

Development Matters – Ages and Stages (EYFS 2012)		Look, Listen and Note
- Initiates conversations, attends to and takes account of what others say. (PSED 40-60+) - Explains own knowledge and understanding, and asks appropriate questions of others. (PSED 40-60+) - Can select and use activities and resources with help. (PSED 30-50) - Welcomes and values praise for what they have done. (PSED 30-50) - Enjoys responsibility of carrying out small tasks. (PSED 30-50) - Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+) - Two-channelled attention - can listen and do for short span. (CL 40-60+) - Understands use of objects (e.g. "What do we use to cut things?") (CL 30-50) - Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (CL 30-50) - Responds to simple instructions, e.g. to get or put away an object. (CL 30-50) - Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+) - Shows a preference for a dominant hand. (PD 40-60+) - Begins to use anticlockwise movement and retrace vertical lines. (PD 40-60+) - Recognise some numerals of personal significance. (M 40-60+) - Recognises numerals 1 to 5. (M 40-60+) - Counts up to three or four objects by saying one number name for each item. (M 40-60+) - Counts actions or objects which cannot be moved. (M 40-60+) - Counts objects to 10, and beginning to count beyond 10. (M 40-60+) - Counts out up to six objects from a larger group. (M 40-60+) - Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (M 40-60+) - Counts an irregular arrangement of up to ten objects. (M 40-60+)		* children using number names correctly * children sorting objects and the categories they use * children counting correctly * children recognising and creating patterns. * children adding and taking away * children identifying more/less * use of mathematical language * children playing games well together, sharing and agreeing rules
Maths Area		Effective Practice
Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling 		Adults to introduce vocabulary (use of words, symbols and signs) eg- More, less, bigger, smaller, Longer, taller, shorter, Higher, lower, full, empty, heavy, light, too much, little, same, different, balance, measure, weigh, add, take away, all together, names of numbers, shapes, days, months of year, coins, round, flat, straight, curvy. Adults to ask simple questions to extend learning (using a range of closed and open questions) e.g- How much more do you have? How many bears are there? Which one is the heaviest? Who is taller? Can you make a pattern? Which number is missing? Which shape has more sides? What 3D shape is this? How many do we have altogether?
Intended Experiences		Permanent Resources
Develop self esteem, confidence and the ability to self organise. Share and use equipment, work co-operatively and with respect. Make choices, listen, respond and communicate ideas. Have opportunities to develop ability to count. Opportunities to recognise and order numbers 1 to 9. Play mathematical games, developing their ability to form good relationships with peers and develop mathematical skills through games. Begin to recognise 2D shapes and 3D solids, and use their names in familiar contexts. Positive and enjoyable mathematical experiences. Exploring addition, subtraction and writing numbers. Enhanced provision; resources to be added linked to current topic and children's interests.		Jigsaws, Multilink, Sorting equipment, Number lines, tracks and squares, Washing line, Plastic/magnetic numbers, Number rhymes and songs (CD/tape), Peg boards, Abacus, Clocks, Calculators, Sand timers, Scales, Shapes (2D and 3D), Number and information books, Beads, cotton reels, threading, Measuring containers, Transportable maths box, Real coins, Notepads and pens, Clip boards, Calculators Catalogues, Games – track, dice, matching, sorting, colour, shape, size, dominoes, card games, Calendars, diaries, telephone directories. Plus other resource enhancements throughout the year
Characteristics of Effective Learning		
Unique Child <u>Playing and Exploring (engagement)</u> - Pretending objects are things from their experience - Representing their experiences in play - Taking a role in their play - Acting out experiences with other people - Initiating activities <u>Active Learning (motivation)</u> - Maintaining focus on their activity for a period of time - Showing high levels of energy, fascination - Not easily distracted - Paying attention to details <u>Creating & Thinking Critically (thinking)</u> - Thinking of ideas - Making links and noticing patterns in their		Positive Relationships <u>Playing and Exploring (engagement)</u> - Play with children. Encourage them to explore, and show your own interest in discovering new things. - Join in play sensitively, fitting in with children's ideas. - Model pretending an object is something else and help develop roles and stories. Pay attention to how children engage in activities – the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. <u>Active Learning (motivation)</u> - Stimulate children's interest through shared attention, and calm over-stimulated children. - Encourage children to learn together and from each other. <u>Creating & Thinking Critically (thinking)</u> - Value questions, talk, and many possible responses, without rushing toward answers too quickly
		Enabling Environments <u>Playing and Exploring (engagement)</u> - Make sure resources are relevant to children's interests - Help children concentrate by limiting noise, and making spaces visually calm and orderly. - Ensure children have uninterrupted time to play and explore <u>Active Learning (motivation)</u> - Ensure children have time and freedom to become deeply involved in activities - Keep significant activities out instead of routinely tidying them away <u>Creating & Thinking Critically (thinking)</u> Plan linked experiences that follow the

	experience	Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.	ideas children are really thinking about
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