week 7	Wider: Time	Now and later Can you recognise when these situations happen during the day?	Days of the week Learn the days of the week song and add it to the rhyme time box

Autumn 2 mini pods and continuous provision

Continuous provision is revisited daily. Mini-pod teaching takes place once per week with 1 adult to 2 children. Retain flexibility in the support and number range used.

Continuous provision skills from the preschool plan	Mini pod skills from the preschool plan
I know amounts change and I can say familiar numbers. Amounts of Mass: I can play with containers Amounts of Space: I can show interest in containers when I play I can combine objects like stacking and putting things inside each other. Pattern Spotting: I notice patterns in pictures and stories Understands gone/all gone I know my name I understand the concepts, small, big, little, up, down, over, off, a bit, on, in, under and turn.	I know my name and my body learn its I know amounts change and I can say familiar numbers. Position and Direction: I can 'post' shapes I know numbers exist and I can sort a pile of objects I name familiar colours.

Adult observation focus

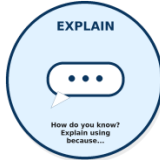
Look for children showing an idea, noticing a relationship, communicating how they know, choosing a helpful resource, trying a solution or checking again. Note the support needed and use this to choose the next opportunity in play.

Use Notice and Compare during sorting and exploration, Show when children demonstrate an amount or position, and Explain when they communicate a choice or observation. Revisit all six disciplinary statements through these experiences.

Spring 1 curriculum overview

Term and focus	Endpoint	Substantive knowledge	Disciplinary knowledge	WALT	Suggested activities	Retrieval	SMSC and BV
Spring 1 Number, shape and measures	Explore numbers and amounts to 5; show amounts with fingers or objects and notice increases and decreases.	The same amount can be shown in different ways. Joining increases an amount and removing objects decreases it. Position words describe where things are.	Show ideas Notice and connect Explain Choose Solve Check	Show amounts, describe positions and explore changing groups.	See the weekly sequence on the next page. Revisit through mini-pods and provision.	Autumn counting to 3, one more, size and matching.	Take turns, listen to others, share resources and respect different ways of showing ideas.
Recurring disciplinary statements				Recurring disciplinary statements			
I can show my ideas with objects, fingers or marks. I can notice patterns and what is the same or different. I can show or tell you how I know.				I can choose something to help me work it out. I can try to solve a problem in my play. I can check by looking or trying again.			
Key vocabulary				Previous knowledge and access			
four, five, in, on, under, next to, between, more, fewer, long, short				Autumn counting to 3, one more, size and matching. Model with real objects and gestures; allow time to respond and revisit familiar examples.			

Explicit reasoning buttons and unit prompts

EYFS button	Explicit teaching prompt	EYFS button	Explicit teaching prompt
	Can you show the same amount with fingers and toys?		Some teddies have gone. Show or tell me how you know there are fewer.

Spring 1 weekly teaching sequence

Four 10-minute whole-class sessions each week. Repeat each lesson twice. Activities and resource names below are retained from the preschool overview.

Week	Area	Lesson 1	Lesson 2
Week 1	Early Concepts	Prepositions Where can the ___ sleep? Use a toy to show prepositions. And sing the preposition song while asking qu's	Prepositions Follow the pictures to answer where the animals are. In, on, under, next to, in front, between.
Week 2	Number	Introducing number 4	Introducing number 5
Week 3	Number Representation	Representing numbers Show me 1-3 out of different representations.	Representing numbers Show me 4 and 5 out of different representations.
Week 4	Amounts: Counting	Counting Skills Finger counting ppt. Show me tell me with fingers to 5.	Counting *Sing how many fingers on one hand. Add it to the rhyme time box.
Week 5	Amounts: Increasing	Amounts Increase Teddy's Tower counting and adding ppt	Addition Combining 2 groups ppt
Week 6	Amounts: Decreasing	Amounts Decrease 5 Currant buns song with children participation. Discuss amounts getting fewer/less.	Amounts Decrease 5 little teddies, sitting on the wall Discuss amounts getting fewer/less.
Week 7	Wider: Shape/ early concepts	Symmetry 2 Simple symmetry matching pictures Topmarks.	Long, longer, short, shorter Snakes and worms. Answer the questions to the pictures. Compare.

Spring 1 mini pods and continuous provision

Continuous provision is revisited daily. Mini-pod teaching takes place once per week with 1 adult to 2 children. Retain flexibility in the support and number range used.

