**Maths in the Early Years**

As with all learning within the Early Years Foundation Stage Maths teaching and learning opportunities are planned for and experienced in a variety of ways, balanced across each day and week including:

•**Child Initiated Activities** - children make choices from within the learning environment to meet his/her outcome for learning.

•**Adult Initiated Activities**- practitioners provide the resources to inspire, promote and consolidate learning.

•**Adult Led Activities** – Children engage in planned activities with a practitioner that are designed to meet specific learning outcomes; this includes whole class, large and small group teaching.

Continuous Provision for continuing children’s learning and development, linked to each Area of Learning, within the environment are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

**The Maths ‘diet’ in Early Years**

Maths is one of the Specific Aspects of Learning within the Early Years Foundation Stage framework and is split into two distinct areas – Number and Shape, Space and Measure.

Every day specific Maths ‘fluency’ activities are planned for with all children being involved in specific activities to develop and embed key Maths skills and principles in relation to Number. Embedded routines within the day are also explicitly linked to key Maths concepts such as time and sequencing.

Specific objectives are planned for each week and taught as part of whole class and small group adult led activities. All planned activities are linked to Development Matters and the Early Learning Goals later in the year, children’s stages of development and matched next steps in learning using detailed ‘Objective Led Planning’. All adults use this planning document to annotate observations and feedback of children’s learning which then feeds into planning their next steps in Maths.

In addition to this Maths opportunities are also planned into the continuous provision within the environment as part of the weekly planning process. Opportunities to explore, investigate, revisit, consolidate and practise Maths skills are embedded within all aspects of the learning environment both inside and outside using real, concrete resources as well as enhanced by specific resources added by practitioners linked to key objectives that have been taught or are needing to be embedded. These opportunities are open ended with no ceiling, linking to the Mastery approach where all children have to opportunity to experience and embed their understanding at a greater level and to experience a full range of Maths concepts.

Children identified as being at a much earlier stage of development with their Maths skills or who are experiencing challenges in developing particular mathematical skills or understanding are given additional opportunities with an adult to revisit and develop either through specific focus activities or within their play, however the child is most motivated and engaged to learn.

**Assessment:**

The main EYFS assessment method is through practitioners’ observations of children in different teaching and learning contexts, including both adult led activities and child initiated play. All adults use the weekly objective led planning documents to annotate observations and feedback of children’s learning which then feeds into planning their next steps in Maths.

Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children’s learning. These observations are captured and recorded by all adults using the Tapestry Learning Journey app

On entry to school and then at termly intervals a summative assessment in all Areas of Learning, including Number & Shape, Space and Measure is made using the Development Matters age related bands and entered into the school tracking system Insight. Class teachers and senior leaders then analyse the data to inform next steps at individual, group, class and cohort level.

In June of their Reception year children are assessed against the Early Learning using the statutory goals and guidance in place. Children will be assessed as meeting the ELG, Exceeding the ELG or Emerging against the ELG. Assessment against the ELG and ELG+ criteria uses a ‘best fit’ approach. Attainment is reported to the Local Authority and to parents in children’s annual reports in July each year. School are regularly moderated to ensure the accuracy and validity of teachers’ judgements. Nunnery Wood Primary School Early Years were moderated in May 2019.

**Parental engagement and communication:**

In the Spring and Summer terms bi-weekly ‘Look and Learn’ sessions are held where parents are invited into school for a half an hour session to join in with their child’s learning in their class. Each week’s session is linked to a specific area of learning or theme and both Number and Shape, Space and Measure are included in the Spring term. Parents are also information about what their child is learning, the mathematical skills and concepts they need to secure and ways in which they can support this at home with their child.

During the Summer term ‘Maths Detectives’ home learning challenges which are fun and practical are sent home regularly, linked to specific aspect of the Maths Early Learning Goal. Children and their families are encouraged to take part and either bring in or upload to their Tapestry Learning Journey what they have done at home to complete their challenge.

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