

Continuous Provision Planning for Maths

Key Learning Opportunities

Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
• Use talk to organise themselves and their play. • Can start a conversation with an adult or peers and continue it for many turns. • To be able to express a point of view and de-bate when they disagree using words as well as actions.	• Choose the right resource to carry out their own plan. • To use one handed tools and equipment. • Start taking part in group activities which they make up for them-selves.	• Use resources with help when needed. • Play with one or more of their peers, extending and elaborating play ideas.	• Engage in extended conversations learning new vocabulary. • Understand that print holds meaning. • Understand that print can have different purposes.	• Make comparisons between objects relating to size, weight and capacity. • Compare quantities using language. • Begin to describe a sequence of events. • Use number language, count in order to 5/10 and beyond • Talk about and explore 2D and 3D shapes.	• Explore resources with similar and different properties. • Explore how things work. • Talk about what they see.	• Explore different resources/materials in order to develop their own ideas. • Develop their own ideas and then decide which resources they need to express them. Respond to what they have heard, expressing their thoughts and feelings.
Resources		Organisation		Intended experiences		Role of the adult
• Resources for sorting • natural objects for counting • sorting trays • numerals • number lines • shapes • number blocks • number small		• Pictures/labels to show where items should be stored. • Some labels showing quantity of items		• Playing together and cooperating with children of different ages • Providing opportunities for vocabulary extension and modelling, which is foundational for communication and language • Experimenting with maths resources within both number and numerical pat-terns. • Exploring space and measures • Exploring the properties of shapes • Exploring which resources are best suit-ed for what they are trying to achieve • Consolidating and extending their knowledge within in maths • Engaging with problems and working out how to solve them • Exploring the value of numerals		• Model use of resources in area to encourage interest. • Support and extend children's learning. • Use open-ended questions to promote sustained shared thinking. • Observe children's learning 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. Key Vocabulary and Questions • Number language • Long, short, smaller, bigger • Squash, flat, round • Sides, Corners, pieces • Which number do you have? • How many can you see? • Which pieces fit together?