

Maths Policy – Early Years

Aims:

At Padbury C E School, we believe that every child is entitled to a high-quality mathematics education, which will provide a foundation for them understanding the world. As a result, they will have an appreciation of the beauty and power of mathematics, plus a sense of enjoyment and curiosity about the subject. It is our belief that our children should have a positive learning attitude modelled and:

- **be provided with a broad range of counting experiences** at an early stage of them developing a sense of number
- **learn about key early mathematics concepts and skills**, which need to be understood before they begin to calculate
- **develop a depth in understanding linked with calculation**, including mental maths strategies that can be associated with various structured models and images

Coverage:

In order that our children get a broad and balanced mathematical curriculum, we will ensure that the following Early Learning Goals (ELG) can be achieved as a consequence of learning and teaching experiences that we provide:

ELG 11: Numbers: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

ELG 12: 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. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Organisation:

By creating a number-rich learning environment, both indoors and outdoors, it is intended that children will be encouraged to engage with meaningful maths learning. This may follow adult-directed teaching or be stimulated by a curiosity in counting and/or calculating using a range of practical resources, including structured apparatus.

We also encourage problem-solving linked with the real-world, and understand that young children need problems:

- which they understand – in familiar contexts
- where the outcomes matter to them – even if imaginary
- where they have control of the process
- involving mathematics with which they are confident (Gifford, 2015)