

**The Lawns Nursery School and Children's Centre  
Mathematics Audit/Policy**

Developed by: J Coles, Area Coordinator

The overall objective of the Early Years Foundation Stage (EYFS) in all seven areas of Learning is that by the time children reach the end of the EYFS ( last term of the Reception/ YR R) they will have achieved the 17 Early Learning goals ( first column in red). At The Lawns we aim to work towards these goals by encouraging children to engage with people and their environment, to play and explore, be active learners and to create and think critically, all Characteristics of Effective Learning. The second column shows how we address this.

Objectives We aim to achieve	Who What when	Evaluation
<p><b><u>Early Learning Goal-</u></b></p> <p><b>Number- Children count reliably with numbers 1-20, place them in order and say a number is one more or one less than a given number.</b></p> <p><b>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find an answer. They solve problems, including doubling, halving and sharing.</b></p> <p>Children are encouraged to be focused and not easily distracted</p> <p>Children will be proud, to show satisfaction about their work</p> <p>Children are able to count and use numbers.</p> <p>Children have opportunity to engage in new experiences and open ended activities.</p>	<p>Children are encouraged to apply mathematical concepts in real everyday situations eg children in group, pieces of apples etc</p> <p>Staff recognise that Mathematical thinking can happen in all activities.</p> <p>Children have the opportunity to organise and categorise objects eg colour coded plates/cups in role play.</p> <p>Staff use songs during personal routines 'this is the way we wash our face' 'two little eye...'</p> <p>In key groups children are supported by key workers to use number language in day to day activities eg How many apples do we need? How many boys? Are there more boys than girls?</p> <p>Numbers are used all around the nursery in many different formats/ styles to eg number lines, signs indicating how many can , bike area etc.</p> <p>Staff provide a wide range of both commercially produced and homemade resources that are clearly labelled and available to the children as and when required.</p>	<p>Observations/monitoring</p> <p>Learning walks by staff and governors.</p> <p>Feedback from parents</p> <p>Photographs and video planning</p>

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<p><b>Early Learning Goal- Number- Children count reliably with numbers 1-20, place them in order and say a number is one more or one less than a given number.</b></p> <p><b>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find an answer. They solve problems, including doubling , halving and sharing.</b></p> <p>Children start to initiate their own ideas when working with numbers.</p> <p>Children begin to maintain focus and persist for longer periods as they develop.</p> <p>Children show levels of energy and fascination for mathematical experiences.</p> <p>Children start to pay attention to details.</p> <p>Children demonstrate being proud of their accomplishments.</p> <p>Children use their own ideas. To test their ideas.</p>	<p>In Nursery there is a specific maths/Numicon area which staff change and develop weekly to reflect on planning, children’s interests etc</p> <p>The children are able to use interactive displays relating to numbers.</p> <p>Number lines are displayed or available in all areas at child height both indoors and out.</p> <p>Staff teach the children number songs and use props such as numerals to support them.</p> <p>In rhyme sessions staff use and encourage children to use mathematical language such as adding, subtraction.</p> <p>Staff read stories that involve numbers.</p> <p>Children are encouraged to use creative thinking skills to solve problems, eg ‘how many more blocks do I need to make them the same?’</p> <p>We provide a wide range of natural materials that can be used for counting.</p> <p>Children have the opportunity to use numbers with real resources and have real experiences eg cooking, pumpkins, using telephone in home corner and woodwork.</p> <p>Children can access games such as snap, dominoes.</p> <p>We recognise children’s different learning styles, schemas and provide maths resources that they are attracted by eg dinosaurs for counting, number songs on CD player, number tiles to line up and jump along.</p> <p>We provide collections of ‘things’ eg frogs, counters, boxes that children can sort and count.</p> <p>Children can display their own attempts at writing numbers on the notice board in the writing area.</p>	<p>Children share their Learning Journey with adults and peers and reflect on what they have achieved</p> <p>Parents and children bring in objects for us to use.</p> <p>Observations/monitoring</p> <p>Learning walks by staff and governors.</p> <p>Feedback from parents</p> <p>Photographs and video planning</p> <p>Children demonstrating their number skills</p> <p>Children share their Learning Journey with adults and peers and reflect on what they have achieved</p> <p>Children accessing number activities.</p>

