13/11/2022

Mathematics Statement and Guidance (EYFS)

Review Date	Version number	Reviewer/Owner (post holder)	Approved by (Committee)	Signature
13/11/23	1	Helen Gerard		
03/10/23	2	Mandy Jacques		

Aims and Scope

Our mathematics curriculum, guided by the "Can Do Maths" Scheme of Work, places a strong emphasis on equipping students with the skills needed to tackle real-world problems. We believe in fostering a strong foundation in mathematics that not only equips our students with essential skills that encourages them to explore real-life contexts but also to discover patterns and foster a love of learning in maths.

Our curriculum is designed to make mathematics engaging, practical, and fun and provides students with the tools they need to tackle problems with confidence.

The scheme of work is built around a child-centred lesson design that models and embeds a growth mindset approach to maths and focuses on helping all children to build a deep understanding of maths concept.

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.

Other linked documents

This policy is designed to be read alongside other school documents including:

- Assessment Policy
- Homework Policy
- Marking and Feedback Policy
- SEND Policy
- Maths statement and guidance (Y1-6)
- More able Policy
- Teaching and Learning Policy
- Presentation Policy
- Curriculum guidance Policy

Curriculum Intent

We aim for all pupils to:

- Become fluent in the fundamentals of mathematics (see Curriculum Map) so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.

- Reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately.

Professional development

- Staff are expected to attend relevant courses during the school year.
- The Maths Team hold termly meetings to discuss updates, assessment, monitoring and CPD.
- The Maths lead/ team deliver regular professional development meetings to update, train or consult with staff.
- Moderation takes place in house, within the TPAT (The Parks Academy Trust) maths team and with other primary schools within the trust and with support from external consultant.

Inclusion

In Maths teaching at Red Oaks, staff are aware of children's individual needs and how to best differentiate teaching and learning to enable access for all. This is done through quality first teaching to suit a variety of learning styles, often using a multisensory approach. Teachers consider classroom organisation and management strategies to ensure optimal access for all learners, including those with physical, sensory and learning needs. During 'Progress meetings' (3 times a year) the SENDCo, class teachers and Key Stage leads will discuss the impact of interventions on ISI sheets and how best to support the needs to individual children. Teachers have access to LDD and SBI managers for advice on differentiation, target setting and assessment for specific children in their classes.

Specific interventions and support in Maths

- Red Oaks believes in early intervention. This is achieved through baseline assessments, on-going teacher assessment for learning, pre-teaching of key knowledge and strategies, immediate intervention (over-teach) and booster programmes for specific children in line with their Individual Play Plans (IPPs).

Children in the SBI Provision

Children in the SBI provision are severely, or in most cases profoundly/totally deaf which means they have extremely limited (if any) access to spoken English. This has a considerable impact on

the development of their mathematical vocabulary and the ability to understand multi-step word problems. Although many of the children communicate well in British Sign Language, BSL is a very different language from English in terms of vocabulary and grammatical structure and it has no written form. To assist children in developing their mathematical skills, a number of specialist interventions and strategies are therefore used according to the individual needs of the child, including:

- Additional English interventions with a Teacher of the Deaf to work on mathematical concepts and language;
- IPP/IEP targets relating to mathematics;
- Pre and post teaching.

Teachers with SBI children in their class should talk to a Teacher of the Deaf regarding the development of numeracy and literacy skills in deaf children, task differentiation and strategies to use with deaf pupils, and the specific strengths, difficulties and needs of individual children.
For information on assessment procedures, speak to the SBI Manager.

Children in the CLAN Provision

Whilst aspiring to the same rationale and aims as outlined at the start of this policy, pupils in the Forest Class Inclusion Base follow a highly individualised and differentiated curriculum. Due to the wide range of needs and abilities of pupils within the SRP, and as the majority of pupils are working at p-levels, such adaptation to the curriculum is essential. The Inclusion Base Manager attends staff meetings and training where appropriate, to ensure that where mainstream practices and policies are relevant and beneficial, that they can be adapted and incorporated into teaching and learning in the Inclusion Base. Where possible and appropriate, children may take part in maths lessons with their support adult.

Curriculum Implementation

Children learn through discovery and not in formal mathematics lessons in EYFS classrooms. We use the Can Do Maths (Buzzard Publishing) strategies and resources to support our learning. Through discovery, children will achieve the following Early Learning Goals (ELGs):

ELG: Number

Children at the expected level of development will:

- 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.

ELG: Numerical Patterns

Children at the expected level of development will:

- 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.

Curriculum Impact

Assessed through:

Formative teacher assessment

Teachers are constantly assessing children on their ILD (Interactive Learning Diaries). At the start of the year, the teachers carry out a baseline check on the children.

Summative assessment

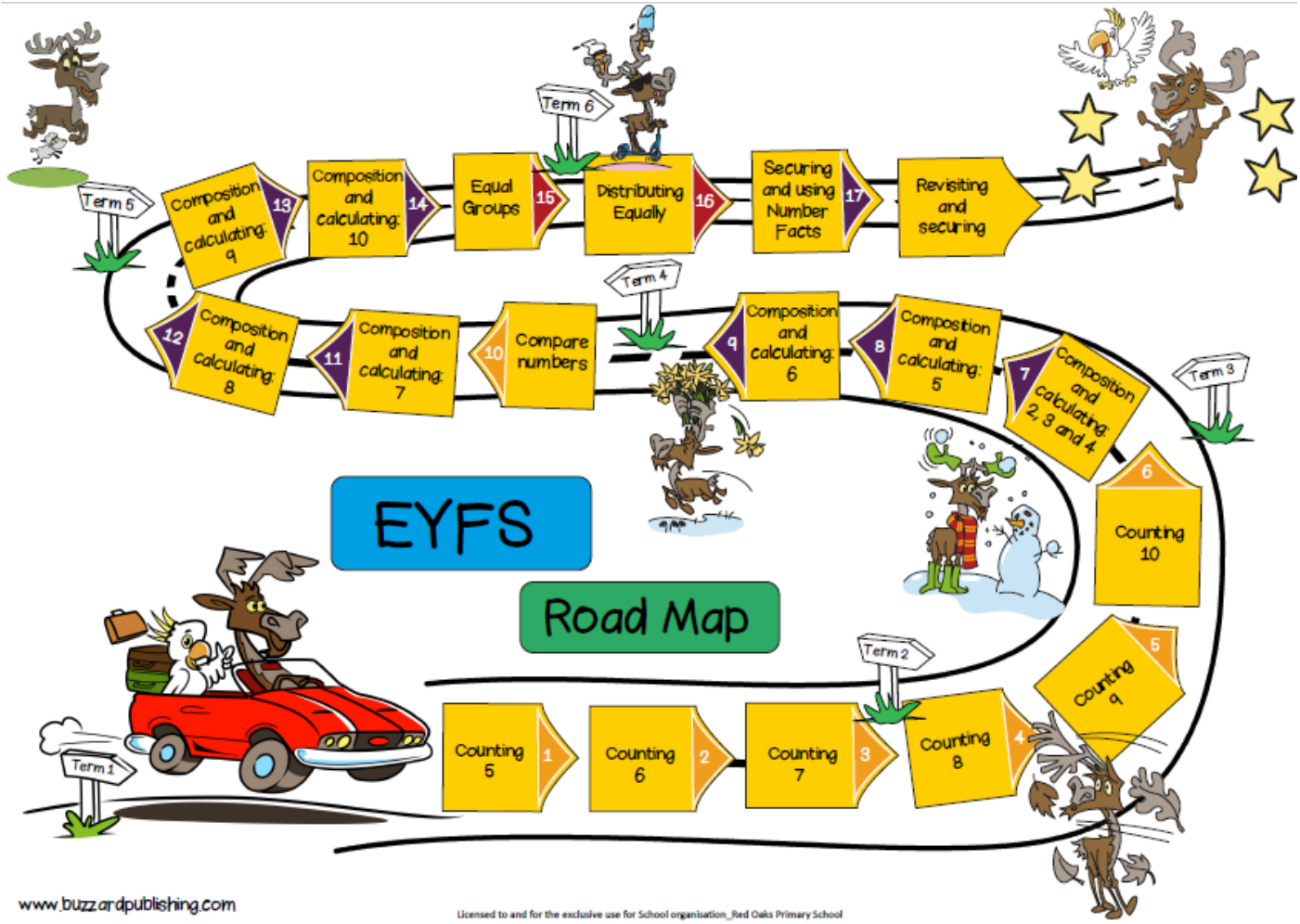
Three times a year the teachers make a more formal assessment against the Development Matters documents and Early Learning Goals.

