

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

Mathematics in the Early Years comes under two main strands:

Number Early Learning Goals:	Numerical Pattern Early Learning Goals:
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.

The Early Learning Goals define the level of development children are expected to attain by the end of the Reception year. The vast majority of pupils at Perry Wood Primary and Nursery achieve these Early Learning Goals.

As with all other Areas of Learning, the teaching and learning of mathematics in our Nursery and Reception classes takes place both indoors and outdoors through a wide range of practical and "hands on" activities.

The staff use their knowledge and expertise to plan for a high-quality learning environment which provides children with lots of opportunities to explore different aspects of number and shape, space and measures and learn new concepts. The children have a wide range of structured play resources available to them throughout the year - this is known as "continuous provision". The adults model the use of these resources and the appropriate mathematical language as they support the children in their play.

In addition to the opportunities for child initiated play indoors and outdoors, staff plan adult led activities for groups of children and individuals based on their observations of what children know and can do. They plan activities to address any misconceptions that have arisen and to introduce new concepts.