**Continuous Provision Planning**

***Maths Area***

**Anything highlighted in yellow is to be implemented or improved**

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| **Key learning opportunities likely to occur in this area of provision** |
| **Children are learning to…**  |
| **Personal, Social and Emotional Development** * To initiate conversation and attend to and take account of what others say
* To explain own knowledge and understanding
* To negotiate and solve problems

**Communication and Language** * 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

**Physical Development** * To show good control and co-ordination in small movements
* To handle objects with increasing control and show preference for a dominant hand
* To use mark makers to begin to form recognisable numerals
 | **Literacy** * To recognise that numerals are different to letters and that they convey meaning relating to quantities

**Maths** * 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

**Understanding the World** * To use technology in a mathematical context e.g. a calculator or a simple computer programme

**Expressive Arts and Design** * To use particular colours and shapes for purpose
* To create imaginative patterns and arrangements
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| **Resources**  | **Organisation**  | **Children are learning by…** | **Role of the Adult**  |
| * A selection of natural counting resources such as shells, pebbles, wooden discs and sticks
* Wooden counters of different sizes
* A range of small world creatures and minibeasts for sorting, comparing and counting
* Wooden rings / hoops or frames of different sizes for sorting
* Sorting flower trays
* Numbered stones and counters
* Gnome nesting/ russaian doll
* Number cards and pegs
* Numicon
* Multilink cubes
* Numberblock cards, blocks and number lines
* Number discs
* Rulers and measuring worms
* Number puzzle
* Stacking and nesting boxes
* Tessellating regular 2D shape tiles
* White boards and white pens
* Tape measures and a selection of ribbon and wood pieces of different lengths

***Enhancements / Maths in other areas*** * High quality books, songs, poems with number / maths themes
* Introduce simple games, dominoes, board or dice games
* Calendars and charts, height chart and weighing scales
 | * Distinct maths area with a group table and set of chairs
* Open shelving unit to store resources in baskets so easily accessible for children
* Resources grouped together, sorted by varied criteria
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 | * Co-operating with peers and sharing resources
* Making decisions about the resources they need
* Planning and communicating their ideas
* Expressing their mathematical thoughts and ideas to others through use of hands-on resources
* Talking about mathematical ideas and using mathematical language and terminology
* Recognising similarities, differences and patterns: sorting, ordering, grouping according to single and multiple varying criteria
* Creating and continuing patterns and repeating arrangements
* Arranging shapes in patterns including tessellating ones
* Exploring and solving mathematical problems
* Developing counting skills: rote counting, 1-1 correspondence, numeral recognition, subitising, discovering and working with number bonds
* Developing logical thinking skills; finding ways to solve mathematical problems in a methodical way
* Playing board and card games which support development of mathematical thinking
 | **Play alongside** * Observe children and take note of their key interests
* Play alongside children to take play forwards, suggest ideas and show what’s possible
* Play alongside, or in small organised groups to model language, pose problems, correct and/or extend vocabulary and show how to use resources

**Role model/ direct teach*** Model thinking aloud and commenting such as “I wonder how many...” “How might...” “You’ve really made me think about...”
* Model possibilities and accurate counting, naming, describing and writing numerals and other mathematical representations
* Model and manage behaviours, self-regulation and the characteristics of effective learning

**Raise questions to stimulate ideas and add challenge** * What do you notice about...?
* I wonder how...?
* Interesting... can you tell me about what you’ve done

**Use appropriate language linked to key learning** * Introduce and teach mathematical conventions as is developmentally appropriate
* Introduce and reiterate mathematical language relating to number, shape, size, position, orientation
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