



What does maths look like in the Early Years Foundation Stage at Welton?

At Welton we believe that **ALL** children are effective, competent and secure mathematicians.

We aim to ensure:

- Quality play is an essential feature within a mastery approach within our Early Years Foundation Stage
- In addition to mathematics throughout all areas of provision, **all children experience mathematics teaching in short daily focussed sessions**
- **Differentiation** is achieved by emphasising **deep knowledge** and through **individual support** and **intervention**
- **Communication (verbal and nonverbal) is modelled** and encouraged in a variety of ways including the **careful and precise use of mathematical vocabulary**
- **Mathematical reasoning is modelled, planned for and assessed** within the child's holistic mathematical development
- **Mathematical thinking and talking is highly valued**, with an emphasis upon the child's process within activities
- **Concrete, practical experiences underpin mathematical learning**
- Engagement with a **range of resources and representations support children to think flexibly** and to **see multiple ways to approach and solve problems**
- Mastery is achieved through quality time, **repetition and extended periods on an aspect of mathematics to enable deeper and more connected thinking** (both provided by the practitioners and self-selected by the children)
- Children are provided with **carefully chosen examples and problems that help them to see connections and relationships**
- Children are encouraged to **approach mathematical challenges with positivity and confidence**

Our beliefs

Developing a strong grounding in number is essential so that all of the children at Welton develop the necessary building blocks to excel mathematically.

Children should be able to count confidently, develop a deep conceptual understanding of the numbers to 10, the relationships between them and the patterns therein.

By providing frequent and varied opportunities to build and apply this understanding, such as using manipulatives, our children will develop a secure base of knowledge from which mathematical mastery is built. In addition, we believe that children's curiosity about number, shape, space and measure should be encouraged and furthered through opportunities to apply their growing understanding of the mathematical world to the world around them.

