



Maths Area

Continuous Provision Plan

| Key Learning Opportunities | | | |
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| <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> - To initiate conversation. - To explain own knowledge and understanding. - To negotiate and solve problems. <p>Communication and language</p> <ul style="list-style-type: none"> - To express thoughts, share ideas and extend vocabulary; using talk to organise, sequence and connect ideas in order to explain what is happening or observed. - To demonstrate understanding when talking with others - To develop and extend vocabulary relating to mathematical experiences and concepts. - To use language to explain experiences, linking statements and sticking to a main theme. <p>Physical Development</p> <ul style="list-style-type: none"> - To show good control and co-ordination in small movements. - To handle objects with increasing control and show a preference for a dominant hand. - To use mark makers to begin to form recognisable numerals. | | <p>Literacy</p> <ul style="list-style-type: none"> - To recognise that numerals are different to letters and that they convey meaning relating to quantities. <p>Maths</p> <ul style="list-style-type: none"> - To accurately count, add and subtract objects, and divide groups of objects. - To use a range of mathematical language accurately in relation to position, size, shape, quantity. - To recognise and understand numerals. - To notice similarities and differences. - To be able to group, sort, order and arrange items according to colour, size, shape, capacity, length, height. - To be able to order and sequence events and talk about times of the day. - To recognise and create visual and number patterns. - To record mathematical experiences and understanding. <p>Understanding the World</p> <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> - To use particular colours and shapes for a purpose. - To create imaginative patterns and arrangements. | |
| Resources | Organisation | Intended Experiences | Role of the Adult |
| <p>*A selection of natural counting resources.</p> <p>*A range of small world creatures for sorting and counting</p> <p>*Hoops of different sizes for sorting.</p> <p>*Numbered items such as counters.</p> <p>*2D and 3D shapes</p> <p>*White boards and pens</p> <p>*A variety of dice</p> <p>*A range of sand timers.</p> <p>*A set of number cards and number lines to 10, to 20.</p> <p>*A set of 100 squares.</p> <p>*Tape measures and a selection of ribbon of different lengths.</p> <p>*A pair of weighing scales.</p> <p>Enhancements</p> <p>*Blank, write on games boards. High quality books, songs, rhymes with maths themes. A variety of simple games, calendars and charts.</p> | <ul style="list-style-type: none"> - Distinct area with space for a group table - Shelving to display resources - Resources organised into pots, trays, baskets on shelving and in drawers underneath shelf. - Resources are grouped together and displayed according to size or featured as part of a current maths area. - Resources are clearly labelled using text and/or photos. | <p>*Making decisions about the resources they need</p> <p>*Planning and communicating ideas</p> <p>*Expressing their mathematical thoughts and ideas to others through use of hands-on resources.</p> <p>*Co-operating with peers and sharing resources</p> <p>*Talking about mathematical ideas and using mathematical language and terminology.</p> <p>*Recognising similarities, differences and patterns: sorting, ordering, grouping according to single and multiple criteria.</p> <p>*Creating and continuing patterns</p> <p>*Exploring and solving mathematical problems.</p> <p>*Developing counting skills: rote counting, 1-1 correspondence, numeral recognition, subitising, discovering and working with number bonds.</p> <p>*Developing logical thinking skills; finding ways to solve mathematical problems in a methodical way.</p> <p>*Playing board and card games which support development of mathematical thinking.</p> | <p>Play Alongside</p> <p>*Observe and take note of key interests</p> <p>*To take play forwards, suggest ideas and show what's possible.</p> <p>*Model language, pose problems, correct/extend vocabulary, show how to use resources.</p> <p>Role model/direct teach</p> <p>*Model thinking aloud and commenting.</p> <p>*Model possibilities and accurate counting, naming, describing, writing numerals/representations.</p> <p>*Model and manage behaviours, self-regulation and characteristics of effective learning.</p> <p>Raise Questions to Stimulate ideas and add Challenge</p> <p>*What do you notice about? I wonder how...?</p> <p>Use Language Linked to Key Learning</p> <p>*Introduce and reiterate mathematical language relating to number, shape, size, position, orientation.</p> <p>*Teach mathematical conventions as appropriate.</p> |