

Kirkby Woodhouse Primary School



EYES

Purpose of study

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Framework for Early Years Foundation Stage Mathematics

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

EYFS approach to teaching Maths (Reception)

The approach to maths at Kirkby Woodhouse School is a mixture of White Rose and NCETM (National Centre for Excellence in the Teaching of Mathematics). Children complete 5 sessions a week and opportunity is made to sing counting songs outside the maths sessions.

The yearly overview for White Rose in Reception supports the ethos of the EYFS whilst enabling teachers to create a mathematically rich curriculum. It allows for key concepts to be revisited and developed throughout the year.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Getting to know me			Just like me!			It's me 1,2,3,			Light and Dark			Consolidation	
Spring	Alive in 5			Growing 6,7,8			Building 9,10			Consolidation				
Summer	To 20 and beyond			First, then, now			Find my pattern			On the move				

Mastering Number Programme

The NCETM introduced the Mastering Number Programme in Autumn 2021, which as a school, we followed in Reception and KS1. The programme aims to strengthen the understanding of number, and fluency with number facts, among children in Reception and Years 1 and 2.

Over 5,400 primary schools across England took part in the programme's inaugural year (2021/22), with glowing praise received from participating teachers on the impact it had on their pupils:

- There has been a noticeable and marked improvement in the speed and accuracy of children's subitising skills and knowledge of number bonds.
- Children are talking more about the relationships between numbers and using this to solve problems more confidently.
- Lower confidence children are able to recognise patterns and subitise. We will continue to follow the mastering number programme in 2022/23 in KS1.

Mastering Number

Autumn	Spring	Summer
Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Nursery

Mathematics takes place in many different ways – both inside and outside the classroom. Daily maths activities take place in small groups and there are two main inputs each week following the White Rose program. A differentiated maths activity takes place with an adult and small group for evidenced work via their Learning Journey or Tapestry. An episode of Numberblocks is watched each week and there is an indoor continuous provision table solely for numeracy with a set activity based around the previous weeks planning to enable staff to observe understanding of the area taught. The total number of children is displayed each day; calendar and day of the week is taught also.

Mathematics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number and numerical patterns -----*----- Shape, space and measure	Getting to know the children. Number songs. Number and Numerical Pattern	Shape, Space and Measure	Getting to know the children. Number songs. Number and Numerical Pattern	Shape, Space and Measure	Getting to know the children. Number songs Number and Numerical Pattern	Shape, Space and Measure

Assessment

Children are assessed on Entry to Nursery and Reception. The assessments are carried out in Autumn 2, Spring 2 and Summer 2. Children are assessed against the benchmarks for 3-4 years (nursery) and 4-5 years (Reception) using Development matters. In the Summer term, children in Reception will be assessed against the EYFS profile. This provides parents, carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels and their readiness for Year 1.