Continuous provision skills from the preschool plan	Mini pod skills from the preschool plan
I can compare amounts of mass, length and capacity I can trace numbers I can group objects into simple categories and I know shapes exist I can describe an amount of space I notice patterns in pictures and stories I can compare amounts of mass, length and capacity I know that 3d shapes exist I recognise things when shown an incomplete coloured picture, object line drawing or silhouette.	I can touch objects and say one number name at a time. I can sort a pile of objects (size and colour) Position and direction positional language: where is teddy?

Adult observation focus

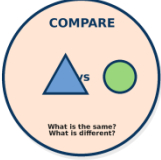
Look for children showing an idea, noticing a relationship, communicating how they know, choosing a helpful resource, trying a solution or checking again. Note the support needed and use this to choose the next opportunity in play.

Use Notice and Compare during sorting and exploration, Show when children demonstrate an amount or position, and Explain when they communicate a choice or observation. Revisit all six disciplinary statements through these experiences.

Spring 2 curriculum overview

Term and focus	Endpoint	Substantive knowledge	Disciplinary knowledge	WALT	Suggested activities	Retrieval	SMSC and BV
Spring 2 Number, shape and measures	Compare groups to 5, match quantities to numerals and explore one more, one fewer, height and weight.	Equal groups have the same number. One more or one fewer changes a group. Objects can be compared by height and weight.	Show ideas Notice and connect Explain Choose Solve Check	Compare, order, match and check through practical exploration.	See the weekly sequence on the next page. Revisit through mini-pods and provision.	Spring 1 representations to 5 and changes to groups.	Take turns, listen to others, share resources and respect different ways of showing ideas.
Recurring disciplinary statements				Recurring disciplinary statements			
I can show my ideas with objects, fingers or marks. I can notice patterns and what is the same or different. I can show or tell you how I know.				I can choose something to help me work it out. I can try to solve a problem in my play. I can check by looking or trying again.			
Key vocabulary				Previous knowledge and access			
equal, same, more, fewer, before, after, tall, short, heavy, light, balance				Spring 1 representations to 5 and changes to groups. Model with real objects and gestures; allow time to respond and revisit familiar examples.			

Explicit reasoning buttons and unit prompts

EYFS button	Explicit teaching prompt	EYFS button	Explicit teaching prompt
	Do these groups have the same number? How could we check?		Show the amount for this numeral. Touch each object as we count.

Spring 2 weekly teaching sequence

Four 10-minute whole-class sessions each week. Repeat each lesson twice. Activities and resource names below are retained from the preschool overview.

Week	Area	Lesson 1	Lesson 2
Week 1	Early Concepts	Tall and short Can you identify the tallest and shortest? Tall, taller, tallest, short, shorter, shortest.	Lets compare – topmarks animals tall short
Week 2	Number	Say Numbers 1-10 *10 little numbers Count to 10 together. Number flashcards for recall.	Recognising numbers Use flashcards to order numbers. *1-5 on a number line. Which number is after/bigger/ before/smaller/ missing, next, last, first
Week 3	Amounts: Compared	Same = Show equal sign. Look at two groups. Count. Are they the same?	More or fewer Count and compare two groups of items.ppt.
Week 4	Amounts: Increasing	Addition + Combining 2 groups ppt up to 5 (Include numbers and + sign)	Addition + Add one more
Week 5	Amounts: Decreasing	One Less/fewer 5 little ducks went swimming one day	One Less/fewer 5 speckled frogs song. Count along and discuss amounts getting smaller until they are all gone.
Week 6	Amounts: matching	Amounts matching Match the amount to the correct number	Amounts matching Match the amount to the correct number – problem solving
Week 7	Wider: Measures	Scales and balance – show kit and pup weight episode and pause when the scales move. Discuss and question.	Weight Heavy and Light ppt predict and compare weights.

Spring 2 mini pods and continuous provision

Continuous provision is revisited daily. Mini-pod teaching takes place once per week with 1 adult to 2 children. Retain flexibility in the support and number range used.

Continuous provision skills from the preschool plan	Mini pod skills from the preschool plan
I can compare amounts of mass, length and capacity I can trace numbers I can group objects into simple categories and I know shapes exist I can describe an amount of space I notice patterns in pictures and stories I can compare amounts of mass, length and capacity I know that 3d shapes exist I recognise things when shown an incomplete coloured picture, object line drawing or silhouette.	I can touch objects and say one number name at a time. I can count when the teacher adds more or takes some away and understand that the amount is increasing/decreasing. Eg 1 more/less I can sort a pile of objects (size and colour) Position and direction positional language: where is teddy?

