



Long Term Continuous Provision Plan: Maths Area

Enabling Environments: what adults could provide	Positive Relationships: what adults could do	Characteristics of Effective Learning
<ul style="list-style-type: none"> • Provide a range of equipment covering 'number' and 'shape, space and measure' objectives. For example numbers, number lines, objects for counting and sorting, tape measures, rulers, 2D shapes, dice, spinners, sand timers, clocks, calculators, books, whiteboards, clipboards, different shaped and sized boxes. • Provide activities that give children the opportunity and motivation to practice skills. • Teach children maths skills and give them opportunities to practice them. • Provide a place to put maths to be shared / displayed. • Support children with physical difficulties. 	<ul style="list-style-type: none"> • Plan for and provide a range of provision. • Ensure provision is good quality and kept clean and tidy throughout the day and on an ongoing basis. • Model use of maths equipment. • Model maths strategies in group times and encourage children to apply them. • Encourage appropriate behaviour and use of area. • Where necessary, work one-to-one with children to encourage confidence. • Support and extend children's learning. • Use appropriate language and questioning. • Use open-ended questions. • Observe children to identify achievement and to inform planning for extending learning. • Observe use of provision to ensure the area is meeting the needs of the children and the EYFS. • Be reflective and develop provision on an ongoing basis. <p>Key Vocabulary and Questions</p> <ul style="list-style-type: none"> • Number names and number songs. • Number, numeral, count, add, more, less, take away, fewer, same. • 2D shape names e.g. circle, triangle, square, rectangle, and terms sides/corners to describe. • 3D shape names e.g. sphere, cube, cuboid, cylinder, cone and terms faces and corners to describe. • Names of other equipment available. • Measuring vocabulary - tall(er) short(er), heavy/heavier, light/lighter, long(er), thin, wide. • Positional language - in front, behind, next to, under, above, on top etc. 	<p>Playing and Exploring - engagement</p> <ul style="list-style-type: none"> • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error <p>Active Learning - motivation</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Bouncing back after difficulties • Being proud of how they accomplished something - not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise <p>Creating and Thinking Critically - thinking</p> <ul style="list-style-type: none"> • Finding ways to solve problems • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping / sequences. • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Reviewing how well the approach worked

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| | <ul style="list-style-type: none">● Pattern.● Can you count...?● Do you know / can you sing...?● What could you do with these shapes?● Tell me about these shapes...?● Where shall we put...?● How did you...?● How could you make it longer/shorter/taller?● How can you find the total...?● What comes next in the pattern...?● How did you do that/work that out...? | |
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Maths Area Sequence of Learning

End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none"> ● Recognises numbers of personal significance ● Uses number names accurately in play ● Can count one object for one number up to 5 ● Recognises numerals to 5 ● Recalls number bonds to 5 ● Talks about 2d and 3d shapes ● Finds a specific shape when asked (e.g. circle, square, triangle, rectangle) ● Copies 2 part patterns ● Uses mathematical vocabulary big, small, little 	<ul style="list-style-type: none"> ● Thinks up own mathematical games based on their interests ● Makes marks to communicate mathematical meaning ● Uses positional language accurately in play ● Creates own 2 part patterns ● Compares 2 groups of objects saying which has more/fewer ● Plays cooperatively with others ● Extended mathematical vocabulary, taller, shorter, less, fewer ● Can compare the weight of 2 objects ● Can compare the length of 2 objects ● Subitise numbers to 5 ● Recognise numerals to 10 ● Can count an arrangement of 10 objects reliably ● Begins to recall some number bonds to 10 ● Verbally count forwards and backwards to 20 	<ul style="list-style-type: none"> ● Verbally count beyond 20 ● Recognise the pattern of the counting system ● Compare quantities up to 10 in different contexts ● Explore and represent patterns within numbers up to 10. ● Uses timers and stop watches ● Answers how and why questions about their mathematical activities ● Uses mathematical language to describe objects and shapes. ● Know some number bonds to 10 ● Can describe a 2 or 3 part pattern.