Calculation Strategies and progression roadmaps

Year Overview for EYFS

	1	2	3	4	5	6	7	8
Term 1	All about Me							
	Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring patterns: What is the same and what is different?							
	Choral counting Group counting Continuous provision counting		Counting 5			Counting 6		Counting 7
	Developing Spatial Reasoning – including position and shape there are no resources provided with the CanDoMaths Club for this strand							
Term 2	Minibeasts							
	Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring patterns: What is the same and what is different?							
	Counting 7		Counting 8		Counting 9		Counting 10	
	Developing Spatial Reasoning – including length, weight, capacity and volume Please note there are no resources provided with the CanDoMaths Club for this strand							
Term 3	Travel and Transport							
	Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring patterns: What is the same and what is different?							
	Composition of 2, 3 and 4 calculating within 4		Composition of 5 and calculating within 5		Composition of 6 calculating and within 6		Extra Problem Solving	
	Patterns and Relationships including repeated patterns, shapes and colours Please note there are no resources provided with the CanDoMaths Club for this strand							
Term 4	Creatures Great and Small							
	Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring patterns: What is the same and what is different?							
	Compare Numbers		Composition of 7 and calculating within 7		Composition of 8 and calculating within 8			
	Patterns and Relationships including times, events, making connections Please note there are no resources provided with the CanDoMaths Club for this strand							

Term 5	Sea and Seaside							
	Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring ordinality, using the language of first, second, third, last etc.							
	Composition of 9 and calculating within 9		Composition of 10 and calculating within 10		Double numbers			
	Developing Spatial Reasoning Revisiting based on assessment							
Term 6	It's Magic							
	Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring patterns in numbers beyond 10: What is the same and what is different?							
	Distributing Equally		Securing and using number facts			Revisit aspects of number from assessment		
	Patterns and Relationships Revisiting based on assessment							


