**Early Years**

**Newsletter**

**Supporting the Pre-schoolers of today to achieve**

**Good Levels of Development (GLD) tomorrow**

In July 2018 early years providers submitted data to us for children going to a school reception class in September 2018 and those who were funded 2 year olds at the time:

* The highest performing area of learning is Physical Development.
* The highest performing aspects of learning: Moving and Handling and Health and Self-Care and Self-confidence.
* The lowest performing area of learning is Mathematics
* The lowest performing aspects of learning are: Reading, Number and Speaking

Therefore, in order to support the current cohort of children to be on track to achieve GLD, in the above areas/aspects of learning, at the end of their reception year, **practitioners are encouraged to put focused interventions in place now**. We have created examples of activities which will support practitioners to develop children’s knowledge and skills in what are currently the weaker areas of learning.

In this edition we have focused on some of the aspects of Mathematics.

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| **Practical ideas for activities** |
| **Area of Learning; Mathematics****Aspect of Learning; Number**Between the ages of **30-50 months** we would aim for children to be typically* Using some number names and number language spontaneously (1)
* Using some number names accurately in play (2)
* Reciting numbers in order to 10 (3)
* Sometimes matches number to quantity, correctly (4)
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| **Activity/experience ideas** | **Resources** |
| * The role play area provides an array of opportunities for children to develop and embed their developing number skills and number language, particularly when supported by a good role model. For example; encouraging children to set the table/make a drink/snack for a specific number of guests. (1) and (2)
* Put numeral and pictorial signs to support children when tidying away. For example; 4 plates Dinner Plates : Stock Photo 4 cups White Cup with space for logo - contains clipping paths. : Stock Photo etc. in the home corner storage cupboard. (4)
* Reciting numbers together, regularly. For example; when lining up or counting how many are present in the group (3)
* Singing number songs and action rhymes. For example; songs/rhymes which encourage children to recite, add or subtract. (1) and (3)
* Encouraging children to showcase their ‘reciting’ skills to other children in the group. (3)
* Make a simple scavenger hunt list – which highlights what children need to gather in their basket. Using both numeral and pictorial clues. For example; Can you find… 3 stones Related image 4 leaves Green leaf on wbite background. : Stock Photo (4)
* Link with parent/carers to set a weekly ‘home challenge’ For example; supporting their child to recite numbers to 10 (3)
 | Invest time to provide appropriate role modelling at every opportunityMake numeral and pictorial signs to support learningPrepare a list of number songsSet aside time on a daily basis to involve children in songs, rhymes, action songs and counting activitiesKey person preparing a challenge that is appropriate for the child and taking time to share with parents and gather feedbackITERS 3 and ECERS 3  |
| **Area of Learning; Mathematics****Aspect of Learning; shape, space and measure**Between the ages of **30 - 50 months** we would aim for children to be typically* Showing awareness of similarities of shapes in the environment. (1)
* Showing interest in shapes in the environment. (2)
* Using shapes appropriately for tasks. (3)
* Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’. (4)
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| **Activity/experience ideas** | **Resources** |
| * Talk about the attributes of shapes. For example; noticing that they are made up of straight lines, curves, zig zags etc. (1) and (2)
* During everyday activities introduce opportunities to identify different shapes. (2) and (3)
* Talk about shapes of packaging and food in e.g. tubes of crisps, cartons of drinks, oval shaped chocolate eggs, square crisps, cheese triangles, cheese strings, fruits and vegetables. (2) and (4)
* Provide opportunities for shape making and matching games inside and outdoors. This could be screws and screwdrivers, socket sets, making shapes from dough or clay. (1) and (4)
* Provide chalks, brushes, rollers and water for children to draw shapes on the playground or on the walls, play games that require children to identify shapes e.g. how many children can fit in the square, circle or triangle? (2) and (3)
* Experiment with matching different and same shapes. Explore how different shapes more naturally fit together. (1)
* Provide shapes in different sizes e.g. tiny, small, little, big, bigger, enormous etc. (1) (2) (3) and (4)
* Encourage children to talk about shapes they see and use. Talk about what would happen if a different shape was used for different purposes e.g. a square wheel on a vehicle, a square plug in the sink, a round ‘box’. Encourage children to think about which shapes roll or stand. (3)
* Support children to take photographs of how shapes are used in different environments. For example; home and school (2)
 | Organise the environment to encourage shape matching e.g. pictures on boxes / shelves to show where they belongProvide plates/ cups etc. that challenge the norm e.g. hexagonal plates, square cups, to spark conversation and new languageUse different shape paper for creative activitiesIntroduce new vocabulary – ensure practitioners have a bank of number related words to refer toDigital or disposable cameraITERS 3 and ECERS 3  |

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