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| **Resources** | **How is it organised and why** | **Link to EYFS / Research / C of EL** | **Adult Role** |
| Wooden/plastic/  magnetic/flashcard numbers of varying sizes.  Numicon  Counters (both simple circle ones and other shapes  Number lines/hundred squares  Dominos  Multilink  Natural resources e.g. conkers  2D/3D shapes  Sand timers  Clocks  Beads and laces  Number fans  Egg cartons with 10 spaces for eggs  Whiteboards and pens/Chalk boards and chalk  Peg boards and pegs  Shape/number jigsaws  10 frames  Scales  Rulers/tape measures  Calculators  Various sized pots for sorting  Russian dolls/ cardboard pots  Buttons  Money  Board Games  Sorting hoops  Books about Maths  Balance scales  Measuring tapes | Resources to support maths concepts will be placed in other areas of learning inside and outside (and mentioned in that LTP)  Resources displayed at child height so that children can see them regularly. Others in labelled child accessible containers so that children can use them whenever necessary.  Outside resources being outside resources not inside taken outside for example large scale items such as giant balance scales.  Mud kitchen items durable and organised daily.  Set up cooking and playdough making area inside.  Use balance scales within the environment with loose parts. | * Using reclaimed items provides transformative opportunities whereby children can turn the ordinary into the extraordinary (critical thinking) linked to EAD, Maths, & PSE * Children match shapes when putting items back, linked to Maths * Selecting and working by themselves, linked to PSE * Sorting, categorising and counting reclaimed items linked to UW & MATHS * Matching, comparing, and problem solving, linked to Maths * Measuring with everyday objects, linked to Maths * Engaging in experiences involving counting and one-to-one correspondence, linked to Maths * Communicating using mathematical symbols through stories, rhyme, and song linked to Maths * Engaging in activities exploring part to whole, linked to Maths * Creating and repeating patterns using 2- 3 elements (or more?), linked to EAD & Maths * Counting, ordering and recognising 1-20, linked to Maths * Exploring everyday maths through role play, linked to EA * Noticing similarities and differences, linked to UW * Can follow more than one direction, linked to PSE * Lining up objects, linked to PD * Coping with challenges, linked to PSE * Experimenting with mark making and symbols, linked to Literacy * Using pegs on number line, linked to PD * Add and subtract during role play, mud kitchen and cooking, linked to Maths | Observe children exploring mathematical equipment, if appropriate model different ways how to use the equipment, question children and support their learning.  Stand back and let children experiences the many "firsts" that comes with exploring open ended materials  Facilitate play to achieve number recognition, add and subtract, doubling and halving  Use the mathematical language – model and repeat phrases back  Ignite children's exploratory impulse through intentional provocations and relaunch children's ideas in new ways to deepen knowledge.  Suggest possibilities for children to apply their mathematical knowledge  Language:   * *Spatial relationships/ location* * *Prepositions* * *Order* * *Length* * *Opposites* |