

Little Owls

Children are exposed to numbers in setting immediately, with resources numbered throughout the provision and a variety of maths vocabulary around the setting, e.g. heavy, light, shapes, etc. This room also includes a 'maths area', in which resources are rotated and modelled for the children to explore. Staff are training to use maths vocabulary in setting through deep interactions and model counting and an understanding about number, shape and patterns. Through bi-weekly planning, there is a maths focus each week (from White Rose Maths), which is adapted to meet the children's needs and interests, and to link with the focus book of the week.

Eagle Owls

In Eagle Owls, children exposed to numbers, shapes, patterns, capacity and mathematical language in setting immediately, with resources numbered/labelled throughout the provision and a variety of maths vocabulary around the setting, e.g. heavy, light, shapes, etc. This room also includes a 'maths area', in which resources are provided and modelled for the children to explore and learn from through adult-led activities and child-led activities. In this area, are also maths-related and inspired books that the children can read with the adults to gain an understanding about maths through a love of reading. In Eagle Owls, children are encouraged to take part in an adult-led activity once a week to extend their understanding. This is planned through the White Rose Maths Nursery Scheme of Learning. Staff are training to use maths vocabulary in setting through deep interactions and model counting and an understanding about number, shape, capacity, space and patterns. Through bi-weekly planning, there is a maths focus each week (from White Rose Maths), which is adapted to meet the children's needs and interests, and to link with the focus book of the week.

Reception Owls

In Reception Owls, children are taught through the White Rose Maths scheme. In Autumn term, the children take part in a daily small maths session in which children are taught through song, a PPT and a group activity. Through this process, staff get to know children's understanding through questioning, discussions and questioning. Furthermore, each class teacher and EYP have a maths log in their rooms to log and discuss children's progress. In Spring, children complete longer lessons with the beginning parts as before, with the latter parts of the session being a focus group of children completing a weekly independent activity in their books, whilst the rest of the cohort complete a second group activity with the EYP. In Summer, children are expected to participate in longer lessons and move through the beginning of the lesson as normal, with the latter being whole class book work with child completing an activity independently. Throughout the year, during continuous provision, children have access to maths tables, resources and are exposed to maths in the setting e.g. numbers on chairs, shapes on signs, etc.

	Autumn	Spring	Summer
Maths Input/Lessons	Math Songs PPT Books Resources Group Activities	Math Songs PPT Books Resources Group Activities Focus Groups with Independent Activities	Math Songs PPT Books Resources Group Activities Independent Activities Focus Groups (if needed)
Continuous Provision	Maths Outside table Maths Inside table Maths Input Continuation Maths Working Wall Maths in Setting	Maths Outside table Maths Inside table Maths Input Continuation Maths Working Wall Maths in Setting	Maths Outside table Maths Inside table Maths Input Continuation Maths Working Wall Maths in Setting
Assessment	Formative Progress Log Observations Discussions with children Questioning	Formative Progress Log Observations Discussions with children Questioning Book Outcomes	Formative Progress Log Observations Discussions with children Questioning Book Outcomes ELGs