Continuous Provision Cards – Spring 2

Objectives	**Shape, space and measure** • Use mathematical language to describe size and position • Use everyday language to talk about time **Number** • Count reliably with numbers 0 to 20. • Place numbers 0 to 20 in order. • Use quantities and objects, count on or back to add and subtract.
Vocabulary	Position, over, under, above, below, top, bottom, side, on, in, outside, inside, around, in front, behind, front, back, before, after, beside, next to, opposite, apart, between, middle, direction, left, right, up, down, forwards, backwards, away from, towards, time, morning, afternoon, evening, night, today, yesterday, tomorrow, before, after, next, last, now, soon, early, late, quick, quicker, quickest, slow, slower, slowest, number, zero to 20, how many, count, up, from, on, back, More, fewer, less, greater, plus, add, more than, minus, subtract, less than, equal to, altogether, left, number bond, part, whole

Experience Maths through **Creative** play		
Activities	**Questioning**	**Provision**
• Tap a musical instrument to the pattern in the big picture song. • Give pupils a range of shapes that differ in colour, shape and size and other collage materials. Ask pupils to explore how they can be arranged. Ask pupils to describe the position of the shapes. • Include questions that encourage pupils to count and group.	What can you tell me about the pattern that you can hear? Listen to the pattern [clap, pause, clap, clap, clap, pause, clap, clap]. What comes next in the pattern? What comes before [clap]? What comes after [clap]? What can you tell me about your shapes? Which shape is next to the smallest circle? Which shape have you put in the centre of the largest triangle? How many triangles are there? Have you got more or fewer squares than triangles? How many shapes are there with 5 corners? I have two shapes. There are eight sides altogether. Which two shapes might I have? Why?	♦ Big picture songs and music ♦ Paper shapes, plastics shapes, a range of collage materials.

Experience Maths through **Construction** play

Activities	Questioning	Provision
• Create an obstacle course and instruct pupils to complete specific task. • Ask pupils to select an instruction card and to follow and ask other pupils if they can describe what they are doing. • Ask pupils to create a set of obstacles and describe what other pupils must do to complete the obstacles	Can you travel through the tunnel? Can you roll a ball between your legs? Is [insert name] travelling over or under the bench? What can you say about where [insert name] is? What must I do with the egg and spoon? How many triangles would there be if I added 2 more?	♦ Materials for creating an obstacle course such as: large wooden blocks, boxes that differ in shape and size, sheets, tunnels. ♦ Instructions for completing the obstacle course

Experience Maths through **Maths Display** play

Activities	Questioning	Provision
• Place the position and direction vocabulary in a bag. Place the animals according to the position and direction vocabulary. pupils will select a card and find the animal(s) that match the description, for example, the bird is sitting on top of the roof. The spider is climbing up the waterspout. • Provide addition and subtraction questions for pupils to solve.	Where is the bird? In which direction is the spider travelling? What can you say about the child going to school? How many children are there playing outside the school? How many red flowers are there? How many orange flowers are there? How many flowers are there altogether? How can we use counters to solve this question? What else could we use? Here are three trees. How can the number of trees be represented as a number bond? Can we create a different number bond for three?	Create a farm scene as the Maths Display Play area. This should be similar to the small world play to encourage pupils to develop their conceptual awareness. This is a pictorial representation of the concrete small world. Include: Different objects and people around a school that can be used for solving addition and subtraction (place sticky back hook and loop fasteners for pupils to group and share animals) characters from the big picture songs, laminated animals objects and people with hook and loop fasteners attached so that they can be used for solving addition a 0-20 number line a vertical number line 20-0 sentences about the scene using position and direction vocabulary

Experience Maths through **Role** play

Activities	Questioning	Provision
• Arrange the plants as a pattern. • Compare the heights of the plants. • Create plant shape posters for the garden centre. • Ask pupils to solve problems using numbers within 20. • Develop the concept of time by referring to the calendar, clocks and appointments.	How can we arrange the plants? How many plants are there on each shelf? There are 2 shelves. How many plants are there altogether? How can the flowers be arranged as a pattern? How can the plants be arranged to help us find out which is the tallest? How many plants are there that grow in the summer? Which numbers can you find in the garden centre? Which shapes can you see in this poster? How many triangles have been used for the leaves? Are there more red flowers or more yellow flowers? How do you know there are more red flowers than yellow flowers?	Create a garden centre. Props to include: apron for employees' uniform, gardening tools, rubber gloves, plants, benches, watering cans, seeds, plant pots, soil, baskets for shopping, money, clocks Checkout area: table, chairs, telephone, notepad, reference books about plants, posters, till Shop: shelves, plants, posters, prices, labels