Adult observation focus

Look for children showing an idea, noticing a relationship, communicating how they know, choosing a helpful resource, trying a solution or checking again. Note the support needed and use this to choose the next opportunity in play.

Use Notice and Compare during sorting and exploration, Show when children demonstrate an amount or position, and Explain when they communicate a choice or observation. Revisit all six disciplinary statements through these experiences.

Summer 1 curriculum overview

Term and focus	Endpoint	Substantive knowledge	Disciplinary knowledge	WALT	Suggested activities	Retrieval	SMSC and BV
Summer 1 Number, shape and measures	Copy and extend simple patterns; count and represent amounts to 5 and try practical problems.	Repeating patterns have a part that repeats. The final number in a count tells how many. Amounts change when objects join or leave.	Show ideas Notice and connect Explain Choose Solve Check	Notice patterns, represent amounts and try a way to solve a problem.	See the weekly sequence on the next page. Revisit through mini-pods and provision.	Spring counting, comparing, matching numerals and changing amounts.	Take turns, listen to others, share resources and respect different ways of showing ideas.
Recurring disciplinary statements				Recurring disciplinary statements			
I can show my ideas with objects, fingers or marks. I can notice patterns and what is the same or different. I can show or tell you how I know.				I can choose something to help me work it out. I can try to solve a problem in my play. I can check by looking or trying again.			
Key vocabulary				Previous knowledge and access			
pattern, repeat, next, total, altogether, add, subtract, fewer, left, check				Spring counting, comparing, matching numerals and changing amounts. Model with real objects and gestures; allow time to respond and revisit familiar examples.			

Explicit reasoning buttons and unit prompts

EYFS button	Explicit teaching prompt	EYFS button	Explicit teaching prompt
	What repeats in this pattern? What should come next?		Which is the odd one out? Show or tell me your reason.

Summer 1 weekly teaching sequence

Four 10-minute whole-class sessions each week. Repeat each lesson twice. Activities and resource names below are retained from the preschool overview.

Week	Area	Lesson 1	Lesson 2
Week 1	Wider: Pattern	Repeating patterns Extend and create patterns, noticing and correcting errors. Topmarks shape pattern.	Repeating patterns I can copy simple patterns when clapping, music and movement.
Week 2	Number	Recognise and compare Recognise and compare numbers to 5 more less, bigger, smaller PPT	Say Numbers 1-10 Big numbers song Which numbers can you see in the environment.
Week 3	Amounts: Counting	Counting and representing Count and find number to represent ladybird spots. Topmarks. Repeat last word said/total	Listen and count Listen to and count the bangs on Chucky's drum.
Week 4	Amounts: Increasing	Addition + Interactive WB. Show sign and discuss it meaning more. Give examples with $_+1=_$ showing how to read it. Show how to do it on fingers.	Amounts increasing Yes or No? addition questions. Problem solving
Week 5	Amounts: Decreasing	Subtraction Interactive WB. Show sign and discuss it meaning subtract/less/fewer. Sing 5 in a bed and write number sentences for the song. Practise on fingers	Subtraction Apple tree, how many are left. Subtracting apples within 5.
Week 6	Problem Solving	Mr Tumble problem solving odd one out, sorting. Explain reasoning.	Amounts problem solving Answer the questions about amounts. Explain reasonings.

Summer 1 mini pods and continuous provision

Continuous provision is revisited daily. Mini-pod teaching takes place once per week with 1 adult to 2 children. Retain flexibility in the support and number range used.

Continuous provision skills from the preschool plan	Mini pod skills from the preschool plan
I can compare lots and few. I know my hand has five fingers. I discriminate between objects with big differences. I can recognise most/least, understand when all is gone and copy simple patterns when clapping. I can explore containers of different shapes and sizes. I understand the concepts 'front,' 'back,' 'first,' 'last,' 'next,' 'line,' 'nearly,' 'space' (P.E./carpet,) 'right' (correct,) and 'left' (remaining.) I know 3d shapes exist and I can recognise shapes in the environment. I can find and identify numbers and amounts in the environment.	I can count and compare amounts to 5. I am beginning to understand add and take away. I can record my sorting using mark making I can trace and write some numbers to 5 Count objects by taking from a pile.

