



'Together we unlock potential and learn for life'

Teaching Early Mathematics

Nursery

Many activities take place to promote counting, number recognition, curiosity of shapes and the ability to begin to use them for appropriate tasks. Children become aware of numbers and shapes in their environment and will begin to count amounts and match numbers to quantity through a variety of rhymes, songs, stories and Ten Town characters. Children are activity encouraged to embed their curiosity of numbers and shape through the continuous provision, where taught concepts are available to be explored through play.



Reception

Children in Reception have opportunities to apply their developing Mathematical knowledge and skills within differentiated and tailored Maths lessons and through their continuous provision, which takes place once a day. Here, children have a variety of opportunities to continue to develop their counting skills, recognise numbers to 20, count out from larger groups, count from irregular arrangements (not in a line), match number to quantity, begin to develop their vocabulary in + and -, use language for more and less of set of objects, start to record through markings that they can explain, begin to explore measures, including time and money, recognise, create and describe patterns, double, half and share practically and begin to describe 3D shapes and are everyday objects.

Children are assessed as a baseline when they enter Reception and continually assessed against the 'Development matters' and our 'I can statements'. During the summer term we assess against the Early Learning Goals to ensure children continue to make progress.

We ensure that children progress in their Mathematics knowledge through:

- Daily Maths sessions.
- The use of Ten Town to help with number recognition, counting and matching number to quantity.
- Children are encouraged to use and apply their Mathematical knowledge in independent work, guided Maths sessions and through the continuous provision, where children are able to embed their learning of the previous week.
- A Maths working wall, which promotes Mathematical language and current learning.
- Regular assessments which are then used to inform planning and cover gaps.
- Clear, high expectations and three assessment points throughout the year, which are reviewed and monitored - interventions are put into place for those children who need extra