



EYFS Maths

Regular retrieval of key mathematical concepts embedded throughout daily routines.

Starter

Introduce learning and complete an element of warm up using previous learning.

* Elements of mental and oral starters should build on prior learning. For example; practical songs using real resources, counting, flash Numicon, flash shapes, positional language using props, daily 10 on Top marks and counting opportunities for real purposes throughout the day

* Counting is essential for early years (N:1-10) (R:1-20)

Teach

Fluency teaching delivered in small steps. Elements of 'ping-pong' where necessary.

* I say, you say, we all say

* Concrete/pictorial/abstract

* Sentence stems

Model reasoning and problem solving skills

Practise

Children independently complete fluency tasks/ challenges with scaffolding.

* Group/paired/independent work

* Concrete/pictorial/abstract using real objects so they have meaning

Plenary

self-assessment—support targeted to identify the 'point of struggle'.

Teacher assessment and responsive teaching is used to review and inform focus for further lessons and the provision provided through play opportunities.

* Adult to identify misconceptions and model practically reinforcing vocabulary for class group

Support targeted at children that have found this difficult.

Display learning on working wall. Refer to the following day and during play opportunities to reinforce prior learning.

Reinforce objectives, criteria and skills through WAGOLL.

Challenges are clearly differentiated and include planned questioning, modelled vocabulary/sentence stems

Opportunities to revisit and consolidate learning within guided choosing provision.

Throughout the day there are opportunities to revisit misconceptions and skills bursts to embed learning and build confidence for fluency.