

Good Practice Guidelines: Calculating

3.01

“Children’s problem-solving strategies and skills develop through investigating and finding solutions for a wide range of practical problems.”

‘Maths is Everywhere’, Sheila Ebbutt & Carole Skinner, Early Education - Learning Together Series

The Unique Child

- Build on each child’s interests to develop their calculating skills

Positive Relationships

- Create a culture where problem-solving, having-a-go and taking time to think are encouraged
- Pose problems in a range of contexts for children to engage in and be motivated to solve

Enabling Environments

- Create an environment where all children can encounter practical challenges, indoors and outdoors
- Encourage children to calculate out loud through appropriate questioning statements such as ‘I wonder how we could find out’
- Carry out close observations of children to assess which stage they have reached:
 - Are they randomly trying out?
 - Are they using a self-acquired or taught method?
 - Are they applying a familiar method to a new context?
 - Are they able to talk through how they solved a problem?
- Track children’s progress in order to address the gaps
- Ensure parents understand how to support their children (e.g. through workshops, parents in school, guidance notes in translation)

Learning and Development

- Develop children’s calculating skills through stories, songs, games and imaginative play
- Include key vocabulary in your planning
- Find opportunities to calculate out loud using mathematical terms during play and daily routines
- Provide a range of quality resources, including real objects and natural materials, for children to use when calculating
- Support children as they apply their calculating skills to a range of play situations
- Display exciting, interactive calculating challenges for children to solve



Leaders and managers

- Monitor children's progress in calculating by analysing any tracking data and identifying areas for improvement
- Arrange termly moderation meetings
- Assess Continuous Professional Development requirements in raising adult subject knowledge and confidence in teaching calculating

A few tips...

- Ensure that there are mathematical challenges on display
- Recognise the mathematical potential of the outdoor area

Further information

We have provided shortcuts to these documents on the EYFS page of our Publications section at www.childrenscentres.org.uk

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www.niace.org.uk

Early Childhood Maths Group
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Learning Together Series - Maths is Everywhere
www.early-education.org.uk/pdf/EE_maths.pdf