

Continuous Provision Cards – Summer 1

Objectives

Shape, space and measure

- Recognise, create and describe patterns with shapes.

Number

- Count reliably with numbers 0 to 20.
- Place numbers 0 to 20 in order.
- Solve problems, including doubling, halving and sharing

Vocabulary

shape, flat, solid, 2-D, 3-D, triangle, square, rectangle, circle, straight, curved, side, edge, corner, vertices, vertex, pattern, repeat, same, continue, create, describe, before, after, first, next, numbers zero to 20, how many?, count, up, from, on, back, more, fewer, less, greater, group, double, half, altogether, left, share, group, equal

Experience Maths through **Creative** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> • 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 pattern. • Include questions that encourage pupils to count and group shapes and objects. • Provide pupils with a range of materials and ask them to create a poster to represent any number within 20. • Sing a range of number songs involving numbers within 20. 	<ul style="list-style-type: none"> • What can you tell me about the pattern that you can hear? • Listen to the pattern [clap, <i>pause</i>, clap, clap, clap, <i>pause</i>, clap, clap]. What comes next in the pattern? • How many claps come before [pause]? • How many claps come after [pause]? • What can you tell me about your shapes? • Which shape comes before the smallest circle? • Which shape have you put after the largest triangle? • How many triangles are there? • Have you got more or fewer squares than triangles? • Describe your number collage. How does it represent your number? 	<ul style="list-style-type: none"> ♦ <i>Big Picture</i> songs and music ♦ A range of number songs and rhymes ♦ Paper shapes, plastic shapes, a range of collage materials

Experience Maths through **Construction** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> • 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 	<p>Can you travel through the tunnel?</p> <p>Can you roll a ball between your legs?</p> <p>Is [insert name] travelling over or under the bench?</p> <p>What can you say about where [insert name] is?</p> <p>What must I do with the egg and spoon?</p> <p>How many triangles would there be if I added two more?</p>	<ul style="list-style-type: none"> ♦ 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
<ul style="list-style-type: none"> • Use the animals on the display to create patterns. • Count the different animals on the display. • Place the animals in groups of 2, 5 and 10 and practise counting them. • Display a grouping and sharing question for pupils to solve. There should be enough animals for pupils to be able to solve the problem. 	<ul style="list-style-type: none"> • How can we create a pattern using the cows and the hens? • How can we make this into a pattern? • How many hens are there altogether? • Arrange the cows in groups of 5. How many cows are there altogether? • There are 2 cows in one field. There are 5 cows in the other field. How many cows are there altogether? • How can we use counters to solve this question? • What else could we use? • The farmer has four hens after selling half of his hens. How many hens did the farmer have before he sold half of them? • How do you know? 	<ul style="list-style-type: none"> ♦ Create an interactive display of 'dingle dangle scarecrow'. <p>Include:</p> <ul style="list-style-type: none"> ♦ animals that can be used to represent grouping and sharing, addition and subtraction (place sticky backed hook and loop fasteners for pupils to manipulate), characters from the <i>Big Picture</i> songs, addition and subtraction questions for pupils to solve, a 0 to 20 horizontal number line, a vertical number line 20 to 0. ♦ Grouping and sharing questions for pupils to solve, for example, there are two cows in each field. There are five fields. How many cows are there altogether? There are 20 hens. What is half of 20?

Experience Maths through **Role** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> • Ask the vet to instruct the owner of the pet where to put the animal using key vocabulary. • Ask the Receptionist to create some appointment cards and write the appointments in the diary. • Ask pupils to problem solve using numbers within 20. • Develop the concept of time by referring to the calendar, clocks and appointments 	<ul style="list-style-type: none"> • Can you place the dog on the bench? • Can you place the cat in the basket? • Can you place your bag under the bench? • Can you sit on a chair? • The waiting room is full, Can you wait outside the veterinary surgery? • Can you write an appointment for [insert name] to bring their dog to the vet's tomorrow morning. • Your dog must have a pill in the morning and a pill in the evening. How many pills does your dog need each day? How many pills will you need for five days? • When is your appointment? • When will you have to bring your cat to the vet again? • Have you had to wait long for your appointment? 	<p>Create a veterinary surgery.</p> <ul style="list-style-type: none"> ♦ Props include vets uniform, vets bag, rubber gloves, soft toy animals, benches, bandages, medicine bottles, syringes, stethoscopes, thermometers, old x-ray pictures, collars, scales. Baskets for carrying pets in, money, clocks <p>Waiting area:</p> <ul style="list-style-type: none"> ♦ Table, chairs, telephone, note pad, reference books about animals, posters, appointment book, diary, calendar <p>Patient's room:</p> <ul style="list-style-type: none"> ♦ Bench, vet tools

