

## Mathematics Policy

We are keen to enable children to engage with mathematics through their play, accessing fun, enjoyment and the joy of learning and making links into their world.

We utilise the guidance from the revised EYFS to support us to fully develop a child's engagement with and understanding of the use of mathematical skills. Children must be supported in developing their understanding of mathematics including numbers, space shape and measure, problem solving and reasoning in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They must be provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use.

- Babies' and children's mathematical development occurs as they seek patterns, make connections and recognise relationships through finding out about and working with numbers and counting, with sorting and matching and with shape, space and measures.
- Children use their knowledge and skills to solve problems, generate new questions and make connections across the other areas of Learning and Development.

**We believe good quality Maths learning is evident in many everyday experiences and our role as adults is to draw out these opportunities through:**

- **Using mathematical language as appropriate to age and stage of the child**– bigger/smaller; longer/shorter; 2.D shapes - square/circle/rectangle/triangle; numbers 0-10; Count each one; same different; patterns; full/empty; adding/taking away; more than/less than; symmetry; heavy/light; under/ over/ beneath/ in front of/ behind/ beside; problem solving; time - yesterday, today, tomorrow, now, then, later; ordinal numbers - first, second, third; divide - 'one for you and one for me'; one more, one less; 3.D shapes – Cube/cuboid/prism/cylinder/cone.
- **Drawing children's attention to mathematical learning** – 'Oh look, you have showed me there are 5 buttons with your fingers'
- **Supporting children to understand mathematical concepts by playing alongside** – 'I like the way you have put the snakes in order of size from shortest to longest'
- **Extending children's mathematical learning through asking open-ended questions which challenge children's thinking** – 'What do you think may happen next if you pour some more water into the tube?' I wonder what would happen if ..... What might happen next... When.....How.....Which is the Longest....how do we know?.....
- **Mathematical mark making** – enabling children to record their mathematical thinking
- **Develop Sustained Shared Thinking** - when an adult engages a child in high-level thinking through asking questions or modelling play to move the child's learning on.

**Treasure Play**, which engages children using everyday open-ended resources, [Treasure Play Policy march 2017.doc](#) provides an early mathematical experience for Babies and very young children as they are engaging in problem-solving through their use of their five senses. Treasure Play enables babies to extend their thinking skills. As adults, we can use the strategies listed above to support children with their mathematical learning.

We utilise the following resources: to support mathematical learning through play Rulers and measuring tapes, Weights, scales and balances, Number lines, Numbered bikes and parking spaces, Timers – sand and digital, Measuring jugs, Sets of resources for sorting, ordering, counting and labelling, Shape sorters/puzzle, Shapes – 2.D and 3.D, Numbers, Bricks and blocks,

Calculators, Clock/s – at a low level and/or alarm clock, Number rhymes and books with ascending and descending numbers.

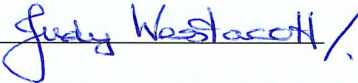
To reflect the EYFS we ensure that mathematical concepts and play are accessed throughout the play provision and have a dedicated Curriculum Lead to audit our resources and skills.

We understand the cross curricular nature of mathematics and seek to raise our awareness as adults of how we can use our skills to increase a child's curiosity about number, shapes, space and measures.

Policy formulated on: March 2011

Policy last reviewed on: Feb 2020

Signed:

A handwritten signature in blue ink, reading "Judy Westacott", is written over a horizontal line. The signature is cursive and includes a large flourish at the end.