

Developing a Mathematical Environment

Environment Overview

- Look for ways to offer mathematical opportunities throughout areas of continuous provision, even if you have a central specific maths space.
- Ensure that core provision promotes adults and children to use mathematical language, e.g. offer graded sized core resources that are visually the same so children must use the language of size to select an item e.g. pass me the small bowl please.
- Ensure that the mathematical opportunities are purposeful and based in a meaningful, real-life context, e.g. we don't have number lines in our kitchens at home, but we do have lots of everyday objects that have a maths focus that can be incorporated into a domestic role-play setting
- Numerals displayed within the environment are an essential reference for young children's number and mathematical conversations. They also offer a visual cue to the number sequence and how each numeral is written.



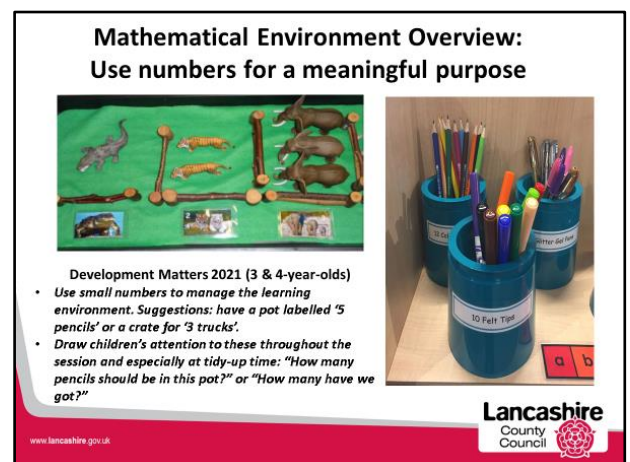
A numerate rich learning environment

Number tracks

Number tracks are useful as they can also include the kinaesthetic element of counting. Children can jump on a large scale number track or match a quantity of objects to the numeral. Foam number tracks can be purchased but drawing and writing your own track using chalks outside is a meaningful mark-making activity too!

Number lines

- Always ensure that any numbers represented in the environment are purposeful and used for a meaningful mathematical reason.
- Consider purposeful opportunities to use number lines that include number sequences beyond 10. Children need to see larger numbers to reinforce that the counting doesn't stop at 10.
- Include zero within number lines. Zero does not have a value, so display this on a blank card rather than a visual image e.g. current bun/speckled frog.
- Handwritten numbers are important. Include number lines that the children have made themselves. They are more likely to use and understand the number sequence if they have ownership for this resource.
- Use and display a number line at child-height as an important teaching resource, children can also manipulate the resource independently e.g. Moving number cards pegged on to a washing line.
- Represent number lines as both numerals and as quantities.
- Ensure children can independently access to specific mathematical resources within the environment, e.g. dice, spinner, number cards, number tracks and number lines.
- Offer opportunities for children to make mathematical marks and foster children's emergent mathematical graphics.



The Learning Environment – Make maths meaningful

Mathematics in areas of continuous provision Sand



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Measuring box

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Mathematics through continuous provision Malleable



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Painting and workshop



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