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| **EYFS**  Maths  Maths is one of the Specific areas of the Early Years Foundation Stage  There are Early Learning Goals (ELG) within each area, we follow smaller steps for each pupil to support them onto their individual goals.  **Number**  Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5.  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  **Numerical Patterns**  Verbally count beyond 20, recognising the pattern of the counting system.  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | **Environment**  Our environment has different area of learning in the class, eg construction, creative, role play, and within each area there are opportunities to develop math skills and language.  We have;  Big and small items  Scales  Numicon  Numerals in the environment  Opportunities to match, collect, form numbers  Books with math language are available in the different areas as well as our reading area.  During our daily snack and lunch time we use math language, cutting food in half, quarters, asking for more, noticing how many are left etc  Outside we have maths opportunities on a bigger scale, eg large scales, big construction, investigative area to mix or make, large scale water area, with buckets, guttering, pipes, funnels etc to develop maths language and skills or pouring, measuring, weighing, matching etc. | **Role of Support staff**  Our support staff are familiar with each area of the environment and the maths focus for the week. They observe our children interacting with the environment, noticing interests and play schemas. They use knowledge of the children to play alongside in order to support and challenge them based on their next step and the intended maths experience the area is providing.  Our support staff have ongoing training relating to early child development to equip them with the knowledge needed to understand appropriate strategies and activities for our children to learn in the Concrete, Pictoral, abstract (CPA) approach. |
| **Assessment**  To guide our planning and identify where each child is at in their developmental journey, we use the new Development matters. For smaller steps of progress within the three prime areas we use an EYFS Developmental Journal.  Each student has their individual ‘next steps’ within the seven areas of learning. We use one next step, for Literacy reading, writing and Maths along with next steps for their support and development of life skills. These targets create their bespoke ‘My Plan’ which is reviewed termly in collaboration with families.  Following our assessment, we analyse the data to show us the gaps and strengths of our cohort of children. From this we redevelop and enhance our learning environments in order to support and challenge our students based on where their gaps and strengths lie.  Upon entry as an EYFS student, we baseline their starting points according to the new Statutory Reception Baseline Assessment. | **Observations**  We observe child led play throughout the day as well as assessing our adult led activities, enabling us to reflect on the learning and develop next steps.  All observations are recorded on our Evidence for Learning assessment tool, providing a learning journey for each pupil within this area. This is also shared with our families, giving them an important insight into their child’s learning and progress. | **Awareness Days**  Through our celebrations and marking of awareness days, we promote maths opportunities according to the event. Eg; celebrating birthdays, making cards with numbers on, celebrating our favourite numbers. |