

The mathematics curriculum at Parkview Nursery School

Vision Statement

The staff and governors of Parkview Nursery School believe that children need to become confident and competent in using key practical mathematical skills and language. This will help them make sense of the world around them and lay a firm foundation for their future mathematical development. We want children to have a positive attitude towards mathematical learning and use their skills across all areas of the curriculum.



Date: January 2020

Specific intentions of our mathematical curriculum

- To underpin children's future learning in mathematics by supporting, promoting and developing their understanding and knowledge of mathematical concepts in particular, numbers for counting and calculating, shape, measure and pattern.
- To fulfil the requirements of the EYFS enabling children to achieve the Early Learning Goal for Maths at the end of the Early Years Foundation Stage.
- To use hands on, practical everyday activities to provide opportunities for children to develop their understanding of mathematics.
- To provide fun activities that will promote mathematical development in an enjoyable way.
- To support children to transfer their maths knowledge across different activities.
- To support children to develop their characteristics of effective learning especially problem solving and critical thinking.



- To support the children to use their developing mathematical knowledge and understanding in a purposeful way by making connections between their learning and everyday life.
- To support the children to use mathematical language confidently in a range of contexts.

Broad Guidelines for Teaching and Learning Mathematics.

The staff will use the Development Matters statements in the EYFS alongside this document to help sequence the children's learning.

Mathematics should be taught through play and everyday activities such as going to the shops, laying the table or playing in the water tray.



Planning for mathematical development should be done for all areas of the nursery both inside and outside to ensure that all children have access.

Adults should respond to daily events to demonstrate how they make use of mathematics for example counting out the money at the shops, measuring a space to see if a new piece of equipment will fit or cutting a piece of fruit into enough pieces so that everyone can have some.

Activities which promote one to one correspondence such as putting a cake case in each hole on a baking tray.

Adults will make good use of the opportunities to talk mathematically to children as they play.

Adults will model correct mathematical language using every opportunity to do this, for example when lifting the big blocks comment on how big or heavy they are. When completing funky finger activities talk about how small and tiny the beads are. Children should be given the chance to count, match and sort a wide variety of resources, sounds and actions.

Adults should pose questions to challenge the children's mathematical thinking during everyday activities.

A wide range of activities can and should be used to develop mathematics such as stories, songs, games, imaginative play, sensory and creative.

Draw children's attention to numbers in the environment and what they mean they can then begin to notice their shape and from and begin to recognise them.

Give plenty of opportunities for rote counting to learn the number names and the order they come in when counting.

Teach by modelling, the way to match each number name to an object when counting to help the children develop the skill of one to one counting.

Emphasise that the last number they have said is how many objects there are in the group.

Support children to start to recognise small groups of objects without counting. Plan activities where children can compare numbers of objects in groups this will lead to early subtraction skills.



Plan activities where children can combine numbers of objects in groups this is the start of addition.

Sharing objects equally out is good practice for division and multiplication can be explored by adding groups of the same number of objects.

Understanding of the properties of shape is more important than knowing what all the correct names are although the correct names should be modelled to the children.

Children's attention should be drawn to how many corners and sides different shapes have and what shape are the faces of 3D shapes.

Children need to be able to recognise and explain the similarities and differences between different shapes and explore their properties such as which 3D shapes will roll and which will sit flat.

Look for shapes in the environment with the children.

Give plenty of opportunity to play with shapes 2D and 3D and practise fitting them together.

Draw the children's attention to patterns and provide opportunities for children to copy and make repeating patterns using a wide range of resources.

Adults should model positional language and encourage children to begin using this.

Simple measures of time can be introduced such as stop watches and egg timers.

Children should be encouraged to notice and describe the difference between different measures, for example which egg timer is the fastest.

Initially children can do direct comparisons of size to measure and begin to understand and use the correct language of size.

Parents will be helped to support their child's mathematical development through sharing examples of the children's learning in maths on wall displays and in their learning journeys. They will also get opportunities to take home a maths learning bag with a simple activity inside to play with their child.



Monitoring and Evaluation

Group planning and planning for the environment is monitored to ensure the above guidelines are being followed.

Practice in nursery is observed.

Children's Learning Journeys are monitored and evaluated twice a year and part of this includes checking that all curriculum areas are being included.

Children's assessments are also moderated and evaluated and mathematics is included in this.

Review

Staff will review this document once every 2 years to ensure that everyone is familiar with it and understands the curriculum for mathematics and how it is implemented.

New staff will be given a copy as part of their induction.