

Essential foundations for counting



Classification

The HfL Primary Mathematics and Early Years teams would like to thank the following settings for their support in the production of these materials:

Four Seasons Pre-school, Stevenage
Roebuck Primary School, Stevenage
Watton-at-Stone Primary School and Nursery
Little Tulips Day Nursery, Welwyn Garden City
Watford Field Infant and Nursery
Coates Way Juniors Mixed, Infants and Nursery School, Watford
Fingerprints Preschool, Watford
Oakwood Primary School, St Albans

This document is designed to work alongside the Early Years Foundation Stage statutory framework and guidance from the DfE, to build a sense of number and quantity across the EYFS. It provides practical suggestions to achieve firmly embedded pre-counting skills and enrich further learning opportunities. The scaffolding of high-quality language, for use by adults and children, is a key ingredient of the resource and is informed by the **HfL Working mathematically** document.

Each of the skills – **comparison, classification, pattern** and **group recognition (subitising)** – is organised in a progression of four steps, in which children notice, **copy, extend** and **create**. Guidance for “What adults could do” and “What adults could provide”, as well as the “Behaviours a child could demonstrate to show understanding” for each of these, is included.

Skill	What adults could do	What adults could provide	Behaviours a child could demonstrate to show understanding
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Introduction

Have you ever thought about what comes before counting? Advisers from the HfL Early Years and Mathematics teams have been working together with practitioners from schools and settings to answer this question. Sometimes the results were surprising. Adapting practice and provision in the very early stages of learning is vital in underpinning the essential foundations for counting.

"This has been a valuable project for us as staff and ultimately in extending and developing the learning of our children. Thank you :)"
EYFS Leader, Watton-at-Stone Primary School

"We didn't realise how much comes before counting and numbers and have already been implementing some of the ideas and activities with our children."
Manager, Four Seasons Pre-School

From the action research, as part of the development of these materials, the powerful learning that we saw did not include any numerals at all but instead focused on children's language, thinking and understanding. This formed the basis of the four pre-counting skills, which you will find in the accompanying booklets, along with lots of ideas for how to make this happen for your children. A range of research has shown that many children have been missing out on these pre-counting skills, which form the foundation of all mathematical understanding.

Comparison

Classification

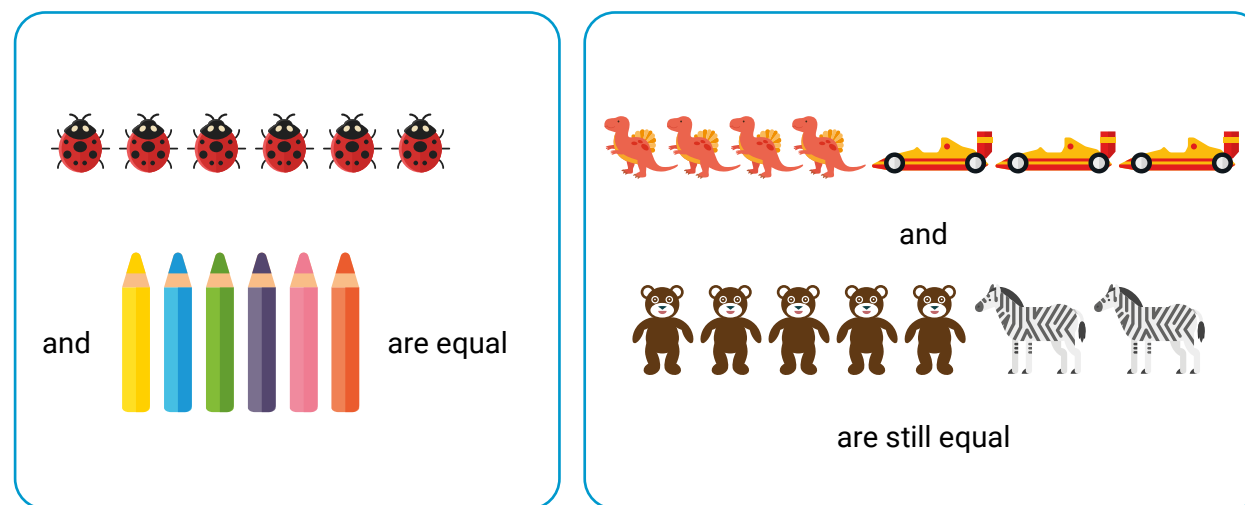
Pattern

Group recognition (Subitising)

Often practitioners tell us that it is difficult to find enough evidence for mathematical development through their observations. These materials will support you and your team in providing more opportunities during child-initiated play, and in developing staff skills and high-quality language for mathematical learning.

