

Continuous Provision Cards – Summer 2

Objectives

Shape, space and measure

- Compare objects and solve problems using everyday language to talk about size, weight, capacity.

Number

- Say which number is one more or one less than a given number.
- Using quantities and objects, add and subtract two single-digit numbers.
- Use everyday language to talk about money

Vocabulary

Length, size, weight, mass, volume, capacity, big, bigger, biggest, small, smaller, smallest, long, longer, longest, short, shorter, shortest, heavy, heavier, heaviest, light, lighter, lightest, more, less, most, least, same, equal, numbers zero to one hundred, how many?, count, up, from, on, back, more, fewer, less, greater, group, plus, add, more than, minus, subtract, less than, equal to, count on, count back, altogether, left, number bond, part, whole, money, pound, pence, cost, change, coins, notes

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. • Provide pupils with a range of materials and ask them to create a poster to represent the value of a coin. • Sing a range of number songs involving addition and subtraction, such as <i>10 Fat Sausages Sizzling in a Pan</i>. 	<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 coin poster? • How many 2p coins have the same value as a 10p coin? • Which other coins can be used to have the same value as a 10p coin? • There were 10 fat sausages in a pan. 1 popped and another banged. How many sausages are there left? 	<p>Include:</p> <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, glue, scissors, paint.

Experience Maths through **Construction** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> • Construct different vehicles. • Pupils will make vehicles with different numbers of wheels and that differ in length. • Construct a town. Include roads and buildings. Talk about the length of the roads and the number of vehicles on the different roads. 	<ul style="list-style-type: none"> • Can you place the vehicles in order of length? • What can you say about how you have ordered the vehicles? • Which vehicle has the most wheels? • How many wheels would there be if we added 2 more wheels? • How many cars are there along this road? How many cars are there on the other road? • How many cars are there altogether? • Which vehicle is the heaviest? • Why do you think that this vehicle is heavier? What do you notice about the number of bricks used in each vehicle? 	<p>Include:</p> <ul style="list-style-type: none"> ♦ a range of materials for construction, ♦ materials for creating a town, such as: large wooden blocks, boxes that differ in shape and size, bridges, tunnels ♦ construction materials for creating vehicles.

Experience Maths through **Maths Display** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> Create a display similar to <i>10 Little Cyclists</i>. Include images of cyclists, cars, lorries, etc. that can be added and removed using hook and loop fasteners to represent addition and subtraction equations. 	<ul style="list-style-type: none"> How many cyclists are there on the road? How many would there be if there were six more on the road? How many people would there be riding a bike if four people got off theirs? There are seven red lorries. There are nine blue lorries. How many lorries are there altogether? How many cars can fit along this road? Can more or fewer lorries fit on this road? Why can more cars fit along the road than lorries? Each driver has to pay 10 pence to park a car. How much would the driver pay to park on Monday, Tuesday and Wednesday? 	<p>Create an interactive display of <i>10 Little Cyclists</i>.</p> <p>Include:</p> <ul style="list-style-type: none"> different vehicles that can be included using hook and loop fasteners a whole–part model an area to record different equations a bus station a train station a 0 to 100 horizontal number line a vertical number line 0 to 100 a bead string.

Experience Maths through **Role** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> • Make tickets for journeys. • Compare the number of people in each carriage • Use money to pay for tickets • Use coins to give change 	<ul style="list-style-type: none"> • How much is a ticket to London? • How much is a ticket to the seaside? • Which costs more? • Is it cheaper to travel to the seaside or to London? • A magazine costs 15p. I have a 20p coin. How much change should I receive? • How many people are in the first carriage? • How many people are there in the second carriage? • How many people are there altogether? • There are 19 people on the train. Six people get off. How many people are left on the train? • There are 16 people getting on an empty train. Up to ten people can sit in a carriage. How many people might be in each carriage? 	<ul style="list-style-type: none"> • Create a train station with a train. <p>Props include:</p> <ul style="list-style-type: none"> • a counter with a diary, till, tickets, money • a platform with seats • a train with carriages • uniforms • suitcases and clothes for pupils to pack • posters and magazines about different destinations • a light signal.

Experience Maths through **Sand** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> • Explore the capacity of a range of containers that differ in shape and size. • Explore filling containers with materials that differ in shape and size. 	<ul style="list-style-type: none"> • Which container holds the greatest amount? • Which container holds the least? • Why does the tall container hold less than the shorter container? • How many pebbles are needed to fill the pot? • Will you need more or fewer pine cones than pebbles to fill the pot? • How do you know the containers have the same capacity? • Five pine cones are needed to fill a cup. How many pine cones are needed to fill two identical cups? How many pine cones will you need to fill four identical cups? • You have 20 conkers. How many will you have left if you place eight in a jug? 	<ul style="list-style-type: none"> ♦ Provide a range of containers that differ in shape and in size. ♦ Include containers that have the same capacity. ♦ Include materials that differ in shape, texture and size, such as sand, pebbles, stones, shells, pine cones, conkers.

Experience Maths through **Small world** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> • Explore the different ways of placing 16 cars in a car park. • Put the vehicles into different sets. • Display an addition and a subtraction question for pupils to represent using the different vehicles. • Create different vehicles for the car park and describe them. • Change the fee for parking at the car park each day or week. 	<ul style="list-style-type: none"> • How can we place these 16 cars in four rows? • How many different ways can you find to place the 16 cars in the four rows? • How can we place these red and blue cars in a pattern? • How many different ways can you arrange the cars in a pattern? • This week it will cost 20p to park your car. Which coins could you use? How many different ways could you use the coins to pay 20p for the parking? 	<p>Create a car park in the small-world play area.</p> <p>Include:</p> <ul style="list-style-type: none"> • different vehicles • characters that can be used to represent drivers • addition and subtraction questions for pupils to solve • money for paying the car park.

Experience Maths through **Table top** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> • Display a range of tasks from the year that have been selected by the teacher based on pupils' needs. • Explore how to solve a range of addition and subtraction equations. The position of the equals symbol should vary in the equations, for example, <ul style="list-style-type: none"> $\square + \square = \square$ $\square = \square + \square$ $\square + \square + \square = \square$ $\square = \square + \square + \square$ $\square + \square = \square + \square$ $\square - \square = \square$ $\square = \square - \square$ $\square - \square - \square = \square$ $\square = \square - \square - \square$ $\square - \square = \square - \square$ 	<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 this equation.</p> <ul style="list-style-type: none"> • How can a bead string help you to solve it? 	<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, 50 and 100. ♦ Teachers should provide pupils with a range of equations to explore. The position of the equals symbol should vary to enable pupils to develop a depth of understanding about the concept of 'equal to'.

Experience Maths through **Water** play

Activities	Questioning	Provision
<ul style="list-style-type: none"> • Explore the capacity of a range of containers that differ in shape and size. • Explore filling containers with materials that differ in shape and size. 	<ul style="list-style-type: none"> • Which container holds the greatest amount? • Which container holds the least? • Why does the tall container hold less than the short container? • How many pebbles are needed to fill the pot? • Will you need more of fewer pine cones than pebbles to fill the pot? • How do you know the containers have the same capacity? • Five pine cones are needed to fill a cup. How many pine cones are needed to fill two identical cups? How many pine cones will you need to fill four identical cups? • You have 20 conkers. How many will you have left if you place 8 in a jug? 	<ul style="list-style-type: none"> ♦ Provide a range of containers that differ in shape and in size. ♦ Include containers that have the same capacity. ♦ Include different materials that differ in shape and size, such as water, pebbles, stones, shells, pine cones, conkers.