



Aldermoor Farm Primary School
Our Intent, Implementation and Impact for Early Years **Mathematics**

Intent

- To ensure that children develop a strong grounding in number and a secure base of mathematical knowledge and vocabulary.
- To provide the children with rich opportunities to develop their spatial reasoning skills.
- To provide the children with frequent and varied opportunities to build and apply their understanding of maths using manipulatives and a maths rich stimulating indoor and outdoor environment.
- To support children to develop positive attitudes and interests in maths and ensure that all members of the EYFS family (Children, families and staff) have a growth mindset.
- To prepare children with the understanding and skills needed for the next stage of their learning journey in KS1.

Implementation

In the Early Years Foundation Stage (EYFS), we relate the mathematical aspects of the children's work to the Development Matters statements and the Early Learning Goals (September 2020).

We continually observe and record 'snapshot' evidence to build a picture of the child's mathematical understanding, knowledge and correct use of mathematical vocabulary. Staff within the Early Years regularly discuss the children's progress. The information that is gathered informs planning and the children's next steps.

Mathematical development is implemented through planned, purposeful play, self-selection of easily accessible quality maths resources and through a mix of whole class and small group teaching. We use a range of planning resources including those provided by the White Rose Hubs and NCETM (Numberblocks). To support our lessons, we have a range of mathematical resources in classrooms including, natural resources, place value counters, fives and tens frames, counting sticks, Numicon etc.

Through our well-planned lessons, the environment, adult interactions and teaching we provide the children with a strong grounding in number. Children are given opportunities to practise and improve their skills to enable them to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. Children are also given opportunities to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

Where possible the children's own mathematical interests are used by the adults to engage the children in higher level thinking and deeper learning. Child initiated learning is valued and encouraged. There are opportunities for children to encounter Maths throughout the EYFS (both inside and outside). The environment is used to ensure the children's needs are met through continuous provision and enhancing this provision.

We support the Characteristics of Effective Teaching and Learning. We encourage good attitudes to learning, like curiosity, willingness to 'have a go', determination, persistence, and concentration. We encourage the children to develop positive interests in mathematics. We encourage them to talk to adults and peers about what they notice and not be afraid to make mistakes.

Summative assessments are made on our summative assessment system (DC Pro). Progress is then discussed in termly Pupil Progress Meetings.

Impact

- Children in nursery and reception make accelerated progress from their individual starting points. We strive to ensure that children make accelerated progress throughout the EYFS and ultimately reach the Early Learning Goals at the end of reception.
- The impact is shown through observations and assessments. Judgments are internally and externally moderated. Through tracking, gaps are identified and practitioners support children to close these gaps, to ensure that all children make good progress.
- The needs of individual children are met through the provision and high quality first teaching and if appropriate targeted interventions
- The impact of frequent and varied opportunities, a rich learning environment a growth mind set approach, a strong grounding in number and use of mathematical vocabulary will show confident and engaged children who can talk about maths.
- What we implement will prepare the children for their next stage of their learning journey which will help them to become lifelong learners and valuable future citizens