By working closely with practitioners, we have developed a progression in pre-counting skills. We have decided to call the steps **notice**, **copy**, **extend** and **create**. There is an interconnectivity between the skills, when children are presented with rich mathematical learning opportunities and environmental provision.

The crucial principle of **conservation** (i.e. where children understand that a quantity will not change even when the objects compared appear to be different in size or move their position) permeates throughout the four pre-counting skills and will benefit from lots of practice.



Comparison

Classification

Pattern

Group recognition (Subitising)

Conservation

We need to ensure that children experience and explore the idea that a quantity does not change just because we are counting objects of different types and sizes, moving objects, or creating different arrangements of objects. Children will continue to secure their understanding well into Key Stage 1.

Classification

What is it?

Classification is fundamental to learning about the real world. It can be done with or without numbers, yet classification skills are a prerequisite to any meaningful number work. Before children can count, they must know *what* to count, and classification helps to identify what is to be counted. Classification not only helps children make some sense of things around them, but also helps them become flexible thinkers. Classifying objects in different ways fosters the development of thinking skills. When classification takes place, decisions need to be made about how things will be sorted. If there is disagreement, children will need to defend their ideas and explain their thinking. Language such as **more**, **few**, **many**, **most** and **none** will help the children to describe their collections. If children are confused about what to count, they are probably struggling with classification. This needs to be clear before counting can be meaningful. Classification is a very important step in developing number sense and early counting skills.

What it leads to

Classification underpins all aspects of mathematical learning, because it:

- provides a starting point for a full understanding of the number system
- helps early counting, e.g. identifying what needs to be counted and why
- helps to compare and organise meaningfully
- enables children to use the properties of number with increased accuracy in a progressively complex number system

Vocabulary



What does it look like in EYFS?

When **engaging in the world** around them, children's natural curiosity invites classification. Using their **senses**, they will begin to explore and identify familiar characteristics through a broad range of opportunities. It is important that young children repeat these experiences many times. Having done this, they will be able to **make connections** between their experiences, to classify in a variety of ways even when the resources remain the same. An example is objects on a nature table grouped for different reasons, e.g. colour, texture or characteristics. Through **making choices**, children will begin to **reason and explain their thinking** when classifying across broad and varied experiences, e.g. objects, noises or emotions. By paying **attention** to detail, children will begin to use language appropriately to justify the choices they have made.

Statutory mathematics educational programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Statutory framework for the early years foundation stage

Setting the standards for learning, development and care for children from birth to five – published March 2021.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

Characteristics of effective learning		
Playing and exploring children investigate and experience things, and 'have a go'	Active learning children concentrate and keep on trying if they encounter difficulties, and enjoy achievements	Creating and thinking critically children have and develop their own ideas, make links between ideas, and develop strategies for doing things

For further detail, refer to non-statutory guidance

Working mathematically

By linking the **Characteristics of effective learning** to the **HfL Working mathematically** document, as illustrated below, it is possible to see how children's reasoning and problem-solving skills can be developed in all learning, deepening the application of their mathematical understanding. It is crucial that adults focus on language development. This enables children to engage in rich mathematical talk and demonstrate their understanding.

Application	
Ideas, questions and lines of enquiry	• chooses and identifies ways of bringing mathematical thinking to everyday activities - <i>shows curiosity, is willing to have a go and begins to develop an approach, e.g. trial and error</i> - <i>makes connections and asks questions about aspects that are familiar</i> • selects appropriate resources and adapts work where necessary • asks appropriate questions relevant to the activity and finds new ways to do things
Represent and communicate	• uses talk to connect ideas and describe what is happening - <i>creates simple representations of the story of the problem</i> • captures experiences and responses in a range of ways - <i>constructs and/or makes marks with a purpose in mind</i> - <i>records, using marks that they can interpret and explain</i> • uses talk to organise their activities, taking account of one another's ideas, and checks how well it is going • in practical activities and discussion, begins to use the vocabulary involved in mathematical thinking
Plan an approach and implement it	• draws on their knowledge of their familiar world to make decisions about how to approach a task, solve a problem and reach a goal • initiates activities and seeks challenge, applying their knowledge of mathematical concepts and appropriate vocabulary, e.g. counting, comparing, pattern making • checks how well their activities are going, changes strategy as needed and reviews how well the approach worked
Computational complexity (within the range of number facts known)	• shows an interest in number problems • responds to instructions involving a two-part sequence