Adult observation focus

Look for children showing an idea, noticing a relationship, communicating how they know, choosing a helpful resource, trying a solution or checking again. Note the support needed and use this to choose the next opportunity in play.

Use Notice and Compare during sorting and exploration, Show when children demonstrate an amount or position, and Explain when they communicate a choice or observation. Revisit all six disciplinary statements through these experiences.

Summer 2 curriculum overview

Term and focus	Endpoint	Substantive knowledge	Disciplinary knowledge	WALT	Suggested activities	Retrieval	SMSC and BV
Summer 2 Number, shape and measures	Use amounts to 5 in practical problems; compare representations and explore ways to make 5.	An amount can be shown in several ways. Two parts can make a whole of 5. Checking helps us decide whether a practical solution works.	Show ideas Notice and connect Explain Choose Solve Check	Choose, show and check solutions during play.	See the weekly sequence on the next page. Revisit through mini-pods and provision.	Summer 1 patterns, counting, representing and practical problem solving.	Take turns, listen to others, share resources and respect different ways of showing ideas.
Recurring disciplinary statements				Recurring disciplinary statements			
I can show my ideas with objects, fingers or marks. I can notice patterns and what is the same or different. I can show or tell you how I know.				I can choose something to help me work it out. I can try to solve a problem in my play. I can check by looking or trying again.			
Key vocabulary				Previous knowledge and access			
part, whole, five, altogether, more, fewer, before, after, missing, solve				Summer 1 patterns, counting, representing and practical problem solving. Model with real objects and gestures; allow time to respond and revisit familiar examples.			

Explicit reasoning buttons and unit prompts

EYFS button	Explicit teaching prompt	EYFS button	Explicit teaching prompt
	Bing has 3 and needs 5. Show what we could do, then check.		Show two parts that make 5. How do you know there are 5 altogether?

Summer 2 weekly teaching sequence

Four 10-minute whole-class sessions each week. Repeat each lesson twice. Activities and resource names below are retained from the preschool overview.

Week	Area	Lesson 1	Lesson 2
Week 1	Number	Number representation Match the number to the different representations. Follow the number formation.	Counting Under the sea counting and matching problem solving game – topmarks.
Week 2	Amounts: Compared	Comparing numbers Show two numbers – which is bigger/smaller? How do you know?	Recognising / Comparing numbers *1-5 on a number line. Which number is after/bigger/ before/smaller/missing ... Use Number line display.
Week 3	Problem solving	Amounts Change Problem solving EG. Bing has 3 but needs 5. What can we do?	Problem solving Answer the q's on the ppt. solving various problems and explain reasoning.
Week 4	Amounts: Increasing	Add + Add two numicon pieces together and count to see how many are all together.	Addition Interactive Wb Read and solve addition number sentences
Week 5	Amounts: Decreasing	Subtraction Subtraction problem solving questions between 0-5 ppt	Subtract – Read and solve subtraction number sentences.
Week 6	Amounts: number bonds	Number bonds to 5 5 little fingers song – number bonds on one hand ppt	Number bonds to 5 Play save the whale – change the pipes so that they both =5.

Summer 2 mini pods and continuous provision

Continuous provision is revisited daily. Mini-pod teaching takes place once per week with 1 adult to 2 children. Retain flexibility in the support and number range used.

Continuous provision skills from the preschool plan	Mini pod skills from the preschool plan
I can compare lots and few. I know my hand has five fingers. I discriminate between objects with big differences. I can recognise most/least, understand when all is gone and copy simple patterns when clapping. I can explore containers of different shapes and sizes. I understand the concepts 'front,' 'back,' 'first,' 'last,' 'next,' 'line,' 'nearly,' 'space' (P.E./carpet,) 'right' (correct,) and 'left' (remaining.) I know 3d shapes exist and I can recognise shapes in the environment. I can find and identify numbers and amounts in the environment.	I can count and compare amounts to 5. I can count and follow instructions to add and take away understanding that the amount is increasing/decreasing. I can record my sorting using mark making I can trace and write some numbers to 5

Adult observation focus

Look for children showing an idea, noticing a relationship, communicating how they know, choosing a helpful resource, trying a solution or checking again. Note the support needed and use this to choose the next opportunity in play.

Use Notice and Compare during sorting and exploration, Show when children demonstrate an amount or position, and Explain when they communicate a choice or observation. Revisit all six disciplinary statements through these experiences.