Term 5
Composition and calculating: 9
13
Composition and calculating: 10
14
Equal Groups
15
Term 6
Distributing Equally
16
Securing and using Number Facts
17
Revisiting and securing
Term 4
12
Composition and calculating: 8
11
Composition and calculating: 7
10
Compare numbers
9
Composition and calculating: 6
8
Composition and calculating: 5
7
Composition and calculating: 2, 3 and 4
Term 3
6
Counting 10
EYFS
Road Map
Term 2
5
Counting 9
Counting 5
1
Counting 6
2
Counting 7
3
Counting 8
4
Term 1
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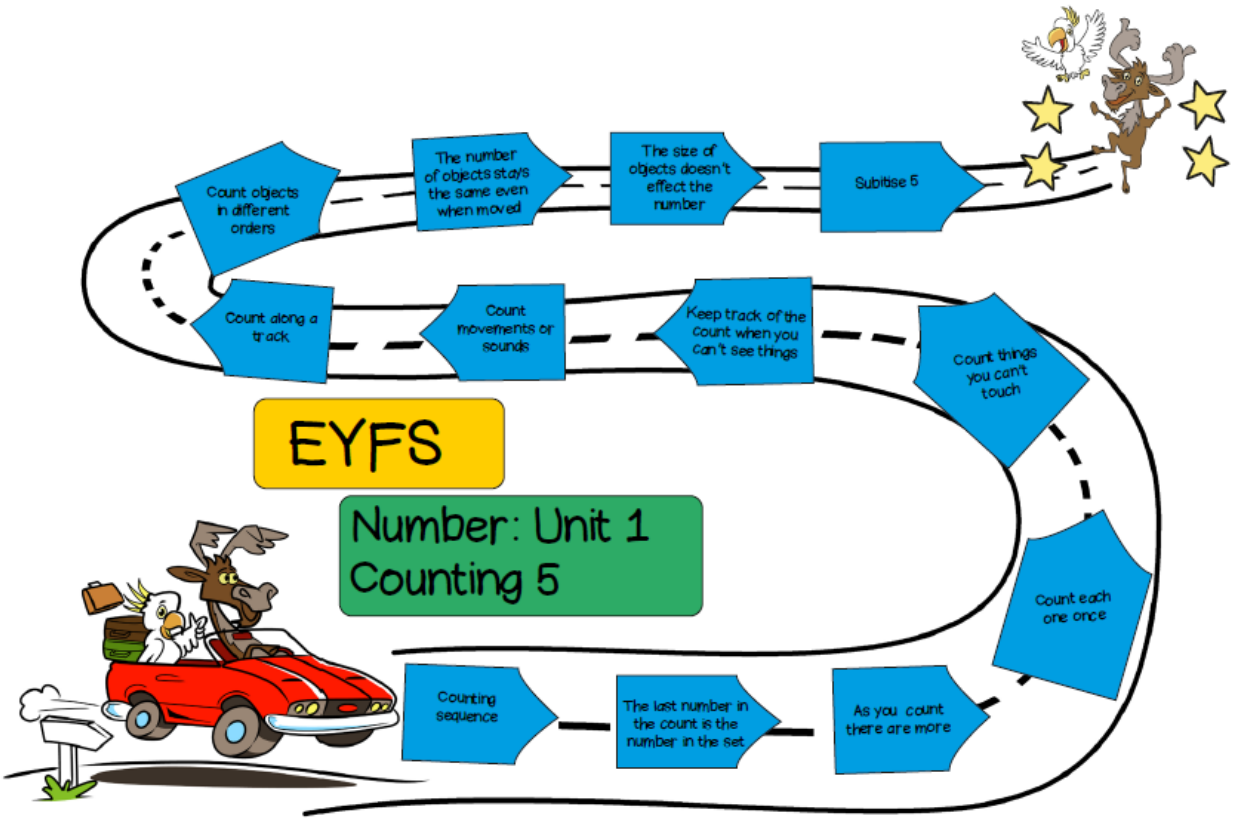
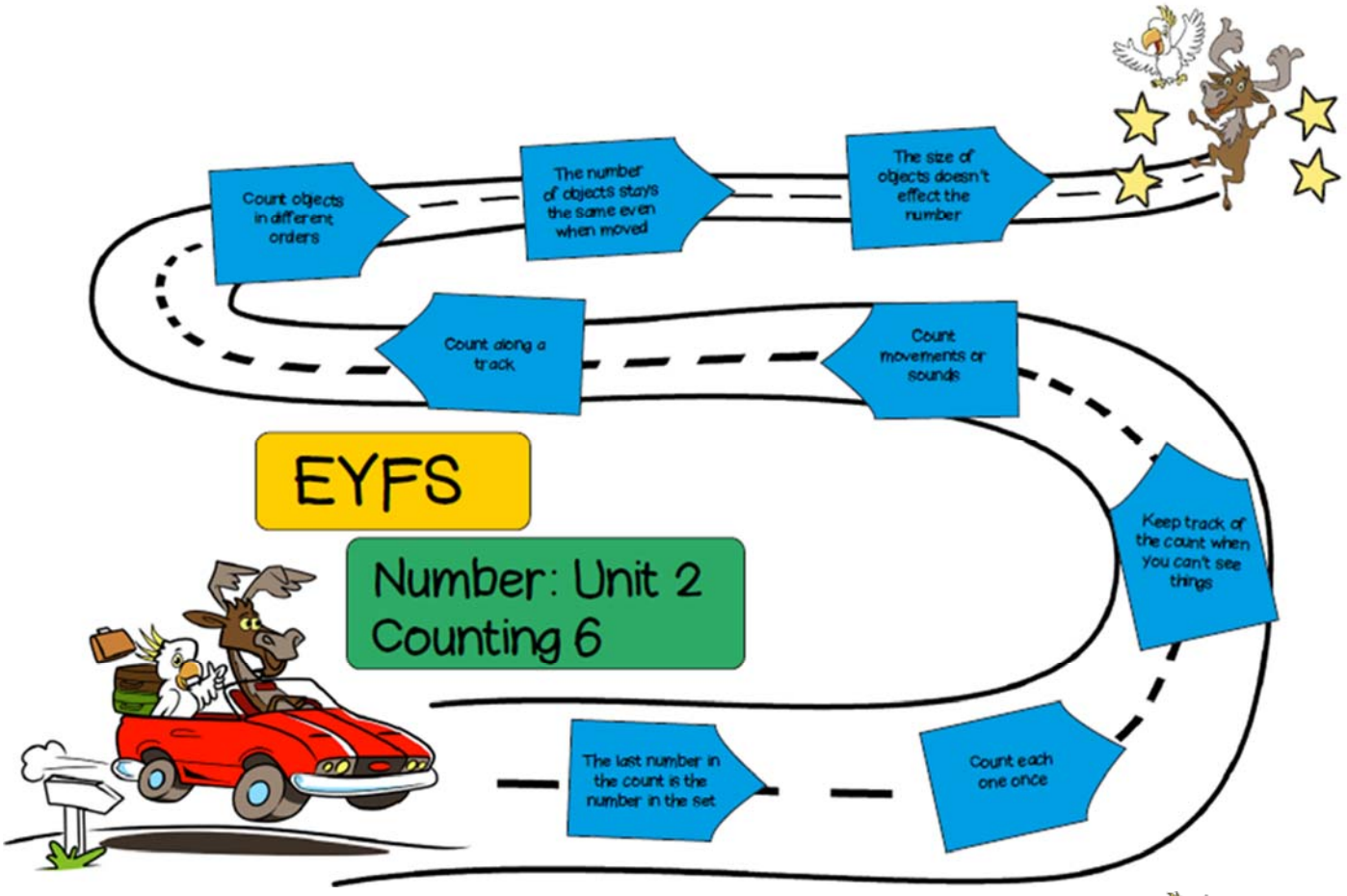
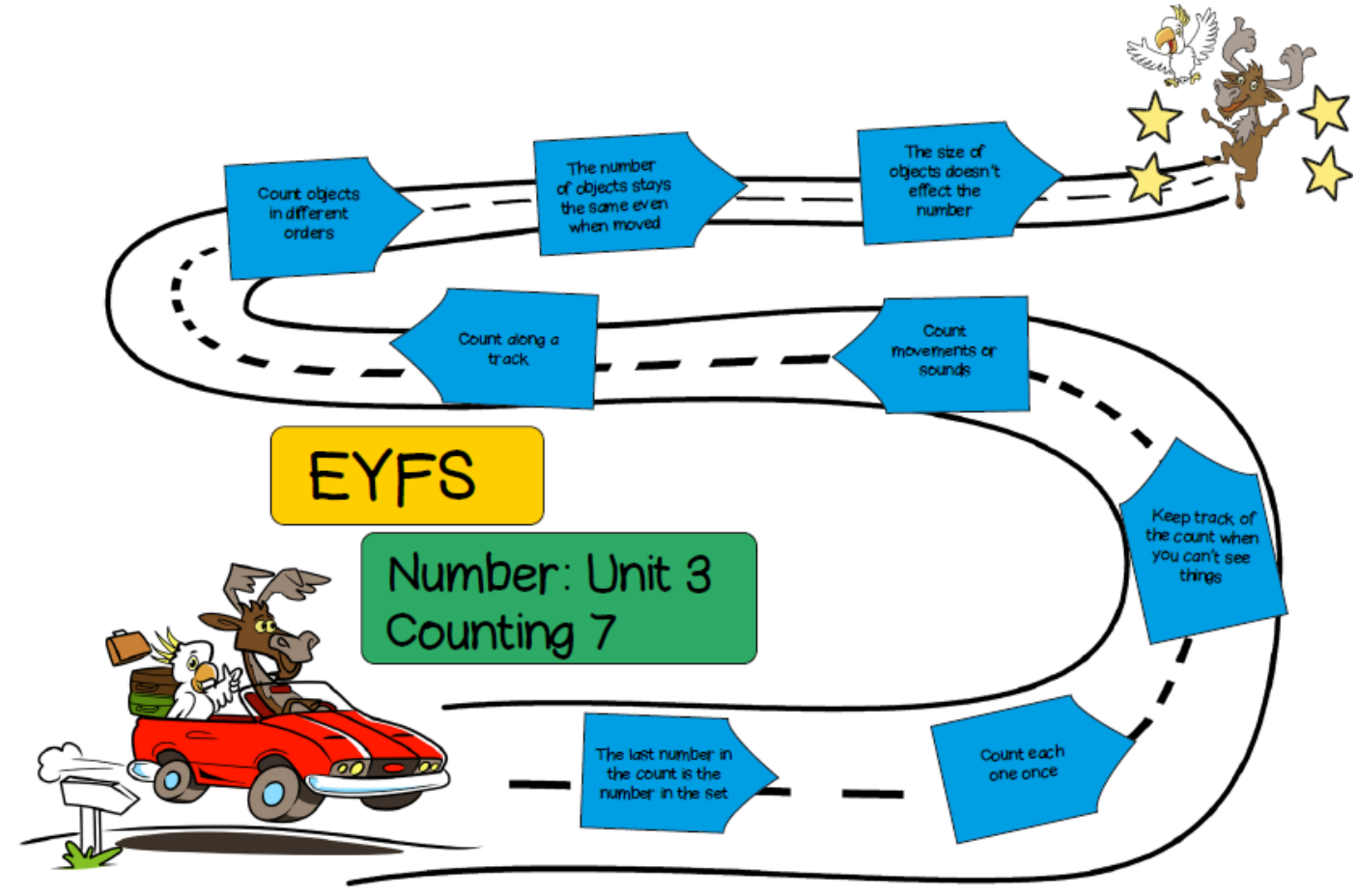
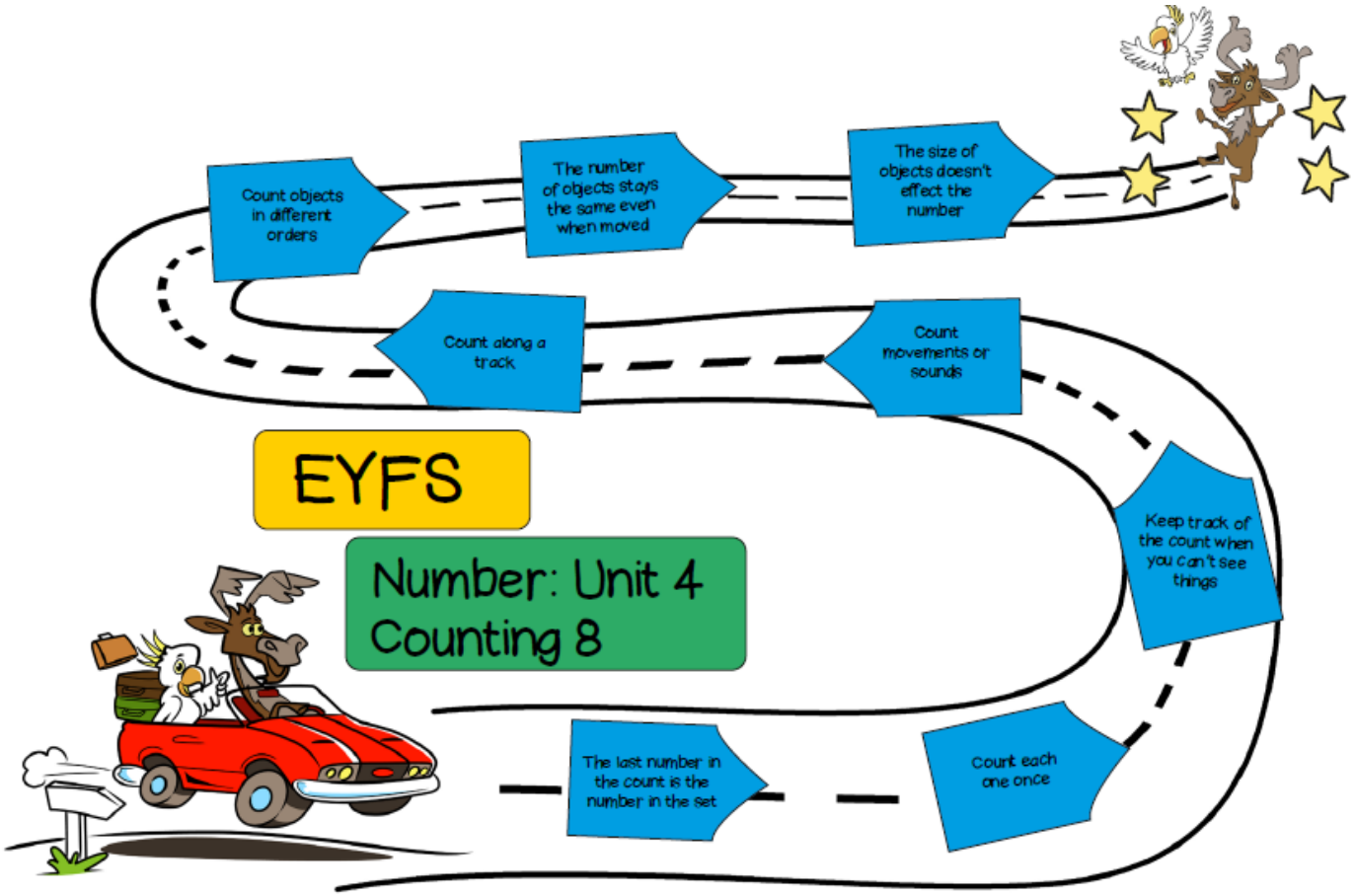
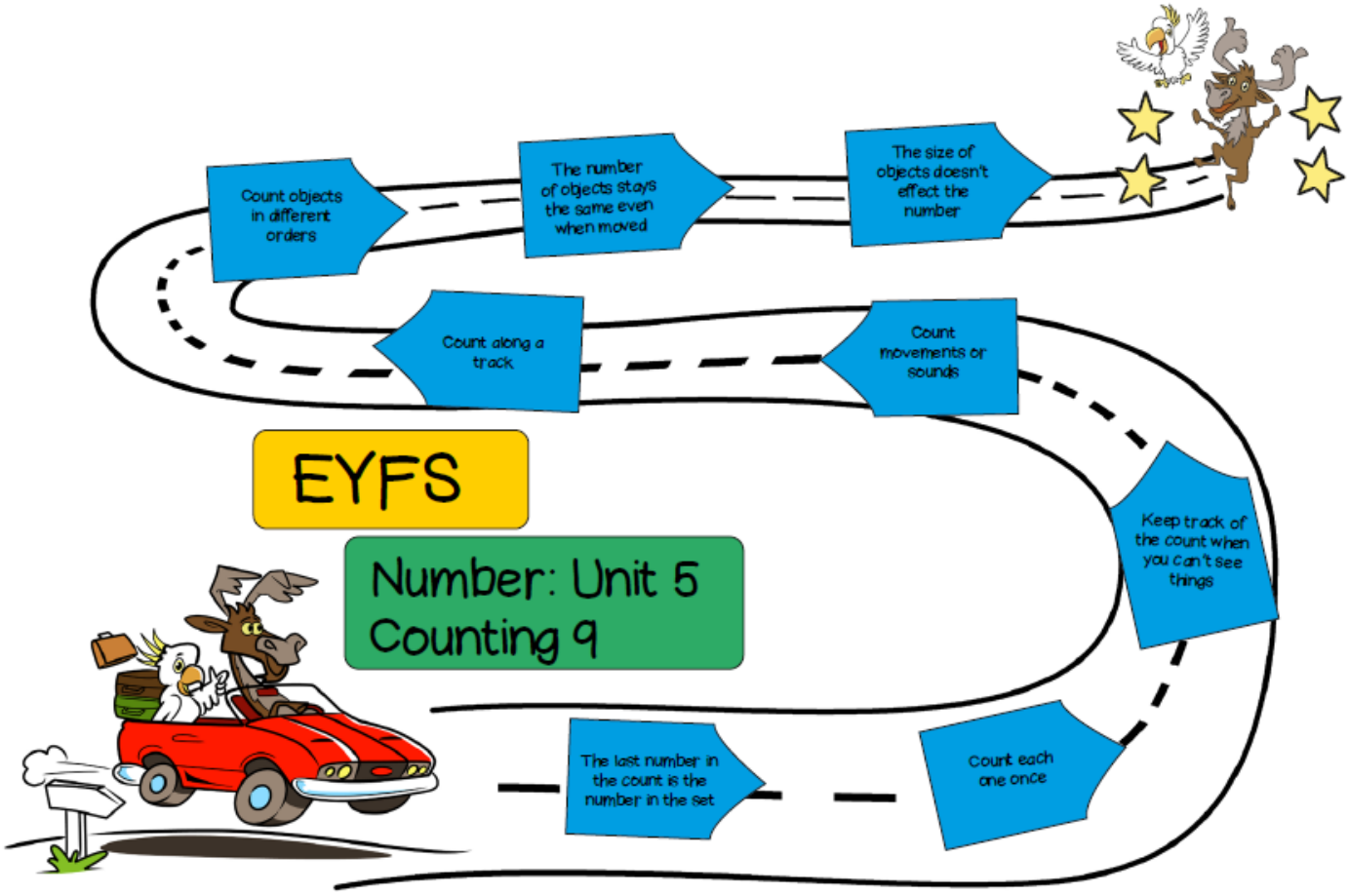
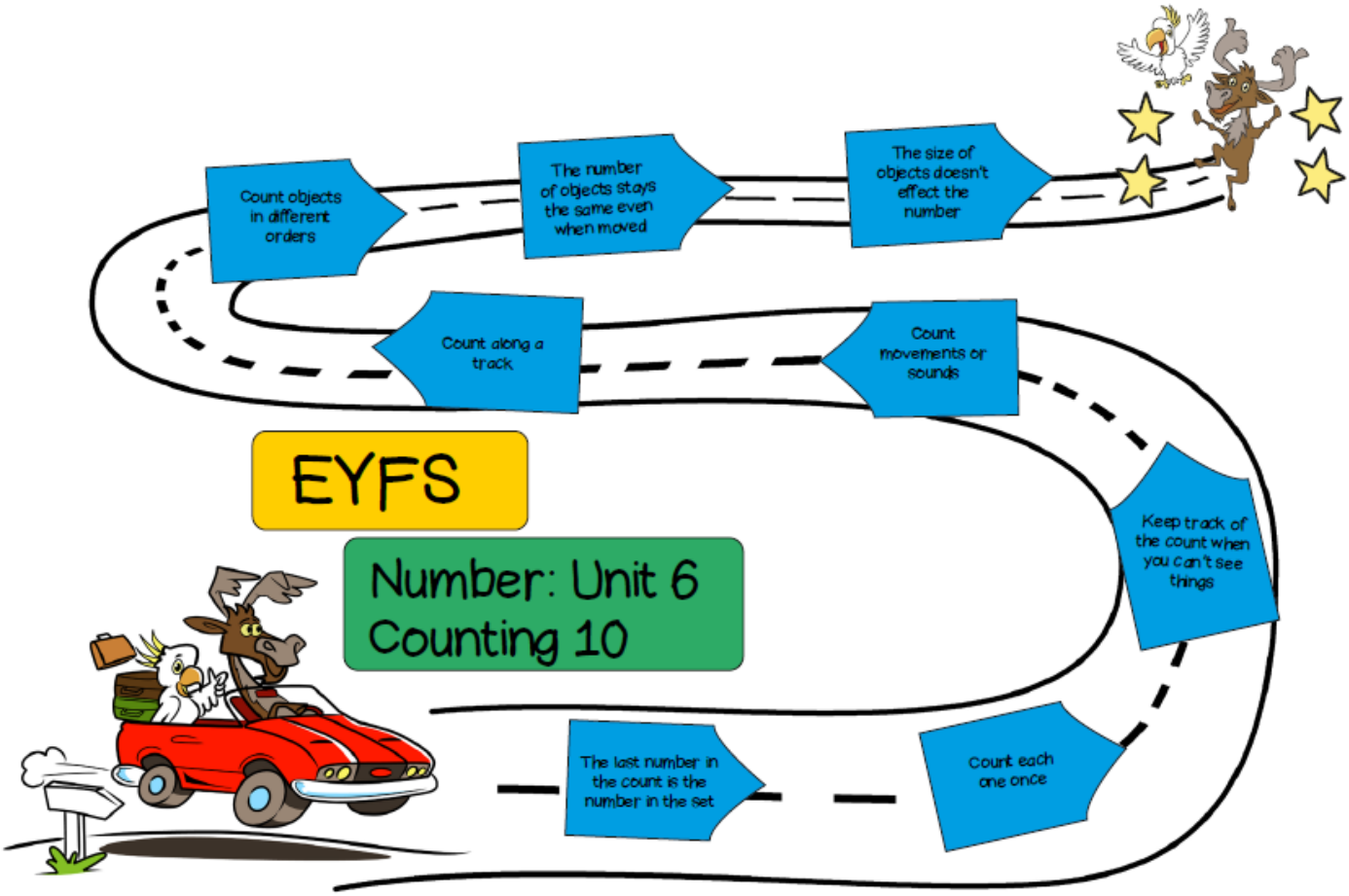

