



Colyton Caterpillars Early Education

Early Years Mathematics Policy

This policy was agreed by trustees/staff:	
Date of last review:	July 2024
Date of next review:	January 2025
Reviewed by:	K.Clode

The nursery environment will encourage the development of mathematical language and the fundamental concepts involved within it. This area of learning includes counting, sorting, matching, seeking/noticing patterns, making connections, recognising relationships and working with numbers, shapes, space and measures, to make sense of the world around them. Mathematical understanding should be developed through stories, songs, games and both structured and imaginative play.

Visual maths will be taught throughout Nursery and Reception. The principle resource used to enhance visualisation in maths will be NUMICON.

Early Years experience will:

- Encourage an emergent sense of number, shape, space and measures using mathematical opportunities in the environment (small group times in Nursery/maths focussed session).
- Develop the child's sense of pattern and organisation.
- Provide real opportunities (practical activities) for sorting through everyday, meaningful and useful activities e.g. tidying up or replacing equipment.
- Plan to support the fundamental links between counting and matching through matching activities e.g. laying a table for four.
- Through observations and experimentation develop an awareness of comparison e.g. more/less, tall/short, big/little etc. leading to exploration of estimation and measurement and the use of mental imagery.
- Provide opportunities for counting.
- Encourage a sense of order e.g. 1-5, big-small, dark-light.
- Promote a sense of shape, space and size in all curriculum areas e.g. movement, modelling etc.
- Assist children in gaining an understanding of conservation/variance i.e. recognising that string is the same length straight or bent and that four buttons are four buttons regardless of shape or pattern.

- Aim to give children the confidence to make suggestions, guess, use any words that seem appropriate and just have a go!
- Recognise the link between the development of manipulative skills and social skills and the understanding of mathematical concepts.
- Make good use of opportunities to talk “mathematically” as children play, or take part in normal daily activities.
- Encourage connections to be made across their learning i.e. adapting things learnt to different situations.

Provision will include:

- Water and sand equipment: including bottles, funnels, containers of different sizes, cylinders, measuring jugs, moulds, buckets and spades.
- Threading equipment: including string, beads, reels, and sewing.
- Numbers: cards, magnetic, peg, beanbags, posters.
- Matching and sorting: including a variety resources e.g. materials and textiles, stones, colour counters and objects, shapes and sorting trays to enable sorting as well as addition, subtraction and problem solving.
- Weighing and measuring: including scales (for play and cooking) spoons, counters, various weighing resources.
- Puzzles and matching games.
- Numicon
- Magnetic numbers and number cards
- Puzzles and board games.
- A designated maths area both indoors and out.
- NUMICON

Mathematical opportunities will be utilised through all areas of the curriculum e.g. in regular cooking sessions and role-play, both indoors and outdoors.