



Mathematics

Intention

In our delivery we include activities that involve the children beginning to count. Children will go on to learn about 'one more than' and 'one less than'. Children will learn to be able to count and sort items. They will begin to know some basic 2D shapes and colours. We promote an understanding to some simple mathematical language e.g., heavy, light, bigger, smaller, longer, shorter and to recognise some numbers of personal significance.

Implementation

Some examples of how and where we implement maths skills in our day-to-day activities:

- Puzzles and jigsaws
- Filling containers
- Counting
- Songs and rhymes using number
- Basic preposition - behind, next to, in front of, under, on top of
- Maths games, including 'What's the time Mr Wolf'
- They will begin to learn and recognise some basic 2D shapes and colours
- Identifying shapes: circle, square, triangle, rectangle, (hexagon) through play and games

As the children transition from Sparks to Flames room, maths skills are developed further, some examples of activities used to support this include:

- Recognising numbers by sight
- Knowing what numbers are
- Heights and shoe size - the concept of growing/a size smaller or bigger than
- The touch table game

Impact

Children will develop a sense of how to use maths to describe things such as routine. This gives them a sense of independence and autonomy. E.g. snack time/going home time.

Developing maths skills gives children a sense of what 'value' means.

Working on maths skills can help children understand the concept of making mistakes, and not being afraid of this.

