



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 - numbers - Natural materials (for sorting, comparing and counting) - Small world toys (for sorting, comparing and counting) - number lines - tens frames wooden and paper - part part whole models - Pegboards - Shapes (2D and 3D) - Number and information books - Mini whiteboards and pens	- Distinctive area. - 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.	- 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

• balance scales • sand timers • coins • dominoes • counters • dice • sorting hoops		• 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. • Exploring, copying, correcting and creating repeating patterns. • Explore 2D and 3D shapes - talking about their properties and how the shapes can fit	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. • 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
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		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.	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).
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