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<p><b>Early Learning Goal</b></p> <p><b>Number- continued</b> Children count reliably with numbers 1-20, place them in order and say a number is one more or one less than a given number.</p> <p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find an answer. They solve problems, including doubling, halving and sharing.</p> <p>Children engage in activities using numbers</p> <p>Children use senses to explore mathematical resources.</p> <p>Children to show interest in mathematical activities.</p> <p>Children are willing to 'have a go'.</p> <p>Children engage in new experiences.</p> <p>Children initiate ideas.</p> <p>Children maintain focus and persist</p> <p>Children show levels of energy and fascination.</p> <p>.</p>	<p>We provide open ended activities to allow children to return to an activity again and again.</p> <p>Planning is flexible to allow children to return to an activity and to develop their own ideas.</p> <p>Staff use open ended questions to encourage children to solve their own problems.</p> <p>Number puzzles/games are available and changed regularly.</p> <p>A wide range of books both fictional and non fictional relating to numbers is available in the book area and are used in other areas to reinforce learning.</p> <p>Numbers are used outdoors to indicate numbers of bikes, brushes etc.</p> <p>Staff set up active number games outside eg number hunts, aiming games, darts and encourage children use simple scoring systems.</p> <p>We provide number cards, numerals in sand, water, tactile activities etc</p> <p>Children use numbers in roleplay both spontaneous and planned eg home corner, shops, fire station.</p> <p>Children access Numicon in key group/focus activities led by an adult.</p> <p>Numicon supports children to develop their understanding of numbers by learning by doing, learning by seeing and developing a strong sense of pattern.</p> <p>Children have access to numbers on the computer or through using other forms of technology eg phones, programmable toys etc.</p>	<p>Popularity of different activities</p> <p>Observations/monitoring</p> <p>Learning walks by staff and governors.</p> <p>Feedback from parents</p> <p>Photographs and video planning</p> <p>Children share their Learning Journey with adults and peers and reflect on what they have achieved.</p> <p>Popularity of different activities.</p> <p>Children's emerging writing on the walls.</p>

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<p><b><u>Early Learning Goal-</u></b></p> <p><b>Shape Space and measures- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</b></p> <p>Children recognise, create and describe patterns.</p> <p>They explore the characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>The children use their own ideas.</p> <p>Children test their ideas.</p> <p>Children pay attention to details.</p> <p>Children are encouraged to be proud of their accomplishments.</p> <p>Children are able to problem solve.</p>	<p>In key group times staff model and use language relating to about size, weight, capacity, position, distance, time and money.</p> <p>Staff take every opportunity to model and use mathematical language throughout the day and in real, meaningful situations.</p> <p>Children have access to a wide range of resources that relate to shape, space and measure eg scales, blocks, measuring tapes that can be used both indoors and out.</p> <p>Children explore different artifacts in key group times.</p> <p>Resources are clearly labeled with both or either words and pictures.</p> <p>Children are provided with real objects/resources and real experiences eg scales, real money in role play shops, real fruit, cooking etc</p> <p>Blocks are highly valued and children are encouraged to access them to develop their own ideas and solve their own problems</p>	<p>Photos/videos</p> <p>Observations</p> <p>planning</p> <p>enthusiasm of children's response</p> <p>Feed back from parents</p> <p>Sample of work</p> <p>Displays</p> <p>Learning walks by staff and governors.</p> <p>Popularity of different activities</p> <p>Photos/videos</p>
<p>Children explore and find new ways to use resources, materials etc</p> <p>Children develop an understanding of order, pattern, sequence</p>	<p>Resources to develop shape, space and measure are used in all areas and in the maths area.</p> <p>Children use a range of timers to time themselves at activities or to police time keeping, turn taking.</p> <p>Routines give young children a sense of time and structure to their day.</p> <p>The daily routine allows children to recognise what comes next in the session-music is used to indicate a transition time.</p> <p>Older children use a calendar and learn about names of day, cardinal numbers, months.</p>	<p>Observations</p> <p>planning</p> <p>enthusiasm of children's response</p> <p>Feed back from parents</p> <p>Sample of work</p> <p>Displays</p> <p>Learning walks by staff and governors.</p>

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