Reasoning	
Make connections	• uses talk to make links and notice patterns in their experiences • uses their experience to test their ideas and anticipate what might happen • comments and asks questions about aspects of their familiar world
Evaluate	• questions why things happened and gives explanations
Draw conclusions	• makes predictions and tests them, e.g. developing ideas of grouping, sequences, cause and effect • answers how and why questions about their experiences
Generalise	• recognises similarities between learning experiences and begins to use this understanding in new contexts - <i>realises not only objects but anything can be counted, including steps, claps or jumps</i> • builds up vocabulary that reflects the breadth of their experiences to describe patterns and characteristics of the world around them
Justify	• uses talk to clarify thinking • talks about why things happen and how things work

Problem solving
• chooses ways to do things • checks how well their activities are going • notices patterns in their experiences • uses a range of ways to capture experiences • looks closely at similarities, differences, patterns and change • makes decisions about how to approach a task



Criteria for planning and assessing classification

Classification	What adults could do	What adults could provide	Behaviours a child could demonstrate to show understanding
Notice	• point out objects within the environment (both natural and manmade) that have similar features, and talk about what is the same • play a range of musical instruments, guide children in their listening to recognise the sounds that are similar, and notice what makes them alike • help children to recognise rhythm and pattern in the syllables of their name, and group children who have the same amount • help children to identify the similarities and differences between different types of books • teach children to identify types of movement, through dance and exercises • draw children's attention to events in the daily routine that have similar attributes • provide a commentary alongside varied activities, to model talk about similarities, differences and groupings. Use vocabulary carefully, to help children to understand the thought processes behind the groupings they have noticed • encourage the children to notice how the environment is organised into groups, to help them find things and return objects to the correct places	• opportunities for children to look at the world around them, both indoors and outdoors, including natural things, real objects, photographs, images, construction, art materials • props to invite children to sort and classify in role play, outdoor learning, small-world play, expressive arts • models of the language of classification: more, less, same, different, similar, group, set – in adult-led and independent learning • opportunities for children to listen independently, or as part of a group, to different kinds of musical instruments, stories, songs • open-ended questions to help children notice ways to sort • opportunities for children to do a range of movements – jumps, rolls, turns, etc – and notice those that are similar • a well-organised environment in which resources are classified	• children will notice when things have similar properties • children will use the language of classification, identifying what is the same and what is different • children will demonstrate, by grouping, that they can see similarities and differences • children will actively participate in activities, noticing when things are similar or different, making connections with previous experiences • children will know how to return resources to the correct groups

Classification	What adults could do	What adults could provide	Behaviours a child could demonstrate to show understanding
Copy	• teach the children to listen to a range of instruments or music, and find instruments or types of music that are similar • model the identification of a property, to help classify objects into groups • introduce the concept of sorting by more than one criterion, creating subsets • model identifying and reasoning for why an object is part of or not part of a set • encourage children in independent learning to copy sets, using criteria that have been modelled • make suggestions and model why things can be grouped into a set and why some things cannot be included	• visual aids and direct modelling for some children, to help them recognise properties that can be used to classify • opportunities to copy sorting, using the same criteria that have been modelled • opportunities to identify whether something or someone is or is not part of a group	• children will select appropriate objects and materials that match the characteristics of the set, demonstrating that they can copy criteria modelled • children will articulate why something is or is not in a set, copying criteria that they have been modelled

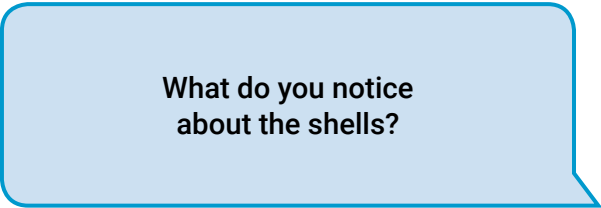
Classification	What adults could do	What adults could provide	Behaviours a child could demonstrate to show understanding
Extend	• use precise language to rephrase the child's voice, focusing on the physical or non-physical criteria used to classify; for example, use sounds to classify instruments, or personalities to classify characters from stories • use effective questioning to challenge children's thinking about what they know and understand about classification • make suggestions that children share their findings with others, to enable them to explain their reasons for putting groups of things together in a set, or explaining why something could not be part of a set • listen carefully to what the child is saying about classification, in order to seize an opportune moment to clarify ideas, challenge thinking, model improved vocabulary, etc • model how to identify what the set name could be for a set of objects, and explain why all the objects could belong to that set • generate two sets where objects could belong to either; model an intersection and identify which objects have both criteria	• a range of objects – natural and manmade, shapes, characters, number representations and images – for children to classify, using complex criteria • challenge, through the use of open-ended questions, for children to extend their use of classification in independent learning • opportunities in play and real life for children to apply their skills of classification to make groups, e.g. sorting pieces to start a puzzle, setting up a shop in role play, sorting money by characteristics • opportunities and language models for children to find objects and reason why they go into the intersection of two given sets	• children will make decisions about what criteria to use to complete and extend a set • children will give reasons and describe the attributes of a set, both physical and non-physical, depending on the group • children will respond appropriately to questions and with accurate detail to explain their reasoning for classification • children will independently find more things that go in a given set, both with single criteria and intersections of two criteria • children will be able to identify attributes by which a group of given objects could be classified

