



Eastwood at the heart of the community; with community at heart

**Policy Title: Mathematics**

Date Adopted:  
Autumn 2017

Date for Revision:  
Autumn 2020

**Definition:**

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces and measures

**Rationale:**

At Eastwood, we want children to engage fully in mathematical development and discover the fascination of this area of learning. We provide a stimulating, play-based environment where learning opportunities develop naturally from children's needs and interests. We recognise that young children benefit from a cross-curricular approach to learning indoors and out. Their learning is not divided up into subject areas. Hence one experience in nursery may provide an opportunity for children to develop concepts, skills and knowledge across several areas of learning including mathematical development. Adults are skilled in recognising the potential for such development and take the opportunities presented through their interactions with the children to help them see mathematics as fascinating, engaging, meaningful and relevant to their everyday lives

**Aims:**

Eastwood Nursery School aims to support the children in the development of mathematics in the three specific areas outlined in the Early Years Foundation Stage. These are

- Numbers and calculating
- Shape, Space and Measures

We aim to teach new skills and promote understanding of mathematical concepts through play; sustained shared thinking; songs, stories and first hand experiences- especially those that involve children engaged in science, technology, engineering and maths (STEM) where they develop mathematical skills in context

**Objectives:**

Children must be supported in developing their understanding of mathematics in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their

developing understanding. They must be provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use. Adults must have expertise and subject knowledge in the area of mathematics in the early years in order to observe children, evaluate, assess their attainment and judge their progress over time.

### **Aims**

To give all children the best opportunities for effective achievement, development and learning in mathematics practitioners should give particular attention to:

### **Positive Relationships**

- Give children sufficient time, space and encouragement to discover and use new words and mathematical ideas, concepts and language during child initiated activities in their own play
- Encourage children to explore real-life problems, to make patterns and to count and match together
- To support children who use a means of communication other than spoken English to develop and understand specific mathematical language while valuing knowledge of mathematics in the language or communication system that they are familiar with.
- Value children's own graphic and practical explorations of mathematics

### **Enabling Environments**

- Recognising mathematical potential of the outdoor environment, for example, for children to discover things about shape, distance and measures through their physical activity.
- Exploit the mathematical potential of the indoor environment, for example enabling children to discover things about numbers, counting and calculating through practical situations such as how many children are in the block play area or how many story books a child has looked through today.
- Ensure that mathematical resources are readily available both indoors and outdoors

### **Learning and Development**

- Develop children's understanding of mathematical concepts through all children's early experiences including through stories, songs, games and imaginative play
- Provide a range of activities, some of which focus on mathematical learning and some which enable mathematical learning to be drawn out for example, exploring shape, size and pattern during block play
- Using mathematical language during play and daily routines.

**Reviewed by the Curriculum and Achievement Committee November 2017**

### **Signatures**

**Headteacher:**

**Chair of Governors:**

**Date:**