Examples to support learning

Describe children’s climbing, tunnelling and hiding using spatial words like ‘on top of’, ‘up’, ‘down’ and ‘through’.

Provide objects with marked differences in size to play freely with. Suggestions: dolls’ and adult chairs, tiny and big bears, shoes, cups and bowls, blocks and containers.

Use the language of size and weight in everyday contexts.

Provide patterned material – gingham, polka dots, stripes etc. – and small objects to arrange in patterns. Use words like ‘repeated’ and ‘the same’ over and over.

Draw attention to changes in amounts, for example, by adding more bricks to a tower, or eating things up.

Help children to match their counting words with objects. Suggestions: move a piece of apple to one side once they have counted it. If children are saying one number word for each object, it is not always necessary to correct them if they skip a number. Learning to count accurately takes a long time and repeated experience. Confidence is important.

Use available opportunities, including feeding and changing times for finger‑play, outdoors and inside, such as ‘Round and round the garden’. Sing finger rhymes which involve hiding and returning, like ‘Two little dicky birds’.

Provide inset puzzles and jigsaws at different levels of difficulty.

© 2022 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

Provide blocks and boxes to play freely with and build with, indoors and outside.

Mathematics

Birth to three

Offer repeated experiences with the counting sequence in meaningful and varied contexts, outside and indoors. Suggestions: count fingers and toes, stairs, toys, food items, sounds and actions.

Encourage babies and young toddlers to play freely with a wide range of objects - toddlers engage spontaneously in mathematics during nearly half of every minute of free play. Suggestions: when appropriate, sensitively join in and comment on:

• interestingly shaped objects like vegetables, wooden pegs, spoons, pans, corks, cones, balls

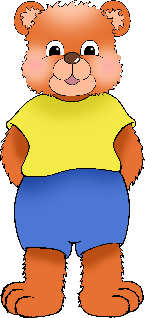
• pots and pans, boxes and objects to put in them, shape sorters

• stacking cups: hiding one, building them into a tower, nesting them and lining them up.

A picture containing text

Description automatically generatedA picture containing text

Description automatically generated



A close-up of a hand

Description automatically generated with low confidenceA picture containing icon

Description automatically generated

Examples to support learning

Describe children’s climbing, tunnelling and hiding using spatial words like ‘on top of’, ‘up’, ‘down’ and ‘through’.

Provide objects with marked differences in size to play freely with. Suggestions: dolls’ and adult chairs, tiny and big bears, shoes, cups and bowls, blocks and containers.

Use the language of size and weight in everyday contexts.

Provide patterned material – gingham, polka dots, stripes etc. – and small objects to arrange in patterns. Use words like ‘repeated’ and ‘the same’ over and over.

Draw attention to changes in amounts, for example, by adding more bricks to a tower, or eating things up.

Help children to match their counting words with objects. Suggestions: move a piece of apple to one side once they have counted it. If children are saying one number word for each object, it is not always necessary to correct them if they skip a number. Learning to count accurately takes a long time and repeated experience. Confidence is important.

Use available opportunities, including feeding and changing times for finger‑play, outdoors and inside, such as ‘Round and round the garden’. Sing finger rhymes which involve hiding and returning, like ‘Two little dicky birds’.

Provide inset puzzles and jigsaws at different levels of difficulty.

© 2022 Little Owls Resources *Contains public sector information licensed under the Open Government Licence v3.0.*

Provide blocks and boxes to play freely with and build with, indoors and outside.

Mathematics

Birth to three

Offer repeated experiences with the counting sequence in meaningful and varied contexts, outside and indoors. Suggestions: count fingers and toes, stairs, toys, food items, sounds and actions.

Encourage babies and young toddlers to play freely with a wide range of objects - toddlers engage spontaneously in mathematics during nearly half of every minute of free play. Suggestions: when appropriate, sensitively join in and comment on:

• interestingly shaped objects like vegetables, wooden pegs, spoons, pans, corks, cones, balls

• pots and pans, boxes and objects to put in them, shape sorters

• stacking cups: hiding one, building them into a tower, nesting them and lining them up.