



Continuous Provision Plan - Maths Area

The Spire Federation



Key learning opportunities

- To develop self-esteem, confidence and the ability to self-organise.
- To share and use equipment, work co-operatively and with respect.
- To make choices, listen, respond and communicate ideas.
- To develop and extend vocabulary.
- To provide opportunities for problem solving, observing and questioning.
- To provide opportunities to count
- To practise pencil grip and control writing numerals and drawing representations of numbers

Permanent Resources	Resource Organisation	Intended Experiences	Role of adult and key vocabulary
- Selection of writing implements / tools - Jigsaws and games - Number fans - Number cards - Bead strings - Numicon and boards - Objects for sorting, counting and patterns - Number tracks - Shapes (2D and 3D) - Number books - Mini whiteboards and pens - Balance scales - Sand timers - Coins - Variety of dominoes - Counters - Dice - Sorting hoops - Large number tracks (outdoor) - Abacus - Wooden number and subitising slices (outdoor) - Numbered beanbags	- Distinctive area in the classroom and maths shed outside - Clearly organised equipment and resources. - Accessible storage.	- Play mathematical games, developing the ability to form good relationships with peers and mathematical skills. - Talk about mathematical ideas and what they notice about different objects, shapes, patterns and arrangements. - Explore sorting objects into sets based on different criteria. - Match items that are the same. - Use language to talk about different patterns they can see - Practise rote counting, starting and stopping at different numbers. - Represent numbers using their fingers and different resources. - Recognise different ways that numbers can be represented. - Explore subitising and identifying how many objects are in a group without counting. - Identify and write numerals. - Practise matching numerals and quantities. - Learning and using mathematical vocabulary.	- Model use of materials in the area to encourage interest. - Use open-ended questions to promote thinking. - Vary activities so that children are introduced to different concrete apparatus. - Give time for children to pursue their learning without interruption to complete activities to their satisfaction and to return to activities. - Provide activities that are challenging but achievable. - Provide activities that give children the opportunity and motivation to practise and develop mathematical skills. - Teach children how to use different mathematical resources and the skills involved, giving them opportunities to practise. - Provide opportunities for children to share their thinking and findings with their peers. - Introduce new vocabulary as children explore different mathematical concepts. - Invite children to create and conduct their own investigations and talk about what they notice and what they find out. - Draw children's attention to numerals, patterns and shapes within the environment. - Model mathematical language and vocabulary.

• Pattern and shape picture challenge cards • Number mats • Tens frames • Part whole models • Shape mirrors • Display numbers • Counting wands		• Exploring, copying, correcting and creating repeating patterns. • Explore 2D and 3D shapes - talking about their properties and how the shapes can fit together, be used or split into smaller shapes. • Recognise number sequences and place numerals in order. • Record their number activities and ideas using pictures, words or numbers. • Recognise and explore ways of measuring time. • Sequence familiar events that happen in their day. • Explore number bonds for numbers up to ten in different ways, such as number rhymes, interlocking cubes and number shapes. • Practically explore addition and subtraction in different contexts. • Discuss and explore positional language and spatial awareness. • Opportunities to record their mathematical thinking.	• Encourage children to use a range of marks, drawings and numerals to represent their ideas. • Demonstrate counting and model counting strategies, such as moving objects as you count them and say one number name for each item. • Invite children to share their ideas and talk about what they find out. Encourage discussion about the different ways to solve a mathematical problem. • Provide different representations of numbers for children to explore. Invite them to create or add to displays representing different numbers and talk about what they notice. • Offer opportunities for children to compare numbers. Model using language, such as 'more than' and 'fewer than' when comparing. Key vocabulary: Word Number names, numbers, numeral. Count, count on, count back. Compare, amount, more, less, fewer, same. Higher, lower, full, empty, big/bigger, small/smaller, long/longer, tall/taller, short/ shorter, heavy/heavier, light/lighter, wide/wider, fatter/thinner, too much, big, little.. 2D shape names (such as circle, triangle, square, rectangle), round, flat, straight, curvy, pointy, pointed. match sort same different Pattern, repeat, first, next, before, after, continue, copy, create, sequence, order. Positional language words (such as in, on, under, next to, between, in front of, behind). Extended • Quantity • Add, addition, take away, subtraction, altogether, equals. • Sides, corners, edges, vertices, faces, rotate, manipulate, combine, decompose. Route, direction, forwards, backwards, right, left. • Routine, events, calendar, o'clock, today, tomorrow, yesterday, week.
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