Experience Maths through **Sand** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> • Search and sort different seeds. • Practise using key vocabulary when talking about time. • Practise counting a range of objects within 20. • Write numbers 0 – 15 on the shells. Ask pupils to select two numbers and compare the numbers. Ask pupils to practise placing numbers 0-20 in order • Use mark making to investigate grouping. 	<ul style="list-style-type: none"> • How many seeds are there in the red container? How many seeds are there in the yellow container? How many seeds are there altogether? • There are 10 seeds in this group. There are five seeds in this group. There are five seeds in this group. How many seeds are there altogether? • Which is greater, 14 or 19? • Which is less, 14 or 19? • You have the numbers 14, 4 and 10. Can you place them in decreasing order? • Draw a group of lines using a rake. How many lines has the rake made? [<i>The rake has made four lines.</i>] • How many lines would there be if I drew the same again? What is four doubled? What are two groups of four equal to? [<i>Two groups of four is equal to eight. Eight is four doubled.</i>] 	<ul style="list-style-type: none"> ♦ Containers that differ in shape, size and colour ♦ A range of materials such as buttons, shells, counters, animal counters ♦ Spades, spoons, cups, buckets ♦ Rakes, lollipop sticks and other tools for mark making in wet sand

Experience Maths through **Small world** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> • Explore the different ways of placing five plants on two shelves. • Arrange plants and flowers in different patterns. • Display a grouping and sharing question for pupils to solve. There should be enough animals for pupils to be able to solve the problems 	<ul style="list-style-type: none"> • How can we place these five plants on two shelves? • How many different ways can you find to place the five plants on the two shelves? • How can we place these red and yellow flowers in a pattern? • How many different ways can you arrange red and yellow flowers in a pattern? • On Monday, the garden centre sold five flowers. On Tuesday the garden centre sold four flowers. How many flowers did they sell altogether? • How can we use counters to solve this question? • What else could we use? 	<p>Create a farm scene as the small world play area. This should be similar to the Maths Display to encourage pupils to develop their conceptual awareness. This is a concrete representation of the pictorial display.</p> <p>Include:</p> <ul style="list-style-type: none"> ♦ a field that can be used for grouping and sharing ♦ characters that can be used to represent characters from the Big Pictures, ♦ animals that can be grouped and shared ♦ grouping and sharing questions for pupils to solve. E.g. There are two cows in each field. There are five fields. How many cows are there altogether? There are 20 hens. What is half of 20? ♦ sentences about the scene using pattern, numbers within 20 and addition and subtraction.

Experience Maths through **Table top** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> A range of tasks from the year that have been selected by the teacher based on pupils' needs. Creating patterns using a range of shapes that differ in colour and size. 	<ul style="list-style-type: none"> 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? <p>Look at this pattern.</p> <ul style="list-style-type: none"> What can you say about the pattern? Which shape comes before the circle? Which shape comes after the circle? How many triangles are there in the pattern? <p>Select a number card.</p> <ul style="list-style-type: none"> Can you find it on a number line? (horizontal and vertical) Can you find one more on the number line? Can you find three less on the number line? <p>Look at these numbers.</p> <ul style="list-style-type: none"> Are they in increasing or decreasing order? 	<ul style="list-style-type: none"> This term, teachers should select a range of tasks from the year and encourage pupils to apply their learning in different contexts. Tasks should be selected based on pupils needs and should enable pupils to apply learning within 20. Teachers should provide pupils with a range of shapes that differ in colour and size and example patterns for pupils to explore and recreate.

Experience Maths through **Water** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> • Give pupils a boat and some cubes. Ask pupils to count how many cubes they can fit onto the boat without it sinking. • Give pupils a range of containers. Ask pupils to count the cup-fuls needed to fill them and find out which holds more or less. 	<ul style="list-style-type: none"> • 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 marbles? • Which container do you think will hold more water? • Why? • How many cup-fuls did you need to fill the wider container? • How many cup-fuls did you need to fill the narrower container? • How many cup-fuls did you need altogether? • I have placed four cup-fuls in the wider container. How many more cup-fuls do I need to fill it? 	<ul style="list-style-type: none"> ♦ Sieves, colanders, water wheels. ♦ Buckets, bowls, pans, plates. ♦ Boats, stones, lollipop sticks, counters, marbles. ♦ Cubes.