Classification	What adults could do	What adults could provide	Behaviours a child could demonstrate to show understanding
Create	• plan ways that invite children to use classification for a purpose, e.g. ingredients for baking • work alongside the children when they are creating groups, and talk about their reasons for why they have grouped objects together • challenge children to create subsets within their sets; identify or add things that could create an intersection between two sets • encourage children to reflect upon sets and subsets they have made independently, and talk about reasons for their grouping	• an environment with sufficient resources to create classification • opportunities for children to create an environment that includes classification, e.g. setting up a mud kitchen: pans together, wooden spoons together • time for children to become absorbed and immersed in creating groups and labelling them appropriately, using precise vocabulary	• children will show sustained engagement in the creation and maintenance of sets within areas of learning • children will reason about the choices they have made and explain their thinking in the sets they have created • children will be able to think of and create sets and subsets, both naming and finding objects, independently

The following pages provide exemplification of **some** of the criteria, to illustrate how they could be achieved across provision.

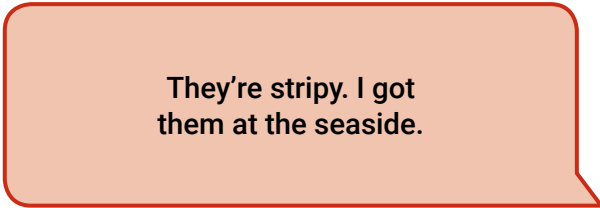
In the illustrations you will see the following:

Blue speech bubbles indicate key questions and teaching points for adults

A blue speech bubble with a tail pointing to the bottom right.

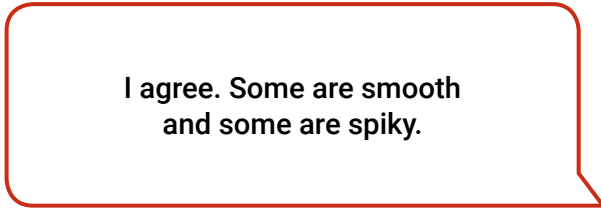
What do you notice about the shells?

Red speech bubbles indicate things children may say

A red speech bubble with a tail pointing to the bottom right.

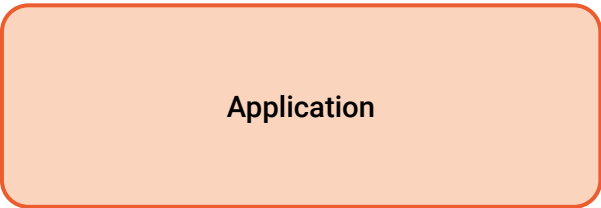
They're stripy. I got them at the seaside.

White speech bubbles with a red outline indicate how the child's talk could be remodelled by an adult

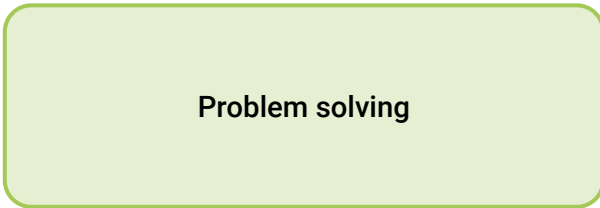
A white speech bubble with a red outline and a tail pointing to the bottom right.

I agree. Some are smooth and some are spiky.

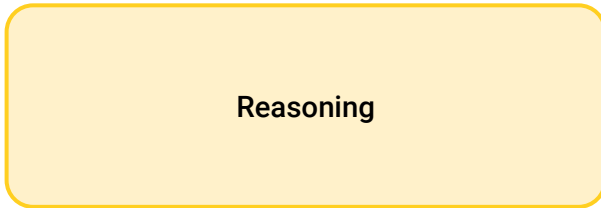
Rectangular boxes indicate **Working mathematically** criteria, as follows:

An orange rectangular box with rounded corners and a thin orange border.

