

Our Continuous Provision Curriculum

Mathematics

We encourage the children to pose their own problems, with a range of possible solutions. For instance, with construction materials, children can decide to make a car for collaborative play, make houses for the three bears or make an abstract pattern.

Our practitioners make use of a wide range of activities to support the children’s mathematical learning. They create problem solving opportunities by providing resources and by giving children responsibility within everyday routines and activities.

During play, practitioners pose an appropriate challenge, like, ‘What’s the biggest arch you can make with the blocks?’ Also, problem solving is planned into routine situations, like sharing fruit, following a recipe and finding out how many place settings are needed at lunchtime.

Projects and stories offer opportunities for children to explore bigger problems, such as deciding by voting, redesigning an area, resolving a dilemma for story characters, or giving instructions for making a hat for a giant, and these can be the focus of group discussions.



Areas of learning covered in this aspect; Communication and Language; Mathematics, Personal, Social and Emotional, Understanding the World, Expressive Art and Design, Physical development and Literacy.