WALKERINGHAM PRIMARY SCHOOL
think smart be kind

# Continuous Provision Plan: Maths Area

| Development Matters – Ages and Stages | Vocabulary | Look, listen, note |
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| Three to Four Year olds<br>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').<br>• Recite numbers past 5.<br>• Say one number for each item in order: 1,2,3,4,5.<br>• Know that the last number reached when counting a small set of<br>• objects tells you how many there are in total ('cardinal principle').<br>• Show 'finger numbers' up to 5.<br>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.<br>• prism for a roof, etc.<br>• Combine shapes to make new ones – an arch, a bigger triangle, etc.<br>• Talk about and identifies the patterns around them. For example:<br>• stripes on clothes, designs on rugs and wallpaper. Use informal<br>• language like 'pointy', 'spotty', 'blobs', etc.<br>• Extend and create ABAB patterns – stick, leaf, stick, leaf.<br>• Notice and correct an error in a repeating pattern.<br>• Begin to describe a sequence of events, real or fictional, using words | <u>Adults to introduce vocabulary</u><br>2-D shapes, 3-D shapes, count, numbers, number line, tens frame, subtract, take away, minus, add, equal, more, fewer, less than, money, time, big, small, tall, short, long, heavy, light, empty, full, weight, measure, capacity, subitise, number bonds, match, same, different, round, straight, corners, sides, sort, makes, altogether, patterns, colours, blocks, order, lots | Do they use mathematical language?<br>Can they count beyond 5 / 10?<br>Can they subitise?<br>Do they use the maths resources independently? Can they use number bonds?<br>Can they represent numbers using their fingers correctly?<br>Can they represent numbers in other ways? Do they show an interest in numbers?<br>Do they compare |

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| • Experiment with their own symbols and marks as well as numerals.<br>• Solve real world mathematical problems with numbers up to 5.<br>• Compare quantities using language: 'more than', 'fewer than'.<br>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.<br>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.<br>• Describe a familiar route.<br>• Discuss routes and locations, using words like 'in front of' and 'behind'.<br>• Make comparisons between objects relating to size, length, weight and capacity.<br>• Select shapes appropriately: flat surfaces for building, a triangular<br><br>Reception<br>• Count objects, actions and sounds.<br>• Subitise.<br>• Link the number symbol (numeral) with its cardinal number value.<br>• Count beyond ten.<br>• Compare numbers.<br>• Understand the 'one more than/one less than' relationship between consecutive numbers.<br>• Explore the composition of numbers to 10.<br>• Automatically recall number bonds for numbers 0–5 and some to 10.<br>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.<br>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.<br>• Continue, copy and create repeating patterns. | of, compare, faces, explain, total, amount, repeating pattern, tens and ones, place value, estimate, reason, digits, number system, difference | measurements? |

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| • Compare length, weight and capacity.<br><br>Early Learning Goals<br>• Have a deep understanding of number to 10, including the composition of each number.<br>• Subitise (recognise quantities without counting) up to 5.<br>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.<br>• Verbally count beyond 20, recognising the pattern of the counting system.<br>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.<br>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | |
| Intended experiences | Permanent resources | Enhanced resources |
| Opportunities for taking part in maths challenges through shared activities, counting different objects/actions in the environment. Stacking and building, singing counting songs and rhymes, opportunities to subitise and view numbers and amounts in different ways, represent numerals in different ways, explore patterns, repeat patterns, create patterns, compare and explore measurements in different ways, access to lose parts and natural materials. | Number lines<br>5 and 10 frames<br>Number cards Magnetic numbers Scales<br>Numicon, numicon boards and pictures.<br>Counting song resources and props.<br>Number formation stones/templates Whiteboard and pen | Added to as concepts are taught |

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| | Cubes<br>Other mixed and natural resources to count, e.g. conkers.<br>Dominoes<br>Dice<br>Peg boards<br>2D shapes<br>3D shapes<br>Rulers<br>Sorting trays and hoops<br>Abacus<br>Money<br>Clock | |

Characteristics of effective learning

Playing and Exploring

- I can subitise a small group of objects.
- I can count the number of objects in a group and match them to a numeral.

Active Learning

- I can count confidently, first to 5 and then beyond 10.
- I can work to complete the challenge.
- I can look for, continue, copy and create patterns.

Creating and Thinking Critically

- I can explore size, weight and capacity by making comparisons and using mathematical language.
- I can compare numbers using language such as ‘more than’ and ‘fewer than’.

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