

Mathematics in EYFS at Starbeck Primary Academy



At Starbeck School adults and pupils in EYFS display real enthusiasm and enjoyment for maths. Maths learning is fun and part of everyday life in Nursery and Reception.

As a school we believe the objective of those working in Early Years is to make sure all children develop firm mathematical foundations in a way that is engaging and age appropriate. Early mathematical knowledge and language are key in a child's mathematical development.



Nursery

In Nursery children take part in a range of learning activities that involve maths and counting. Such as listening to stories, singing and making music, drawing and painting, measuring and along with a lot of free play. There are three specific types of learning.

- *Playing and exploring: investigating and experiencing things, and 'having a go'
- *Active learning: concentrating and persevering if they encounter difficulties, and enjoying their achievements
- *Creating and thinking critically: developing their own ideas, making links between ideas, and developing strategies for doing things.

Children will learn to explore objects, count, sort and match, recognise numbers and begin to write numbers. Language and discussion are at the heart of learning in Nursery, where adults model and develop pupil's communication and language in all areas of the curriculum.

The Mathematics Curriculum

Teachers follow the new EYFS Curriculum:-Development Matters in Nursery and Reception. In Reception teachers also use the White Rose Long term planning alongside with the rest of our school. To ensure consistency across classes in Reception, Teachers plan and work closely alongside one another and with support from our Early Years Foundation stage Leader.

There are six key areas of mathematical learning that provide a platform for children's maths learning throughout Primary School. These are: -

- *Cardinality and counting
- *Comparison
- *Composition
- *Pattern
- *Shape and Space
- *Measures



Reception

Teachers provide rich opportunities for children to explore maths through high quality provision in our Reception classrooms. Activities are engaging and often cross curricular. Teachers enable pupils to master concepts through high quality resources and



representations.

A wide range of learning opportunities are provided each week in Reception to enable children to develop these six key areas.

These will include whole class teaching sessions, focused teacher led maths activities and independent learning in the areas of provision. This includes maths activities indoors and outdoors.



Resources we use

Many everyday/natural items or toys are used to teach maths and engage children in their learning.

Other maths equipment resources used in Reception are:-

- Numicon, tens frames and counters.
- Number lines/tracks/squares/cards.
- Part whole model representations
- Games that involve dice, shapes, tracks, counting, adding.

Numberblocks programs and characters are also used as a tool to aid the children's learning and engagement of maths.



0	1	2	3	4	5	6	7	8	9	10
	1 dot	2 dots	3 dots	4 dots	5 dots	6 dots	7 dots	8 dots	9 dots	10 dots

Challenge and transition to Year 1

Challenge is part of everyday learning in the maths provision in Reception. Children are encouraged to explain concepts and knowledge using mathematical stem sentences and using the correct language. The resources used such as number blocks, Numicon, part



whole models, enable challenge and problem solving/reasoning activities are part of adult led tasks. To develop fluency and recall of facts Reception also focus upon KIRFs every half term. All of which contribute to our transition of pupils into Year 1.

End of Reception maths expectations

Number

Children have a deep understanding of the numbers to 10, including the composition of each number. They can subitise (recognise quantities without counting) up to 5. They can automatically recall number bonds to 5



(addition and subtraction) and some number bonds to 10.

Numerical patterns

Children can verbally count beyond 20, recognising the pattern of the counting system. They compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

**We love
Learning**

**Maths
is fun!**

Maths

