**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 | |
| **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 | * 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 |