

**The Process of Teaching Maths in EYFS at Buckingham**



**Connections to be made through strands**

Money- connections to be made through everyday living activities using addition/subtraction/ and division skills.

Staff to add this to their S Plan for the week so staff are clear on how they are going to make connections

**Sentence Stems**

Staff to use the whole school sentence stems linking to Declarative/Procedural/Conditional/Conceptual

I know that…

I know how…

I know when…

I know why…

Staff to use the strand specific sentence stems on their overview for the small step in addition to the above.



**Vocabulary**

Staff to use the vocabulary from WRM for their particular strand.

[file:///T:/2022-%202023/Maths%20necessities/Vocabulary/MathsSkillsKnowledgeandVocabularyMap.pdf](file:///T%3A/2022-%202023/Maths%20necessities/Vocabulary/MathsSkillsKnowledgeandVocabularyMap.pdf)

Progression of vocabulary document

**Barriers to Learning and Progression**

Staff to carefully think about this throughout their teaching of a particular strand and identify on their S Plans for that particular week.

Misconceptions- Do pupils have misconceptions.

Staff to use the misconceptions section on WRM when planning teaching.

**Supplement Strategies**

**Gareth Metcalf-** Low Threat/High Challenge

Deconstructing word Problems

If I know… I know…

**CPD Videos- WRM**

Staff can use the WRM home learning videos to supplement their teaching to allow them to have confidence in their subject knowledge and understanding.

**Early Years Framework and Development Matters**

Bromcom to be regularly updated throughout to reflect teaching

The process is then repeated for the following strand