Count objects in different orders
The number of objects stays the same even when moved
The size of objects doesn't effect the number
Subitise 5
Count along a track
Count movements or sounds
Keep track of the count when you can't see things
Count things you can't touch
EYFS
Number: Unit 1
Counting 5
Count each one once
Counting sequence
The last number in the count is the number in the set
As you count there are more

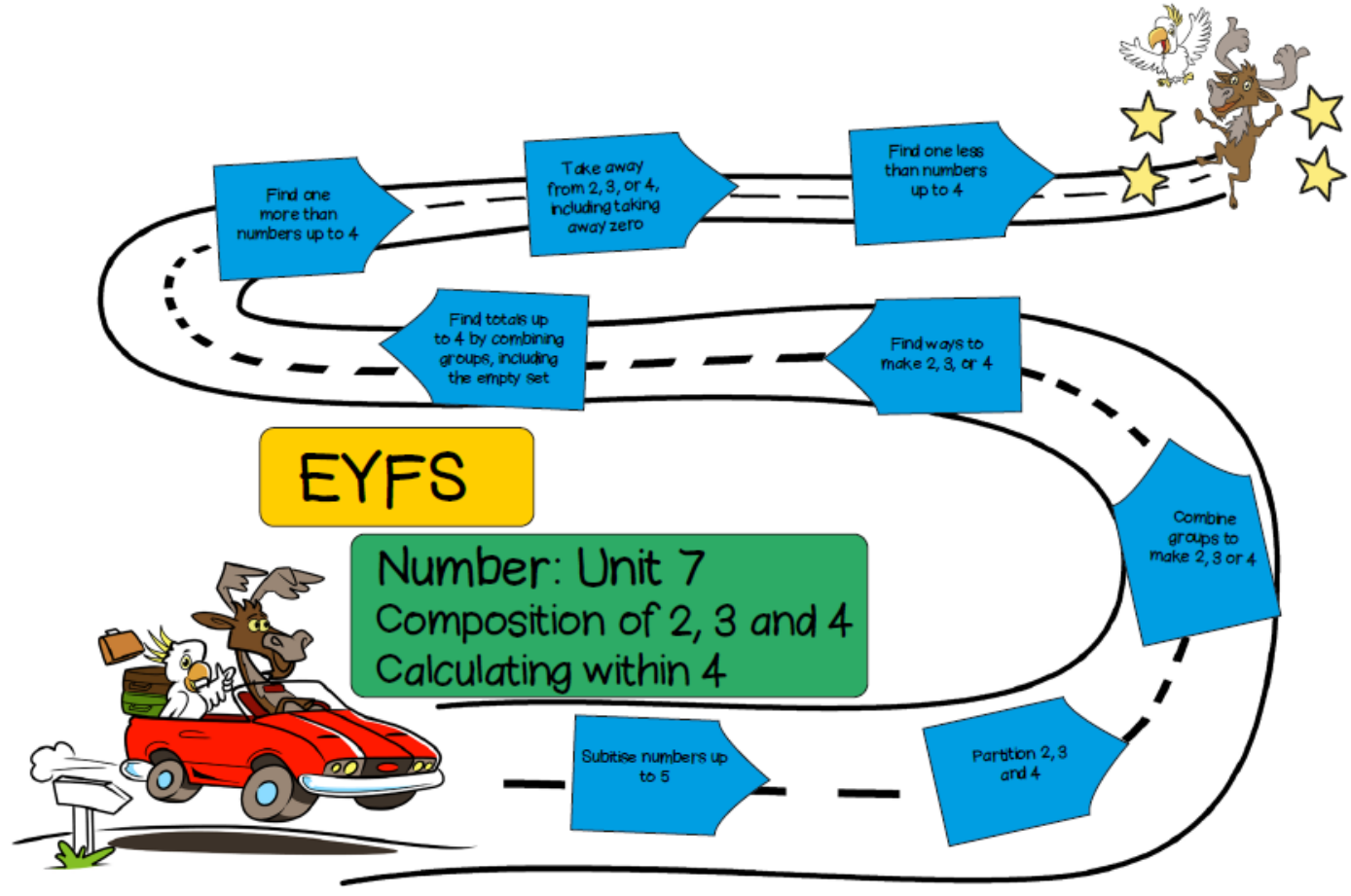

Count objects in different orders
The number of objects stays the same even when moved
The size of objects doesn't effect the number
Count along a track
Count movements or sounds
EYFS
Keep track of the count when you can't see things
Number: Unit 2
Counting 6
The last number in the count is the number in the set
Count each one once