Experience Maths through **Sand** play

Activities	Questioning	Provision
• Plant flowers or seeds in plant pots. • Display three key 'position' words. Pupils will practise using the vocabulary and placing objects according to the word. • Practise counting a range of objects within 20. • Write numbers 0 to 20 in wet sand. Ask pupils to select two numbers and compare the numbers. Ask pupils to practise placing numbers beyond 20 in order. • Use mark making to investigate addition and subtraction.	Can you place three buttons inside a red container? How many animals are there beside the tallest container? What did you do first in the sand play area? What did you do after that? What will you do before going to work in another area? There are 10 shells in this group. There are 5 shells in this group. How many shells are there altogether? Which is greater, 14 or 9? Which is less 20 or 2? You have the number 14, 4 and 20. Can you place them in decreasing order? Can you place more seeds inside the red container than the number of seeds in the yellow container? Draw a group of lines using a rake. How many lines has the rake made? How many lines would there be if I drew the same again? What is four plus four equal to?	Plant pots that differ in shape, size and colour, A range of materials, such as seeds, leaves, flowers, Spades, spoons, cups, buckets, plant pots, Rakes, lollipop sticks and other tools for mark making in wet sand

Experience Maths through **Small world** play

Activities	Questioning	Provision
• Place the position and direction vocabulary in a bag. Place the plants according to the position and direction vocabulary. Pupils will select a card and find the plant(s) that match the description, for example, the red flower pot is next to the blue flower pot • Display an addition and a subtraction question for pupils to solve. There should be enough plants for pupils to be able to solve the problems and pictorial representations of the addition and subtraction questions.	Where is the red flower pot? What is between the red roses and the white roses? What can you say about the shrubs? How many flowers are there in these two pots? How many flowers are there altogether? How can we use counters to represent this addition? What else could we use?	♦ Create a garden centre scene in the small-world play area. This should be similar to the role-play area. Include: ♦ different plants and flowers, ♦ characters that can be used to represent customers and employees, ♦ shelving to display plants, ♦ addition and subtraction questions for pupils to solve [for example, There are two shelves. There are five plants on one shelf. There are four plants on the other shelf. How many plants are there altogether? What is five plus four equal to?], ♦ sentences about the scene using position and direction vocabulary.

Experience Maths through **Table top** play

Activities	Questioning	Provision
• Select a task from the first half of the spring term that can be used to consolidate pupils learning and prepares them for learning during the second half of the spring term • Select tasks from this unit according to your pupils needs.	Questions and sentence structure on the planning guide can be used to develop some of the ideas below. What number are you on? What number did you roll? How many spaces do you need to move across? What number have you landed on? Look at this month in the calendar. What month is it? Which month comes before May? Which months comes after May? How many Mondays are there in this month? How many days are there in this month? Select a number card. Can you find it on a number line? Can you find it on a vertical number track? Look at these numbers. Are they in increasing or decreasing order?	♦ Games, resources and tasks from each week selected by the teacher. ♦ These should be selected based on the pupils needs as assessed by the teacher.

Experience Maths through **Water** play

Activities	Questioning	Provision
• Give pupils a range of water toys including sieves, water wheels and buckets. Ask pupils to investigate which toys they can pour water **through**. • Give pupils a range of water toys including sieves, bowls, jugs and buckets. Ask pupils to investigate which toys they can pour water **in to**. • Give pupils a range of water toys and objects including boats, stones, lollipop sticks. Ask pupils to investigate which objects will float on top of the water. • Give pupils a boat and some cubes. Ask pupils to count how many cubes they can fit on to the boat without it sinking.	Which toys can you pour water through? How do you know that you can pour water through the sieve? What does the water travel through? Which toys can you pour water in to? How do you know that you can pour water in to the bowl? Why doesn't the water travel through the bowl? Which objects will float on top of the water? How many of the objects will float on top of the water? How many cubes are there in your boat? How many more do you think you will be able to add to the boat without it sinking? Will the boat hold more or fewer marbles than cubes? Why will the boat hold more cubes than counters?	♦ Sieves, colanders, water wheels. ♦ Buckets, bowls, pans, plates. ♦ Boats, stones, lollipop sticks, counters, marbles. ♦ Cubes.