

Birth to three

Examples to support learning

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.



Provide inset puzzles and jigsaws at different levels of difficulty.

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.

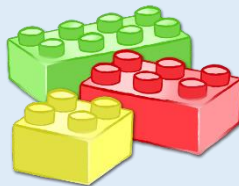
Help children to match their counting words with objects. Suggestions: move a piece of apple to one side once they have counted it. If children are saying one number word for each object, it is not always necessary to correct them if they skip a number. Learning to count accurately takes a long time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

Mathematics

Use the language of size and weight in everyday contexts.

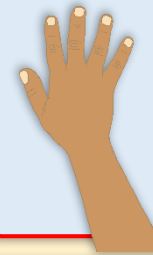
Provide blocks and boxes to play freely with and build with, indoors and outside.



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

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.



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.

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

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