Learning and enjoying being mathematical!

Our EYFS maths curriculum is based upon a desire for the children to enjoy being mathematical – No one is bad at maths. Opportunities for mathematical learning can happen anywhere and are practical wherever possible. What matters is building our children's confidence and their willingness to have a go, whether at counting, construction or shape puzzles. As supportive relationships are so important, it is imperative for us to find activities that not only children enjoy, but that adults can enjoy too and base our learning around this. Recognising the maths in everyday activities helps our children's mathematical learning even further. When playing and in everyday routines, such as having a snack, children can learn lots of maths.

We aim for children to:

- enjoy the maths they are taught;
- notice and appreciate maths in the world around them;
- have a positive attitude towards learning maths and expect to be successful;
- acquire a strong fluency in basic number facts and procedures;
- calculate using a range of strategies, choosing the most efficient methods;
- talk and reason about their understanding, using precise mathematical language;
- identify underlying structures, patterns and relationships;
- approach problems with resilience and creativity;
- have a deep conceptual understanding, representing key ideas in diverse ways and appreciating connections between different areas of the curriculum;
- develop both decision making and logical thinking;
- apply and develop their mathematical understanding and knowledge in all other areas of the curriculum;
- work both collaboratively and independently.

Starting in September 2022, Reception have also been talking part in the Mastering Number project. The project's intention is to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. It has been an exciting addition to our maths curriculum and has pushed the children subitising, composition, comparison and counting skills.

Time for Independent Exploration

Our children are given plenty of time to freely explore the mathematical resources and activities on offer; to pursue their own interests and to make sense of what they see, hear and are taught. They need to do this independently as well as with other children. Adult engagement is essential in order to deepen their understanding and help them develop the confidence to play with and extend their ideas. With unrestricted time, children's independent play can often surpass adult expectations.

Working Together

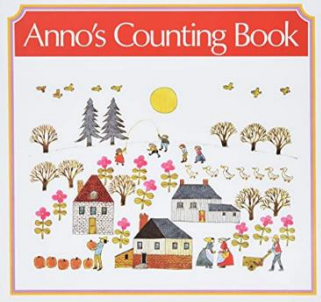
It is important that teaching staff and families work together to support mathematical learning, exchanging ideas and observations of children's interests and responses. In Reception, we are in continual contact with families regarding their child's progress have regular conversations about how the child is being mathematical both at home and in the classroom.

Games

Simple games can provide children with repeated opportunities to develop early maths skills and throughout the year, children are encouraged to play alongside an adult to observe the various maths skills involved, and once the game is familiar, they often develop the skills to play by themselves. Mathematical games are always accessible throughout the year in our Continuous Provision.

Books and Rhymes

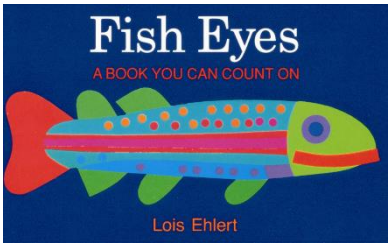
Books, rhymes and songs are a significant feature of our curriculum. Rhymes often consist of learning and repeating early number sequences alongside finger and body movements. Many valuable and meaningful contexts for young children's mathematical learning are made in this way. Picture books are particularly powerful at this age, containing rich and varied images of quantities and patterns for children to enjoy sharing with adults. Here are a few examples of story books that we use to enhance our maths teaching throughout the year.



Mitsumasa Anno

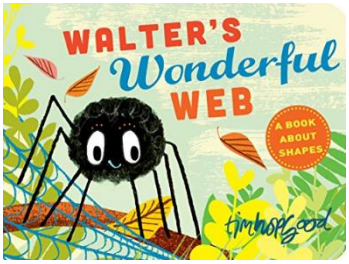
Numbers of varied things to spot,

in different combinations



Lois Ehlert

Counting fish and adding one more



Tim Hopgood

About the properties of shapes