

Westfield Community School



EYFS

Practice and Provision in Mathematics

INTENT

In the EYFS at Westfield we believe that Mathematical Development does not stand alone. For young child we believe that other key skills are developed alongside mathematics including the language of maths and the creative development strands of the EYFS which so readily prevail within mathematical development.

At Westfield we value the importance of the Prime areas of learning and the need for these to be fully embedded before children can fully embrace the mathematical elements of the specific area. Mathematical development can not be taught in isolation, and we believe that the enabling environments of our setting are equally as important to the discrete teaching which takes place.

We aim to meet the requirements of the new EYFS (2021) curriculum and believe that:

- Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.
- We should provide frequent and varied opportunities to build and apply their understanding.
- We aim to develop a secure base of knowledge and vocabulary from which mastery of mathematics is developed
- We believe that the curriculum should provide rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measure.

The main provision for Mathematical development is based around 'Deeper Learning' and it is our overarching aim that the pupils leave Reception at the end of the EYFS journey with a deeper understanding of numbers 0 to 10. We aim for them to develop a strong grounding in number and believe this is essential so that all children develop the necessary building blocks to excel mathematically as they move throughout the school.

We aim that 3 and 4 year olds will be able to:

- ✓ Develop quick recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers beyond 5. Say one number for each item in order: 1,2,3,4,5.
- ✓ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- ✓ Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.
- ✓ Talk about and explore 2D and 3D shapes.
- ✓ Using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- ✓ Understand position through words alone.
- ✓ Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
- ✓ Make comparisons between objects relating to size, length, weight and capacity.
- ✓ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc.
- ✓ Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

We aim that children in Reception class will be able to:

- ✓ Count objects, actions and sounds.
- ✓ Subitise.
- ✓ Link the number symbol (numeral) with its cardinal number value.
- ✓ Count beyond ten.
- ✓ Compare numbers.
- ✓ Understand the 'one more than/one less than' relationship between consecutive numbers.
- ✓ Explore the composition of numbers to 10.
- ✓ Automatically recall number bonds for numbers 0–10.
- ✓ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- ✓ Continue, copy and create repeating patterns.
- ✓ Compare length, weight and capacity.

IMPLEMENTATION

In the EYFS at Westfield, the curriculum for Mathematics is a high priority and is embedded within cross curricular topics which are often led by children's interests as well as discrete teaching. However, most importantly, it leaves time for 'real' life experience and problem solving and exploration to develop children's enquiring mathematical minds.

Provision for Mathematics is catered for across four main areas of daily practice:

Continuous Provision:

A number rich environment

Maths challenges in areas of the classroom

Daily Maths activities

Outdoor area – promote children’s understanding of numbers in the environment.

Maths area designed to promote independent access to maths resources and provide children with opportunities to develop and consolidate skills and knowledge.

Adult Focused:

Daily maths activities designed to develop and extend children’s maths skills and provide great depth in mathematical understanding (Mastering Number).

Weekly shape, space and measure activities (WRH).

Adult focused activities planned to provide overlay learning and numerical understanding.

Experiential maths activities – designed to provide concrete learning experiences.

Mastering Number:

The programme aims to secure firm foundations in the development of good number sense for all children. The aim over time is that children leave KS1 with fluency in calculation and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception and progression through KS1 to support success in the future.

Benefits

- Pupils will develop and demonstrate good number sense.
- Develops children’s mindset to look for mathematical relationships.

Group Intervention / Targeted Keyworker Time

Identify gaps in learning and cater for individual learning needs.

Number Blocks

Individual 1 to 1 Support:

Use of class profile as a means of providing targeted supported for children struggling with key concepts.

Parental Involvement

At Westfield we encourage our parents to support mathematical development with their child at home by:-

- Coming into school when invited to stay and play sessions focused on maths.
- Maths activities go home on a weekly basis designed to develop key skills and concepts and to share practice with parents and provide them with a means of supporting their child at home
- Maths homework tasks e.g. number of the week

IMPACT

We audit our provision of Mathematics on a regular basis to ensure that all children's learning is being catered for at all stages of development. Our class profiles show a commitment to constantly reviewing and adapting practice as and when children's needs change.

Children's attainment and progress are tracked formatively using the ongoing observation and assessment. These are recorded on our target tracker system. We ensure a child's learning journey is reviewed on a daily basis to ensure accelerated progress within the mathematics strands.

Westfield Foundation Phase Team