

School/ Name: Netley Primary School, Gareth Morris

Heading: What does Tfm look like in Early Years?

Tfm Big Idea(s):

DEEP SUBJECT KNOWLEDGE

Summary of initiative:

The objective for those working in Early Years, is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age. There are **six key areas of early mathematics learning**, which collectively provide a platform for everything children will encounter as they progress through their maths learning at primary school, and beyond:

Cardinality and Counting, Comparison, Composition, Pattern, Shape and Space, Measures.

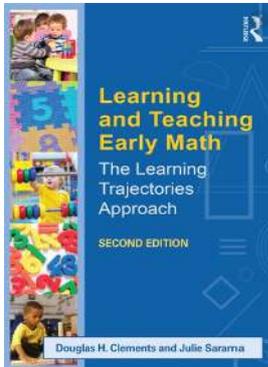
Each of these areas of learning can be broken down into a series of stages children need to achieve to understand the concept deeply. These are called developmental trajectories.

Key learning and impact:

Children need a range of playful learning experiences, undertaken and planned for by practitioners with a deep subject knowledge of the key areas of learning. Short learning moments should be planned for and delivered in a playful way. Children should be given discreet teaching moments as part of routines, small groups or maths meetings that help develop key concepts. Challenges during independent play should aim to close the gaps by moving children through the progressions/learning trajectories in the area of learning. **Teaching for Mastery in EYFS should not look like long carpet sessions followed by independent work.**

The NCETM has progression documents for the six areas of learning, such as:

<https://www.ncetm.org.uk/media/zpujdwv4/typical-progression-cardinality-and-counting.pdf>



Clements and Sarama are renowned experts in the field of Early Mathematics. They have created a website that has progression documents, videos and playful learning tasks to explore mathematical ideas. <https://www.learningtrajectories.org/> or you can find the trajectories in this book.

Weekly plans should target children to ensure they are given the correct playful activities/learning moments to ensure they progress through the developmental trajectories.

Top tips for another school:

Teaching for Mastery in EYFS is not about bringing formal learning, worksheets/text books into the EYFS. It is about developing deep conceptual knowledge, through routines and playful learning moments. Direct teaching will be needed to ensure children move through the learning trajectories but through daily routines, small group work and through independent play.

Any web links, images etc.

Number blocks are a series of short 5 minute clips, with associated teacher presentations that develop deep subject knowledge in early number. (EYFS and KS1) **Number blocks:** <https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-series-1-episodes-1-15/> and <https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-series-2-episodes-1-15/>