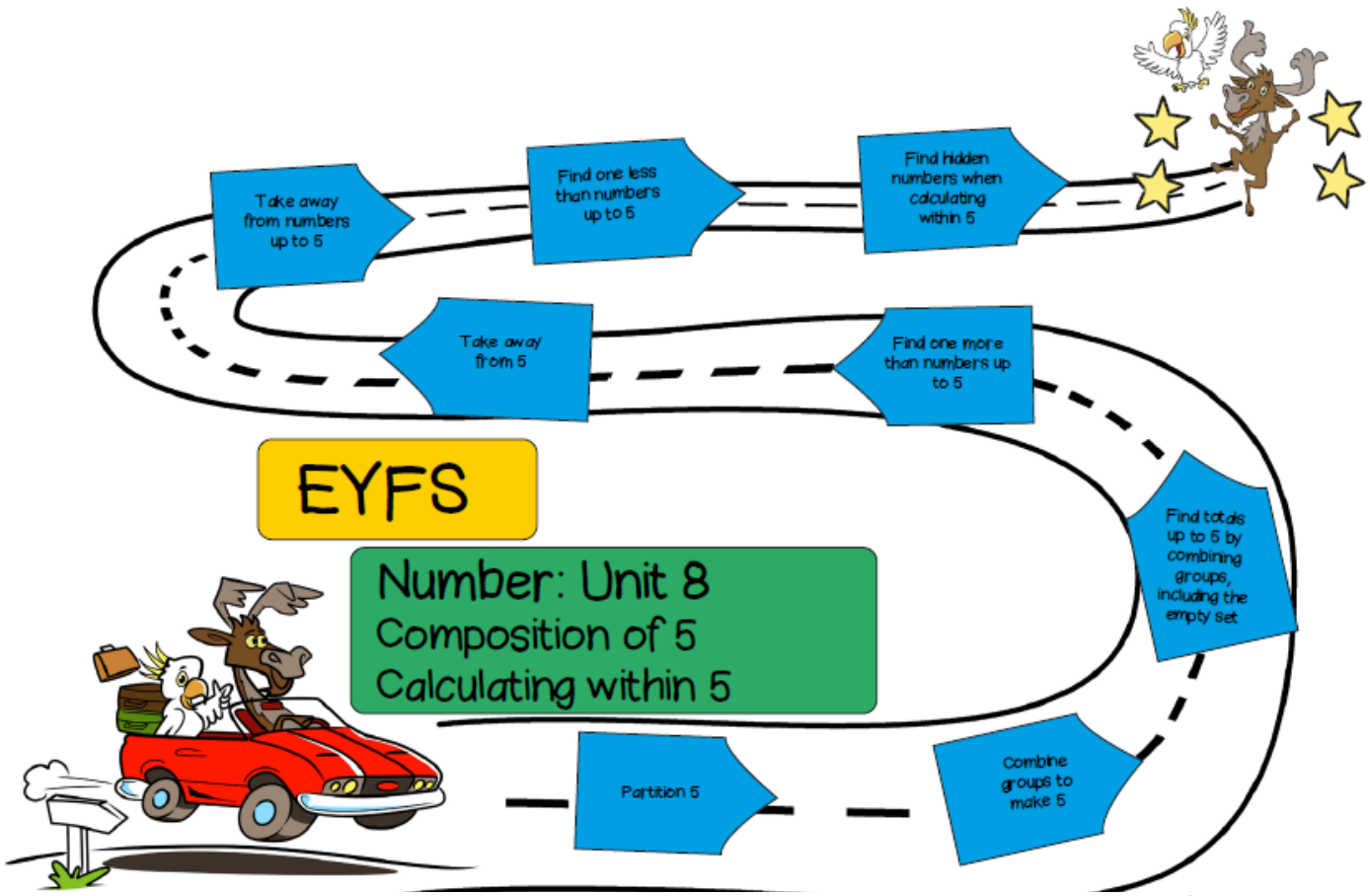

Count objects in different orders
The number of objects stays the same even when moved
The size of objects doesn't effect the number
Count along a track
Count movements or sounds
EYFS
Keep track of the count when you can't see things
Number: Unit 3
Counting 7
The last number in the count is the number in the set
Count each one once

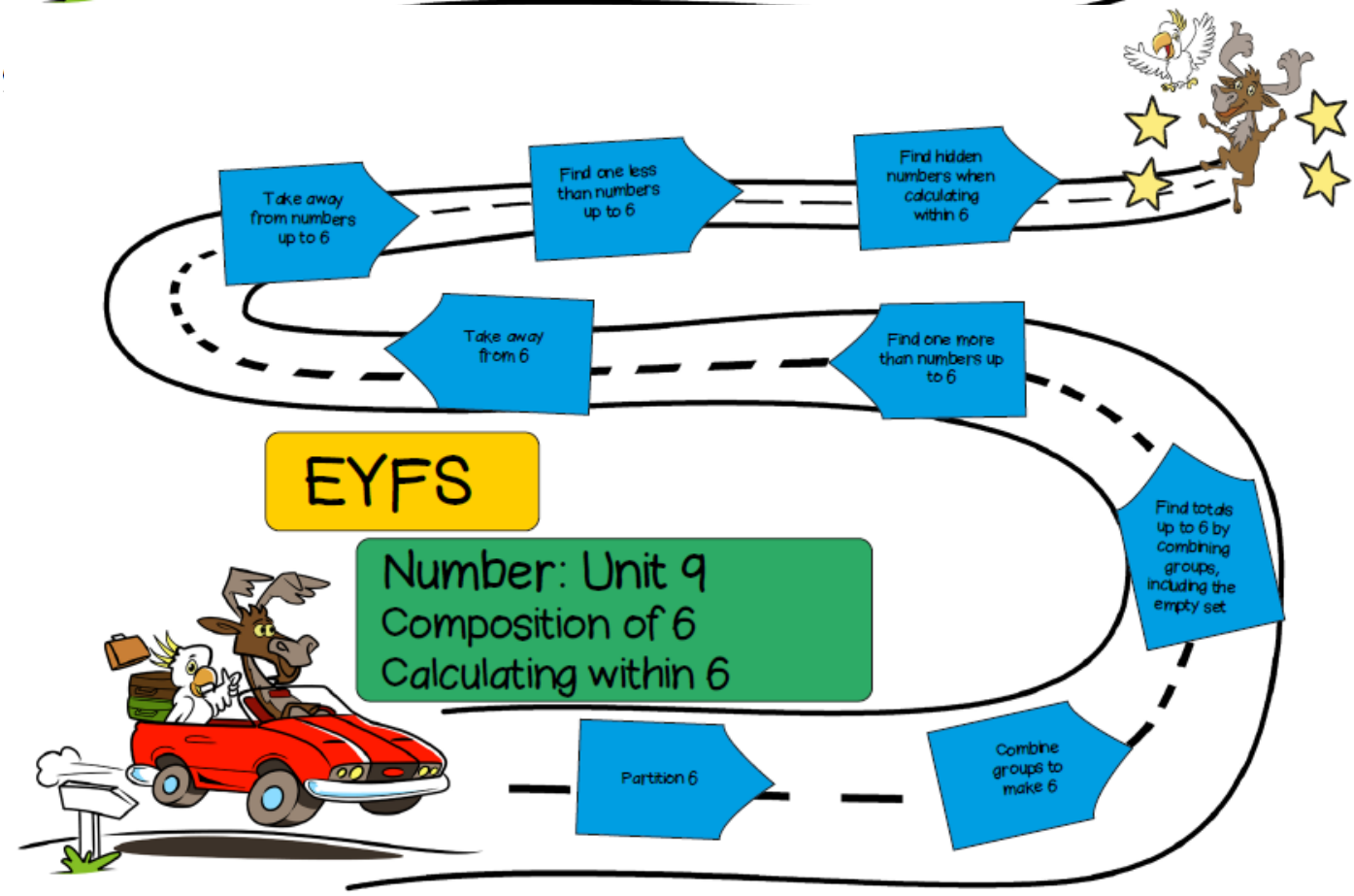

Count objects in different orders
The number of objects stays the same even when moved
The size of objects doesn't effect the number
Count along a track
Count movements or sounds
EYFS
Keep track of the count when you can't see things
Number: Unit 4
Counting 8
The last number in the count is the number in the set
Count each one once

