

## Maths at York Road Nursery School

**Intension:** At York Road Nursery we believe maths should be fun! It is our intension that every child will leave us confident with numbers, shapes and simple ways to measure.

**Implementation:** Maths is everywhere and in every part of our daily routine. From the moment you step through the gate it begins, the language of maths. Who is walking in front? Who is walking behind? What shape is the door? Who reached the door first, second or last?

During Soft Start we might include experiences in sorting or shape, talk about shapes, building with blocks or matching a numeral to a quantity of objects. Looking through family books we can introduce the language of 'immediate, past and future' or talk about the height of people in the photographs. The children put their photo according to where they are going at 12.00pm either home, Rainbows or Yorkies. Pictures form a clear visual about where the most children are going (plus numbers against pics). Are there more or fewer children going? Which is the biggest group? Are any groups the same?

When a child is the 'Helper' they have the opportunity to match, recognise and eventually order numbers. They count their friends pointing to each as they go. Key staff use questioning to challenge and extend the children's knowledge of maths: How many children away? How many more to come? If we have three more children how many is that? They record how many children are in the group and how many turns they have had at being the helper.

Adult Initiated Learning (AIL) may be a specific maths activity. Here are a few examples:

- Being a shape detective naming and searching for shapes all around.
- Matching number and quantity.
- Puzzles.
- A dice game.
- Programming beebots using simple positional language.
- Sorting loose parts.
- Weighing natural objects.
- Measuring things around the room with their hands.

Toilets – yes even here! The doors have numbers on them. We can talk about shapes in the area. How many taps? Who is going to be first to wash their hands?

During Child Initiated Play (CIP) even if a child wants to ride around the bike track maths opportunities are still present. Estimating how many times they will go round the track? How many times have they been round so far and how

many still to go? What is the number on the bike in front of them? How many litres of petrol/diesel to do they need and how much will it cost? How many wheels on their bike and what shape are they?

Tidy Up Time – Who can find something round to put away. How many spades can you pick up? Who can pick up 5 bricks? Who has the smallest car? Who has the biggest brick/block? Who can put more toys away?

Snack Time - we can talk about the shapes of our fruit and vegetables! How many apples do we have? Compare how many pieces of each fruit and which fruits do we have the same number/most/fewest of? Which is the most popular fruit?

Stories and Singing - the children learn to recite numbers in order through singing e.g. 1, 2, 3, 4, 5 Once I Caught a Fish Alive. Represent number using their fingers and use the vocabulary involved in adding and subtracting by singing e.g. 5 Little Men in a Flying Saucer. Playing instruments to the beat, making a given number of sounds.

Sequencing by recalling events in a story. e.g. The Three Little Pigs

Even Home Time – whose mummy/daddy/childminder/granny/granddad will be first, second, next, how many children left? Using language related to time – yesterday, today, tomorrow, weekend.

**Impact:** When children leave York Road Nursery School they have a solid foundation in maths skills, they are confident budding mathematicians, keen to count, sort, order and talk about all aspects of the maths Early Years curriculum. But more importantly, they just think maths is fun!

Melissa Jeeves and Ruth Cotterill, subject leaders.  
Part of the York Road Team.