**MATHEMATICAL DEVELOPMENT POLICY**

‘Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes’. EYFS 2021

Homerton Goal 10 particularly relates to this policy

|  |  |
| --- | --- |
| **CHILDREN**  **By following the Early Years Foundation Stage Curriculum, and the Characteristics of Effective Learning, children at Homerton are supported and encouraged to develop a deep and secure understanding of number, focusing on 0-5 initially and then 0-10, numerical patterns, and other mathematical concepts. We aim for all children to be confident mathematicians as they develop to their full potential in the following areas:**  **NUMBER**  **This area of mathematical development includes (but is not restricted to) children’s ability to**   * **Have a deep understanding of numbers, the composition of each number, as well as the relationships between numbers** * **Sort and match and categorise** * **Subitise i.e. start to recognise quantities without counting eg 2 or 3 objects together** * **Develop their understanding of number value, bonds and quantity** * **Understand the relationship between numerals and quantity**   **NUMERICAL PATTERNS**  **This area of mathematical development includes (but is not restricted to) children’s awareness of**   * **counting** * **exploring patterns in counting systems and make connections between these patterns** * **comparing quantities – more or less than a given number**   **We will also explore**   * **shape and space** * **size** * **time and sequences of events** * **volume and capacity** * **weight** * **length** * **height** * **2-D and 3-D shapes** * **money** * **position e.g. of one object relative to another**   **Children will explore these concepts at an age-appropriate level, make comparisons, examine differences and similarities, develop their spatial reasoning skills and use both standard and non-standard measurements. They will use a range of language including both their own, informal language to describe these concepts as well as encountering specific vocabulary related to them.**  **In the course of their mathematical development children will**   * **Engage in playful, open-ended opportunities so they can develop enquiring minds** * **Explore a wide-range of practical, meaningful activities to develop mathematical thinking, problem solving and reasoning** * **Be encouraged to enjoy and have fun with all aspects of mathematics so they can develop their learning with a positive attitude towards it.** * **Formulate and solve problems** * **Encounter new ideas to support their growing knowledge and understanding** * **Be encouraged to develop a practical, problem-solving approach** * **Encounter mathematical concepts across the curriculum, for example, through role play, songs, creative activities, construction, physical exercise, using technology etc.** * **Hear and have opportunities to use mathematical language and terminology both in English and in their home language where applicable and possible** * **Come across mathematical concepts and language across all areas of the curriculum encompassing both the indoor and outdoor environments** * **See examples of numbers shapes and other mathematical representations in the environment around them** * **Access mathematical learning through the appropriate use of ICT** * **Be supported to develop representations, maybe through mark-making, maybe through the use of other resources, of their own mathematical understanding (for example, making a tally as they score goals or adding a marble to a pot for each child who is at Homerton that day etc.)** | **ADULTS**  **We aim for our children to become confident, capable and enthusiastic learners of mathematics.**  **We are aware of the cross-curricular nature of early mathematical concepts and consider the role of the adult, in extending and enhancing mathematical development, to be a vital support for children’s learning.**  **We believe in building on the child’s natural interest in and existing experiences of mathematical concepts. We recognise that children sometimes exclusively show us their fascination with mathematics through their play so we observe and tune in to these interests.**  **We develop these interests both in breadth and depth through first hand, practical experiences.**  **In order to do this we will:**   * **Provide stimulating and challenging mathematical experiences.** * **Provide first hand experiences to make activities meaningful and relevant** * **Provide structured learning opportunities – some focusing on mathematical development and some drawing out the mathematical learning in other activities – and also respond to spontaneous opportunities for mathematical learning.** * **Create an environment where maths is a natural part of the daily curriculum. For example, opportunities within the daily routine while preparing and sharing snack or tidying and organising resources.** * **Model mathematical thinking and also to model and encourage the use of talk to verbalise thoughts and to develop thinking** * **Give children time for reflection, discussion and embedding of mathematical thinking** * **Teach and use correct mathematical language and encourage use of mathematical language in the context of play** * **Create a mathematically rich environment indoors and out, to include numbers, shapes and other mathematical terminology displayed as well as opportunities to interact with mathematical displays** * **Model mathematical mark-making & support children in their representations of their own mathematical understanding and to record their findings** * **Provide a maths “toolkit” (along with numerous other mathematical resources” to aid in the use of problem solving** * **Provide age-appropriate maths ICT programmes in the classroom on ipads** * **Include a wide range of relevant stories and rhymes to explore elements of mathematics** * **Provide opportunities to follow visual recipes and use maths while cooking** * **Support EAL children with their understanding of specific mathematic vocabulary and celebrate mathematical vocabulary in children’s home languages** * **Provide information directly to parents regarding how to develop their children’s maths skills at home using day to day experiences, for example by sending home “maths on the back” sacks and providing a parent workshop exploring mathematics.**   **Outdoors**  **Resources and Opportunities** forlearning in mathematical development outside can be bigger, messier, and louder than inside. For example,   * measuring larger plants and structures with non-standard and standard measure and making comparisons, for instance “I just threw the bean bag further than last time” * recognising and making patterns, in particular with natural materials * large construction with wooden blocks, large cartons and other construction materials to explore the properties of 3D shapes * counting, including in counting songs, games and parachute play and for a real purpose, for example, “how many seconds to run around the path?”   **Numerals, signs, photographs** and other systems for organising and storing resources encourage problem solving, for example “There should be 3 trucks but there’s only 2 therefore 1 is missing.” We ensure that children are exposed to printed and handwritten numbers in the outside environment as well as inside. |