# Teaching and Learning

## Maths

To ensure children have a secure understanding of maths, practitioners need to encourage children to explore maths in practical and meaningful ways. Children must have opportunities to problem solve at their own level during their play. High quality observations of mathematical skills are vital to support children's learning. By doing so, practitioners can use the information to plan and provide next steps accordingly.

DfE 2021, What to expect in the EYFS

## TASK 1

With a colleague using the Development Matters guidance tool, categorise the development points in the table below either into birth to three, or three to four years. .

- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles, and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

- Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.
- Compare quantities using language: ‘more than’, ‘fewer than’.
- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
- Experiment with their own symbols and marks as well as numerals.
- Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’
- Make comparisons between objects relating to size, length, weight, and capacity.
- Notice patterns and arrange things in patterns

Now check your answers:

Development Matters - Non-statutory curriculum guidance for the early years foundation stage (publishing.service.gov.uk)

## TASK 2

Watch the video - Early Years Foundation Stage: Children play at being in a builder's yard - YouTube

With a colleague answer the following questions:

- What mathematical skills did Samaya demonstrate?
- Using the Development Matters tool where would you assess Samaya's mathematical development?
- What evidence from the video supported your decision?
- Do you need further information?
- What other areas of learning did Samaya demonstrate development in?
- What next steps would you provide for Samaya and why?
- What mathematical skills did Finnegan and James demonstrate?
- How could you support their learning further?
- How did the environment support the children's mathematical development?