

Continuous Provision Plan for - Maths

Possible learning towards EYFS outcomes			
Personal, Social and Emotional Development	Communication and Language	Understanding the World	Literacy
<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>Keeps play going by responding to what others are saying or doing.</li> <li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>Can select and use activities and resources with help.</li> <li>Confident to talk to other children when playing, and will communicate freely about own home and community.</li> </ul> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> </ul>	<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>Uses a range of tenses (e.g. play, playing, will play, played).</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>Responds to instructions involving a two-part sequence.</li> </ul>	<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>Knows how to operate simple equipment</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>	<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Shows interest in illustrations and print in books and print in the environment.</li> <li>Knows information can be relayed in the form of print.</li> <li>Sometimes gives meaning to marks as they draw and paint.</li> <li>Ascribes meanings to marks that they see in different places.</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>Gives meaning to marks they make as they draw, write and paint</li> </ul>
Maths - Number		Maths – Shape, space and measure	
<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>Uses some number names and number language spontaneously.</li> <li>Uses some number names accurately in play.</li> <li>Recites numbers in order to 10.</li> <li>Knows that numbers identify how many objects are in a set.</li> <li>Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly.</li> <li>Shows curiosity about numbers by offering comments or asking questions.</li> <li>Compares two groups of objects, saying when they have the same number.</li> <li>Shows an interest in number problems.</li> <li>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>Shows an interest in numerals in the environment.</li> <li>Shows an interest in representing numbers.</li> <li>Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>	<p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>Recognise some numerals of personal significance.</li> <li>Recognises numerals 1 to 5.</li> <li>Counts up to three or four objects by saying one number name for each item.</li> <li>Counts actions or objects which cannot be moved.</li> <li>Counts objects to 10, and beginning to count beyond 10.</li> <li>Counts out up to six objects from a larger group.</li> <li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>Counts an irregular arrangement of up to ten objects.</li> <li>Estimates how many objects they can see and checks by counting them.</li> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>Says the number that is one more than a given number.</li> <li>Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>Records, using marks that they can interpret and explain.</li> <li>Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul>	<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>Shows awareness of similarities of shapes in the environment.</li> <li>Uses positional language.</li> <li>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>Shows interest in shapes in the environment.</li> <li>Uses shapes appropriately for tasks.</li> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>	<p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.</li> <li>Selects a particular named shape.</li> <li>Can describe their relative position such as 'behind' or 'next to'.</li> <li>Orders two or three items by length or height.</li> <li>Orders two items by weight or capacity.</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>Uses everyday language related to time.</li> <li>Beginning to use everyday language related to money.</li> <li>Orders and sequences familiar events.</li> <li>Measures short periods of time in simple ways.</li> </ul>
<p><b>Intended Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Rote count and count a variety of different objects.</li> <li>Make collections of things which are of interest to them.</li> <li>Sort, match and classify.</li> <li>See and make use of written numerals.</li> <li>Compare, estimate and measure.</li> <li>Make marks in play situations which communicate mathematical meaning.</li> <li>Investigate and solve practical problems.</li> <li>Test theories and ideas.</li> <li>Explore shapes.</li> <li>Sing number rhymes and practise counting.</li> <li>Match objects together.</li> <li>Talk about patterns, shapes, categories and numbers.</li> <li>Develop number recognition skills.</li> </ul>			
Enabling Environments	Positive Relationships	Characteristics of Effective Learning	
<p>Resources:</p> <ul style="list-style-type: none"> <li>Numicon</li> <li>Compare Bears</li> <li>Scales</li> <li>Number lines</li> <li>Dominoes</li> <li>Pegs and Boards</li> <li>Puzzles and Games</li> <li>Dice</li> <li>Timers</li> </ul>	<ul style="list-style-type: none"> <li>Ensure provision is good quality and kept clean and tidy throughout the day and on an ongoing basis.</li> <li>Model use of maths equipment.</li> <li>Model maths strategies in group times and encourage children to apply them.</li> <li>Encourage appropriate behaviour and use of area.</li> <li>Where necessary, work one-to-one with children to encourage confidence.</li> <li>Support and extend children's learning.</li> <li>Use appropriate language and questioning.</li> <li>Use open-ended questions.</li> </ul>	<p><b>Playing and Exploring - engagement</b></p> <ul style="list-style-type: none"> <li>Seeking challenge</li> <li>Showing a 'can do' attitude</li> <li>Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul> <p><b>Active Learning - motivation</b></p> <ul style="list-style-type: none"> <li>Persisting with activity when challenges occur</li> <li>Bouncing back after difficulties</li> <li>Being proud of how they accomplished something – not just the end result</li> <li>Enjoying meeting challenges for their own sake rather than</li> </ul>	

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<ul style="list-style-type: none"><li>IWB</li></ul>	<ul style="list-style-type: none"><li>Observe children to identify achievement and to inform planning for extending learning.</li><li>Observe use of provision and develop provision on an ongoing basis.</li></ul> <p>Key Vocabulary and Questions</p> <ul style="list-style-type: none"><li>Number names and number songs.</li><li>Number, numeral, count, add, more, less, take away, fewer, same.</li><li>2D shape names e.g. circle, triangle, square, rectangle, and terms sides/corners to describe.</li><li>3D shape names e.g. sphere, cube, cuboid, cylinder, cone and terms faces and corners to describe.</li></ul>	<p>external rewards or praise</p> <p>Creating and Thinking Critically - <b>thinking</b></p> <ul style="list-style-type: none"><li>Finding ways to solve problems</li><li>Making links and noticing patterns in their experience</li><li>Making predictions</li><li>Testing their ideas</li><li>Developing ideas of grouping / sequences.</li><li>Planning, making decisions about how to approach a task, solve a problem and reach a goal</li><li>Checking how well their activities are going</li></ul> <p>Reviewing how well the approach worked</p>
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