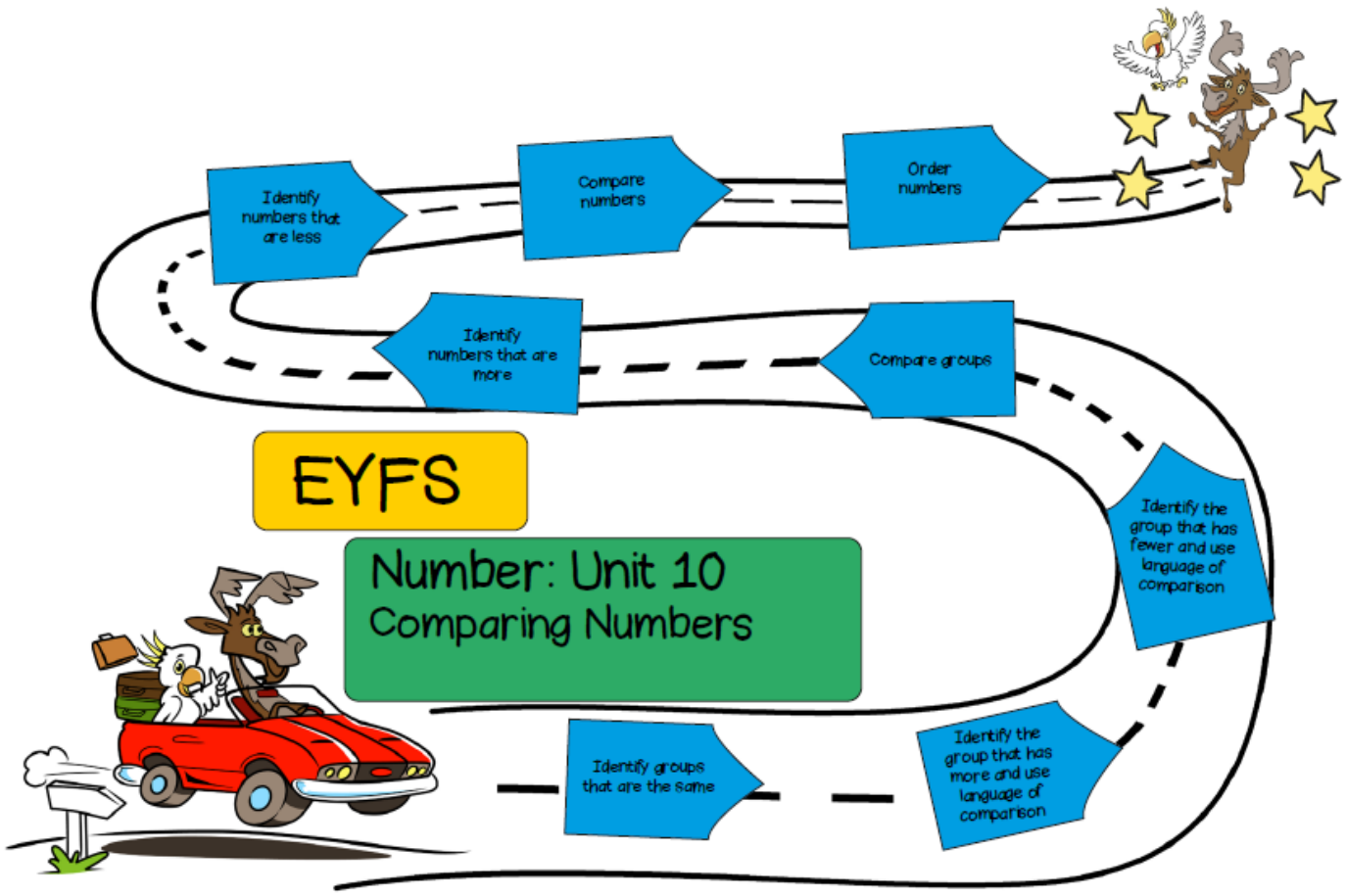

Count objects in different orders
The number of objects stays the same even when moved
The size of objects doesn't effect the number
Count along a track
Count movements or sounds
EYFS
Keep track of the count when you can't see things
Number: Unit 5
Counting 9
The last number in the count is the number in the set
Count each one once

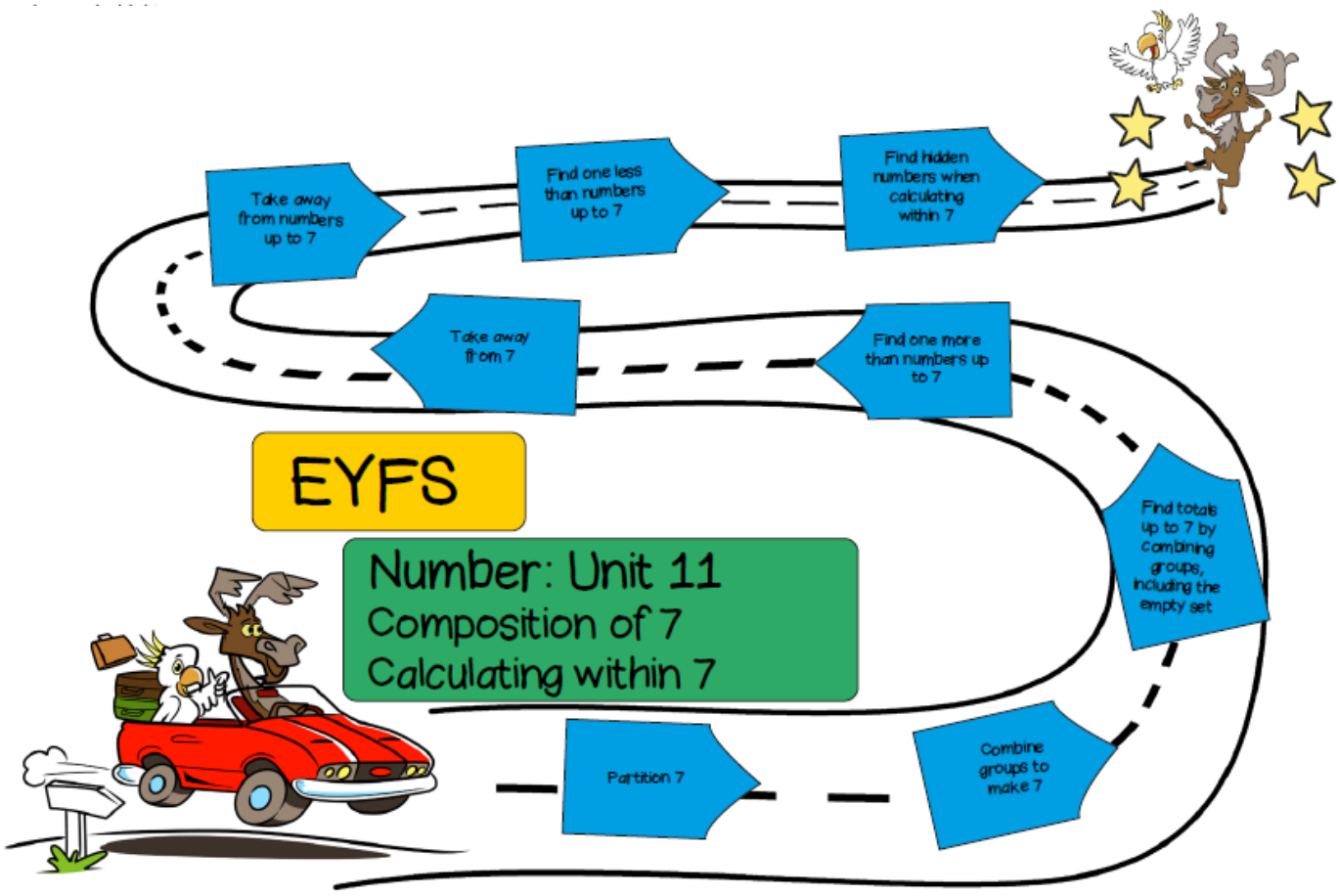

Count objects in different orders
The number of objects stays the same even when moved
The size of objects doesn't effect the number
Count along a track
Count movements or sounds
EYFS
Number: Unit 6
Counting 10
Keep track of the count when you can't see things
The last number in the count is the number in the set
Count each one once

