

Ashfield Nursery School and
All2gether@Ashfield



Part of Newcastle Nursery Schools Federation

Ashfield Nursery - Mathematics Intent and Implementation

Maths is an important part of learning for all children in the early years and receiving a good grounding in maths is an essential life skill. As well as numeracy, it helps skills such as problem solving, understanding and using shapes and measure and developing their own spatial awareness. At Ashfield Nursery we want our children to become confident mathematicians who can apply what they have learnt to real life experiences

We believe that children learn about maths through play and their daily experiences and the more meaningful to them and hands on it is, the better. Children in the 2-year-old unit at Ashfield are exposed to a variety of interesting and stimulating objects and resources to explore – toys that play music or make noises when shaken or moved in a particular way (cause and effect toys). The environment is rich in resources that relate to numbers and counting, with a wide variety of equipment that can be sorted/matched freely available and endless opportunities for ‘filling and emptying’. From the 2-year-old unit and upwards children gain an awareness of time as staff support them to follow daily routines – singing songs, visual timetables and picture prompts. Number and counting rhymes are an integral part of the nursery day.

As the children’s mathematical understanding grows staff use their knowledge and expertise to plan for a high-quality learning environment, which provides them with many opportunities to explore different aspects of number and shape, space and measures and learn new concepts. The environment both inside and outside is full of mathematical opportunities and has exciting things for children to explore, sort, compare, count, calculate and describe including the current trend of ‘loose’ parts, various construction materials both small and large scale and collections of natural materials. Through a combination of direct group teaching, objective led planning, facilitating play or learning independently, staff model new language and support the children to be creative, critical thinkers, problem solvers and to have a go.

The continuous provision which is evaluated and updated regularly provides endless opportunities for the children to consolidate and revisit their mathematical knowledge and understanding in different ways.