Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, space and measure
(Regulatory requirements 2017 Section 1 - The learning and development requirements: 1.5)

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.

Aspects of Mathematics

- **Number – ELG11** Children have a deep understanding of number to 10, including the composition of each number. They subitise (recognise quantities without counting) up to 5 and automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.
- **Numerical Patterns – ELG12** Children verbally count beyond 20, recognising the pattern of the number system. They compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. They explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.

We do this in various ways including:

- giving children a variety of experiences to count, sort, match and order real objects
- developing mathematical understanding through practical activities and first-hand experiences
- providing a meaningful context for maths e.g. stories, role play, real problems such as planning a party, cooking, shopping
- making regular use of number rhymes and songs
- developing children's use and understanding of mathematical language
- providing opportunities to explore volume and capacity, for example, in sand and water play
- providing opportunities to investigate shape and size, for example, in building and construction
- looking for numbers, patterns, shapes in the environment
- using and experimenting with numbers up to 20
- talking about numbers, and using open ended questions to encourage children's, mathematical thinking
- developing a sense of time through daily routines
- developing positional language through small world play, e.g. positioning furniture in the dolls house or animals on the farm
- Numicon resources
- Number blocks (BBC)