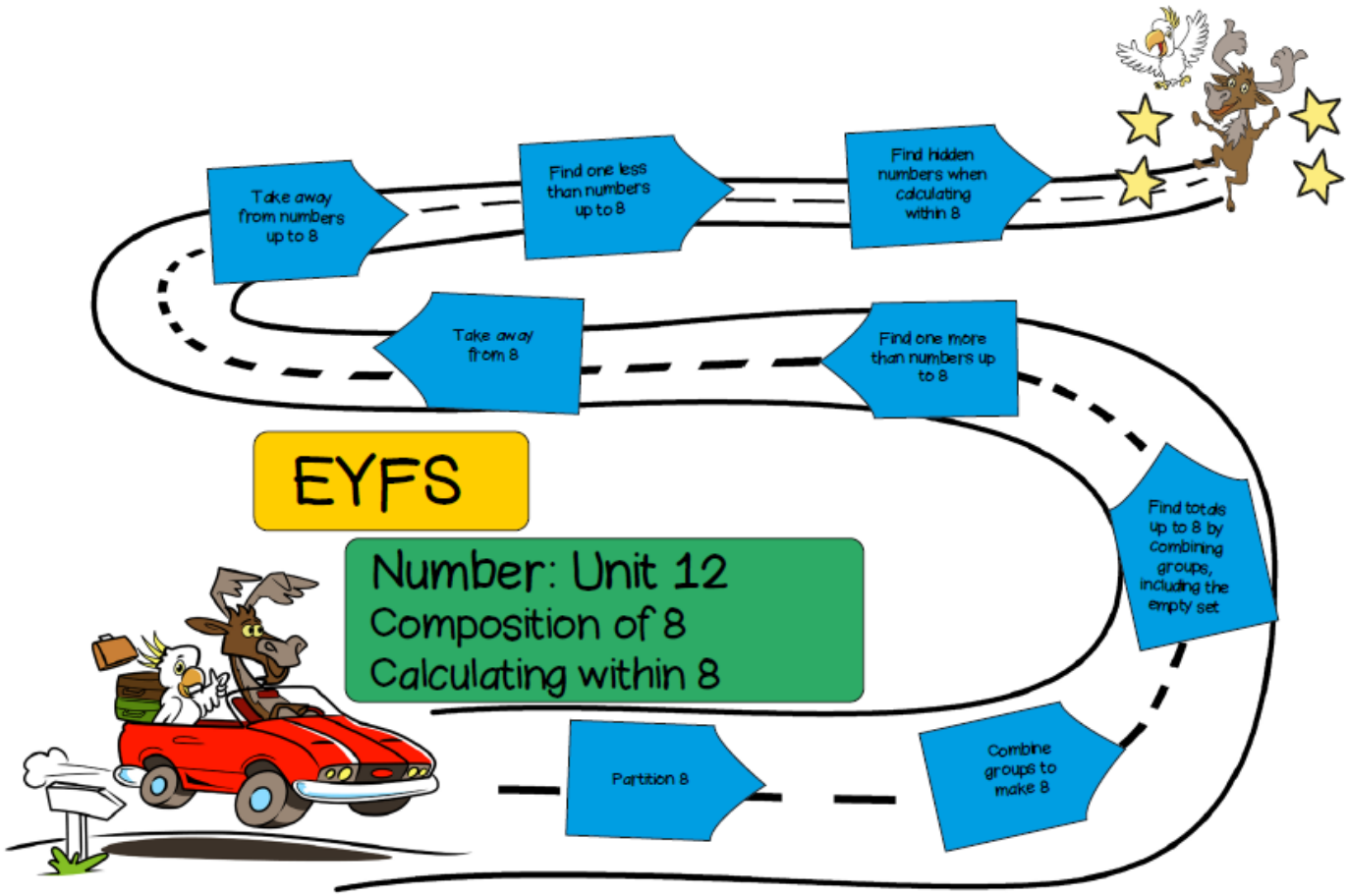

Find one more than numbers up to 4
Take away from 2, 3, or 4, including taking away zero
Find one less than numbers up to 4
Find totals up to 4 by combining groups, including the empty set
Find ways to make 2, 3, or 4
EYFS
Number: Unit 7
Composition of 2, 3 and 4
Calculating within 4
Combine groups to make 2, 3 or 4
Subitise numbers up to 5
Partition 2, 3 and 4

