

## Maths

**A Unique Child** +  
**with teaching and support from adults**

**Positive Relationships**

+

**Enabling Environments**

**= Learning and Development:**

**Aspects:**

Personal, Social and Emotional Development – Self Regulation – 1, Managing Self – 2, Building Relationships - 3

Communication and Language – Listening, Attention and Understanding – 1, Speaking - 2

Physical Development – Fine Motor Skills - 2

*Key: aspects underlined are a particular focus of this area*

Literacy – Writing - 3

Mathematics – Number – 1, Numerical Patterns - 2

**Characteristics of Effective Learning:**

Playing and Exploring (engagement) – Finding out and exploring, Playing with what they know, Being willing to ‘have a go’

Active Learning (motivation) – Being involved and concentrating, Keeping on trying, Enjoying achieving what they set out to do

Creating and Thinking Critically (thinking) – Having their own ideas, Making links, Choosing ways to do things

Key Resources	Points to Consider	Effective Practice	Vocabulary/Key questions
<ul style="list-style-type: none"> <li>• Maths related books</li> <li>• Games</li> <li>• Whiteboards and pens</li> <li>• Numicon</li> <li>• Counters</li> <li>• Number cards</li> <li>• Number stones</li> <li>• Counting animals</li> <li>• Numberlines</li> <li>• Tens frame</li> <li>• Log slices</li> <li>• 2D and 3D shapes</li> <li>• Rulers, tape measures</li> <li>• Wool/string, ribbon</li> <li>• Scales</li> </ul> <p style="color: green;">A selection of the above plus capacity resources in the Water and Sand</p>	<p>Maths Area created to ensure it is explicit where children can access maths resources linked with maths session.</p> <p>Equipment clearly labelled in appropriate storage, which is easily accessible to children.</p> <p><b>Adult role:</b> Encourage appropriate use of equipment Support the children in their play Model play and skills Model and develop vocabulary Encourage children to tidy up and leave ready for the next person</p>	<p><b>Provide opportunities to:</b></p> <ul style="list-style-type: none"> <li>• Model, develop and extend</li> <li>• Use key vocabulary</li> <li>• Count using 1:1 correspondence (Slowly!)</li> <li>• Count in order</li> <li>• Count and stop (when you run out)</li> <li>• Match counting to numerals</li> <li>• Sort using colour, size, type</li> <li>• Make models, tessellate and talk about the shapes properties and names</li> <li>• Measure and model where to position modelling equipment</li> <li>• Weigh items and discuss</li> </ul>	<p>Counting, numbers, order, bigger, smaller, more than, less than, how many?</p> <p>Sorting, the same as, matching, different to, larger, smaller, colours</p> <p>Taller, longer, bigger, smaller, shorter, biggest, smallest, medium</p> <p>Full, empty, half full, half empty, to the top</p> <p>Share, equal, divided by, more than, less than, how many pieces, is that fair?</p> <p>Shape names, shape properties, sides, corners, faces,</p>