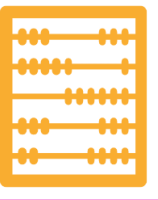


	2-3s Daily Offering	Pre School Daily Offering	Reception Daily Offering
Mathematics Specific Area 	*Children have free access to a variety of maths equipment to support counting, sorting and other mathematical concepts through continuous provision. *Children count orally through everyday scenarios and routines e.g., how many children are here today? Let us count them. *Children are encouraged to count daily when playing and building with resources. *Jigsaws are available for children to play with. *Number rhymes are sung daily during circle time. *Shapes and numbers are available in our everyday resources	*Children have free access to a variety of maths equipment to support counting, sorting and other mathematical concepts through continuous provision. *Children talk about the day and orally count through the daily calendar. *Children count orally throughout the day, such as registration and lining up time. *Children sing maths songs *Children practise subitising daily during registration and incidental number challenges *sand timers are used to manage sharing of equipment etc *A range of 2d shapes are always accessible to children *Adults model key vocabulary such as long, short, tall, full etc during interactions with children during their play	*Children have daily discussions in regards to pattern, one more, days of the week and month using the daily calendar. *Children are encouraged to count verbally up to a give number using actions *Children receive a daily power maths lesson to further support knowledge and skills. *Children have access to at least one maths activity both indoors and outdoors during child initiated time. *Children have free access to a variety of maths equipment to support counting, sorting and other mathematical concepts through continuous provision. *Children sing maths songs. *Children are encouraged to count throughout the day such as; how many children are in today, how many are having dinners, counting the line etc... *Children have a maths focus lesson weekly where work is recorded.