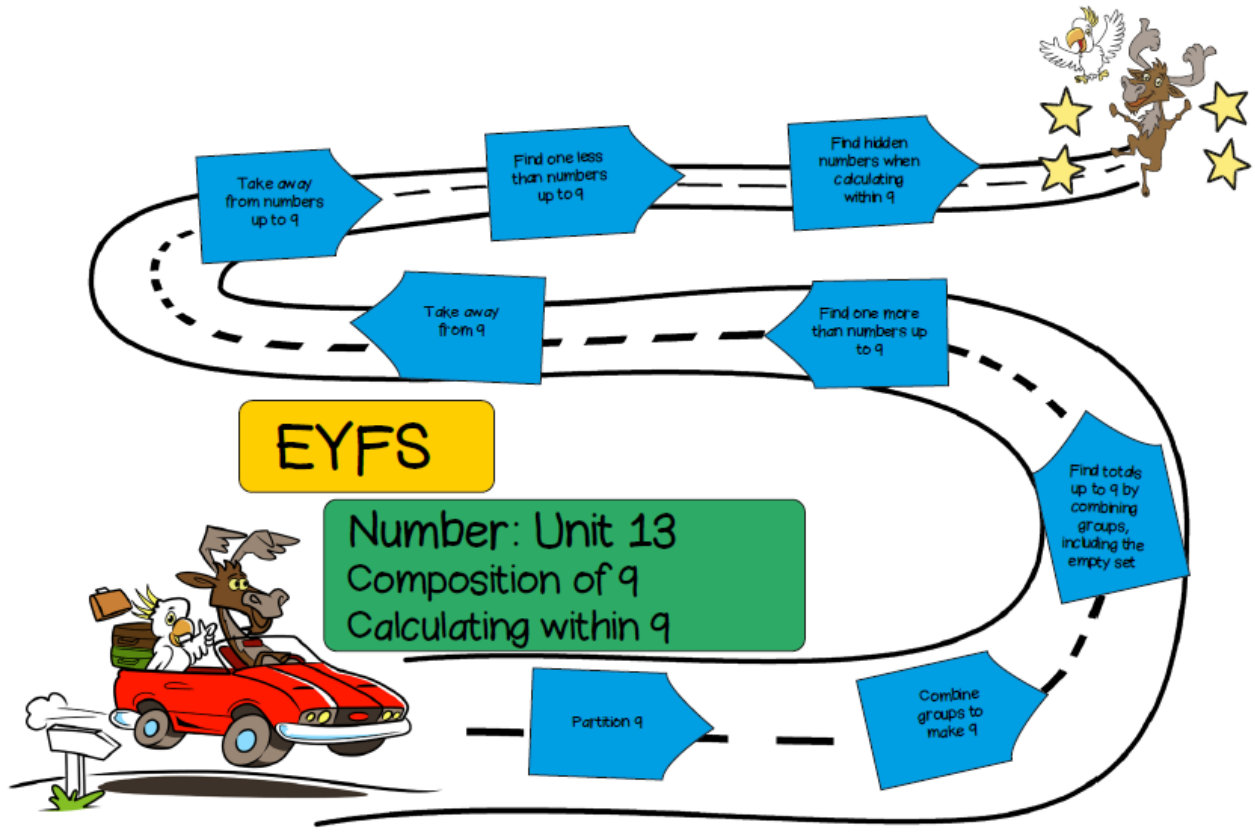


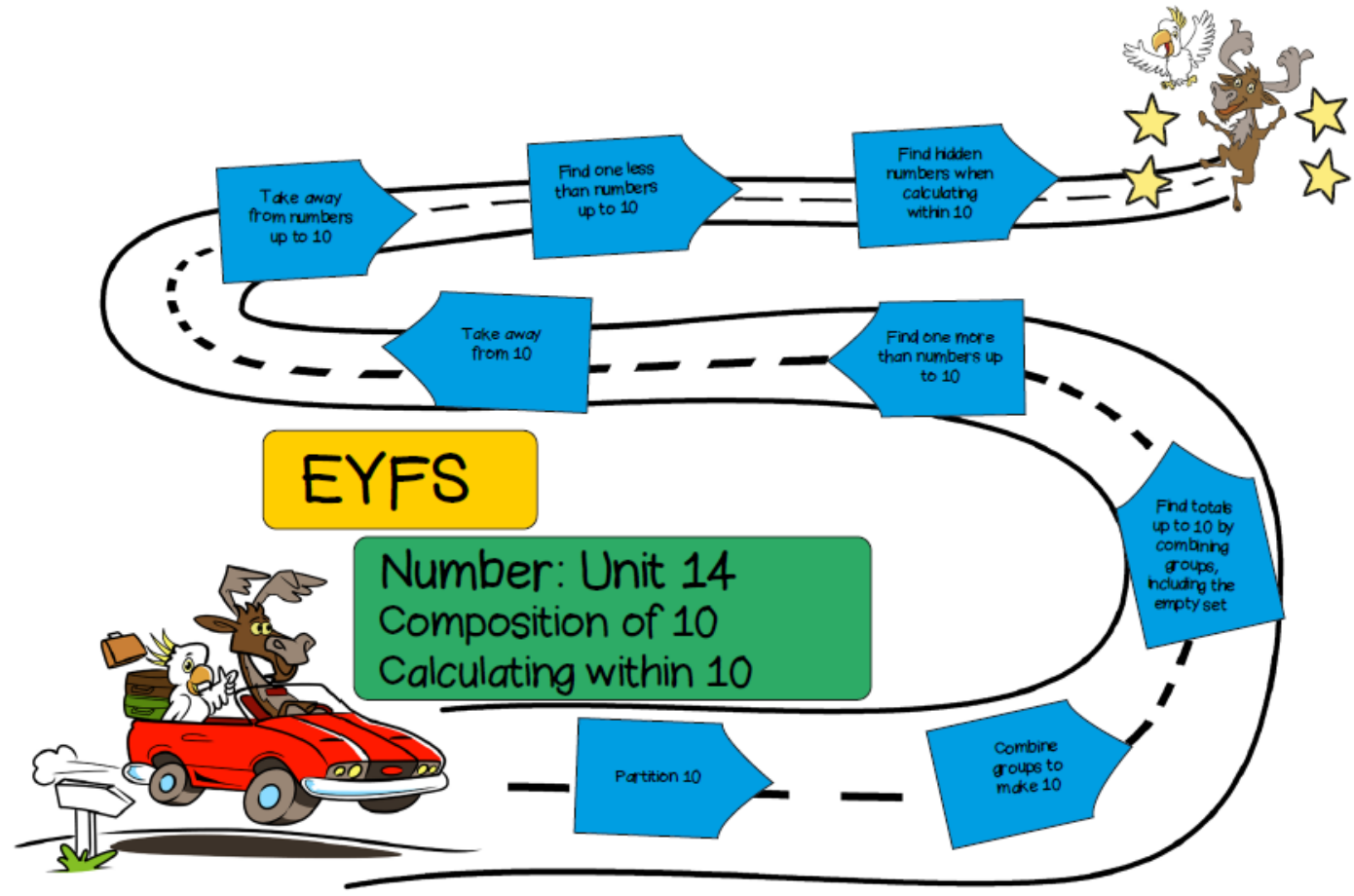


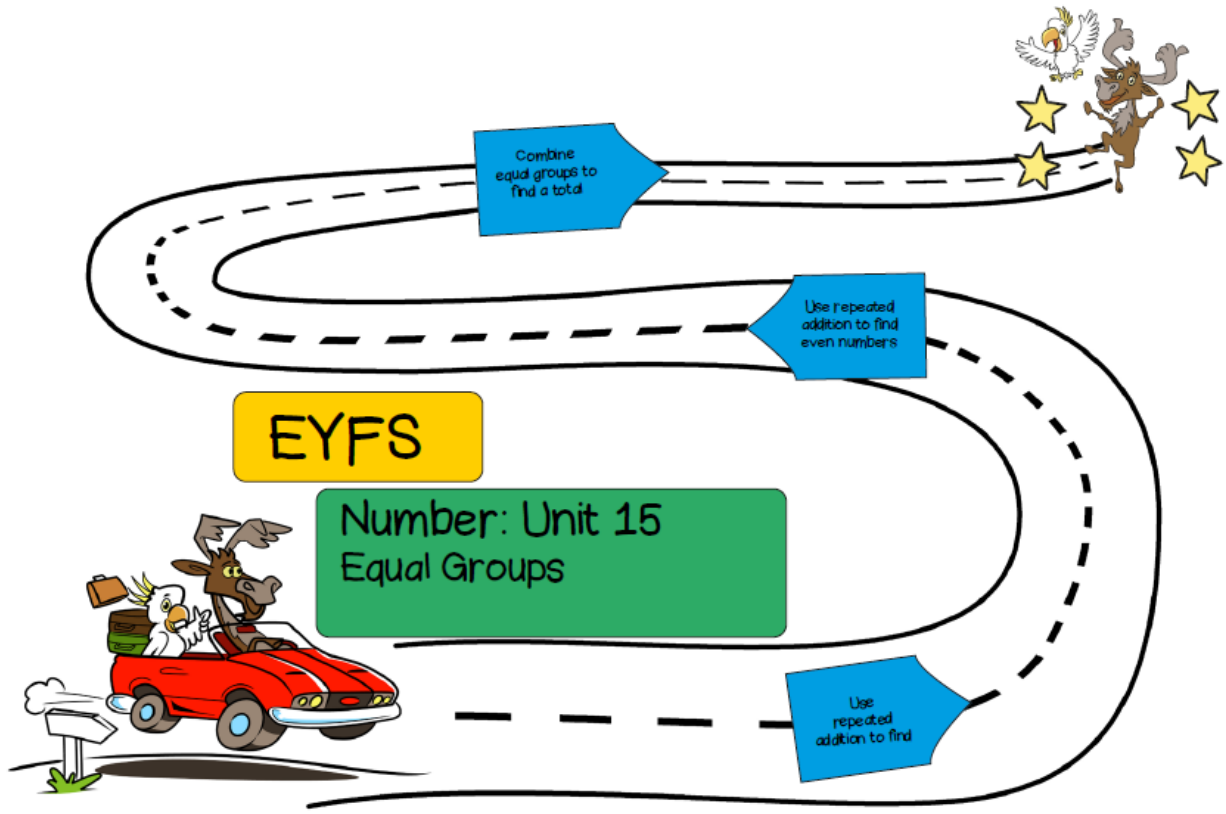

Identify numbers that are less
Compare numbers
Order numbers
Identify numbers that are more
Compare groups
EYFS
Number: Unit 10
Comparing Numbers
Identify the group that has fewer and use language of comparison
Identify groups that are the same
Identify the group that has more and use language of comparison

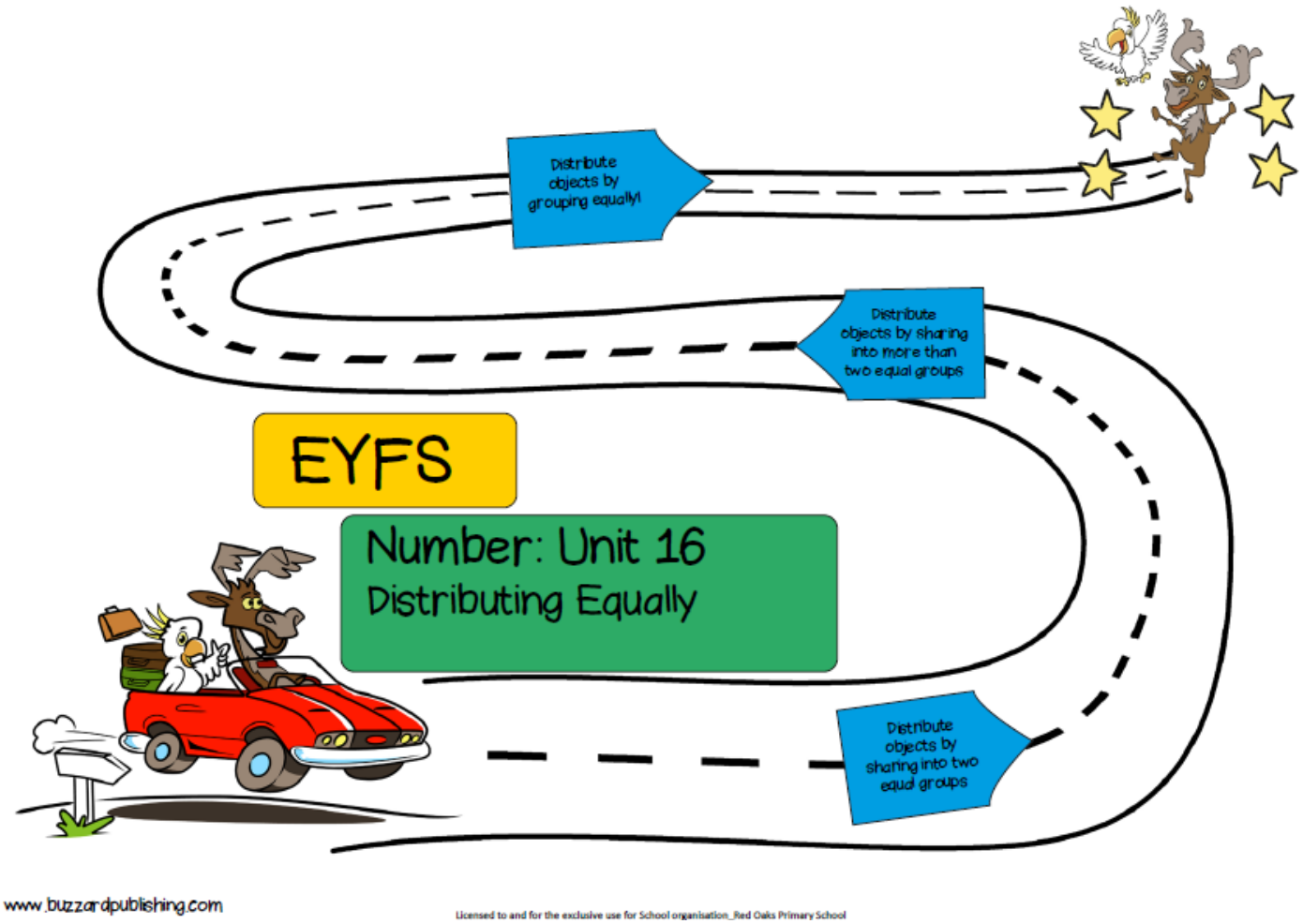

Take away from numbers up to 7
Find one less than numbers up to 7
Find hidden numbers when calculating within 7
Take away from 7
Find one more than numbers up to 7
EYFS
Number: Unit 11
Composition of 7
Calculating within 7
Find totals up to 7 by combining groups, including the empty set
Partition 7
Combine groups to make 7











Example working wall (In line with the maths guidance policy)