

Maths Opportunities in Nursery

Early mathematics is an important part of the Early Years Foundation Stage. As well as numeracy, it helps skills such as problem solving, understanding of shape, measure and children's own spatial awareness. Maths opportunities are everywhere within Glynwood Nursery. Some skills are learned through continuous provision (using resources that are always in the classroom area) others through enhanced provision (activities set up by the teacher as a result of an identified need) or teacher led activities.

Maths opportunities found within our daily routine:

- Self-registration – Identifying own picture on the 'Home' display and then finding an available space to put it on the 'School' display.
- Counting our friends and recording it on the Message board. Who is here? Who is not?
- Planning - Choosing an area to work in first.
- Planning - Talking through the daily visual routine – Ordering activities.
- Sitting in a circle for planning/review and snack times.
- Sharing out the milk and fruit at snack time.
- Tidy Up time – Areas are mathematised, enabling children to independently put things back in their correct places by matching objects to photos/colours/shapes in each area.
- Our daily routine songs:
 - 1) 'Hello' – Saying three names before singing, "It's good to have you here"
 - 2) 'Lining up smartly' – Counting everyone in the line,
 - 3) 'Wash your dirty hands' – Counting fingers + thumbs as we wash them
 - 4) 'Days of the Week'
- A certain number of spaces are available for children to work in each area during 'Choosing time'. Children must count to see if there is a space for them. If not, they choose elsewhere and return to this particular area later. This encourages problem solving discussions.

Continuous and enhanced provision which is accessible to our children during 'Choosing Time'.

We provide an enabling environment that encourages mathematical exploration, thinking and plenty of mathematical language, particularly in areas such as water, sand and playdough e.g in the water area panning for special shells and pebbles, counting sea creatures at the bottom of the water tray or counting how many scoops or bottles of water it takes to fill different sized containers. Language used such as full, empty, more, less, full empty etc.. In the big blocks area children organise and count the different sized blocks as they build and as they tidy them away. They plan and arrange them in order to create a desired structure.

We create small world scenarios that encourage mathematical play e.g. placing furniture in different rooms of the dollhouse (shape and space), counting the number of characters that fit inside of small world vehicles, pebbles being moved by construction workers, piecing together train tracks in order to get from point A to point B.

Our role plays provide opportunities for counting and linking it to real-life scenarios e.g 'cooking' in the home corner allows our children to explore the counting experiences they see at home, laying the table (counting the plates and cups etc...) and sharing out the food for others. When the role play changes to a shop this enables our children to explore money, quantity and measure.

Mathematics is included in many of the planned activities we do in Nursery e.g Singing number rhymes, number/ shape hunts indoors and out, physical games we play in the hall, various jigsaws we put out daily and math focused challenges we do as part of some of our small group activities.

We have a number rich environment – Numbers on displays around Nursery, number lines positioned next to the whiteboard where children can do their own mark making and counting, books about number and shape are on display. We have a height chart for children to measure themselves and compare. We have a variety of bought and natural materials readily available for children to use in counting and problem solving indoors and outdoors.

This is all supported by staff through questioning, modelling and working as play partners.