Application

A green rectangular box with rounded corners and a thin green border.

Problem solving

A yellow rectangular box with rounded corners and a thin yellow border.

Reasoning

Classification – NOTICE: What adults could do

- point out objects within the environment (both natural and manmade) that have similar features, and talk about what is the same



What do you notice about the shells?
Can you tell me anything about the shells?

They're stripy. I got them at the seaside.

You notice some are stripy. You have collected shells at the seaside.

Make connections

Uses talk to make links and notice patterns in their experiences

- play a range of musical instruments, guide children in their listening to recognise the sounds that are similar, and notice what makes them alike



I think that some of these instruments are similar.
Do you agree?

Shake, shake.
Bang, bang.

I agree that some you shake and some you bang.

Represent and communicate

Uses talk to connect ideas and describe what is happening

Classification – NOTICE: What adults could do

- help children to identify the similarities and differences between different types of books



What's the same and what's different about these books?

Animals, story.
Animals, fact.
Animals, story.

All the books are about animals. Some are stories and some are facts.

Make connections

Uses their experience to test their ideas and anticipate what might happen

- draw children's attention to events in the daily routine that have similar attributes



When in the day do you choose who you are with?

Playtime, but not busy fingers.

That's right. You do busy fingers with the rest of green group, but you can choose at playtime.

Make connections

Comments and asks questions about aspects of the world they are familiar with

Review and evaluate

Behaviours a child could demonstrate to show understanding:

- children will notice when things have similar properties
- children will use the language of classification, identifying what is the same and what is different
- children will demonstrate, by grouping, that they can see similarities and differences
- children will actively participate in activities, noticing when things are similar or different, making connections with previous experiences
- children will know how to return resources to the correct groups

Observation:

Victor was in the garden when he looked at the wall and said, **"All those bricks are the same [rectangular shape]. Look – that one is not,"** pointing at a square brick.

Evaluation:

Victor can see similarities and differences, and make comparisons in the world around him.

Observation:

Jack noticed that the cars, trains and aeroplanes all have wheels but the boat doesn't. He then said, **"The train and boats could go together – they both have funnels."**

Evaluation:

Jack can use the language of comparison, identifying what is the same and what is different.

Observation:

Sarah was comparing buttons. As she picked up a button, she indicated which "bear" it would belong to: **"This one's for Daddy bear,"** for a big button. She then noticed that two of the big buttons were different. **"This one has two holes and this one has four."**

Evaluation:

Sarah is noticing similarities, and also comparing to find difference.

Observation:

Amira was playing with the bricks and lining them up. She said, **"All those are the same,"** and pointed at the cylinders. She ignored the rest of the shapes and did not comment.

Evaluation:

Amira notices similar properties, identifying things that are the same.

Classification – COPY: What adults could do

- teach the children to listen to a range of instruments or music, and find instruments or types of music that are similar



That's a loud sound.
I wonder how you
make it?

He hit it with a stick!
It goes with the sticks.

That's right. It belongs in
the group that you can tap
to make a sound.

Make connections

Uses talk to make links and notice
patterns in their experiences

- model the identification of a property, to help classify objects into groups



I've been sorting
out the shells.
Do you want to help?

This goes here and
this goes here.
They're the same.

Look – you managed to help.
You have copied my sorting –
stripy shells and pointy shells.

Make connections

Uses talk to make links and notice
patterns in their experiences

Classification – COPY: What adults could do

- introduce the concept of sorting by more than one criterion, creating subsets
- model identifying and reasoning why an object is part or not part of a set



I can see you are sorting the furniture in the different rooms. I wonder where you will put the chairs?

Yes. The things have to go in the right room. They go in the kitchen.

They can go in the kitchen. Is there any other room they could go in as you have lots of chairs?

Make connections

Comments and asks questions about aspects of their familiar world

- encourage children in independent learning to copy sets, using criteria that have been modelled
- make suggestions and model why things can be grouped into a set and why some things cannot be included



Can you see I have put some that are the same together – the star-shaped ones?

This one can't go there!

No, it can't. You will have to put it with the triangle-shaped play dough.

Make connections

Uses talk to make links and notice patterns in their experiences

Review and evaluate

Behaviours a child could demonstrate to show understanding:

- children will select appropriate objects and materials that match the characteristics of the set, demonstrating that they can copy criteria modelled
- children will articulate why something is or is not in a set, copying criteria that they have had modelled

Observation:

Sarah came up to me (key person), saying, **"I sorted all the animals like you did."** **"Did you?"** I said, **"Tell me – what did you do?"** **"I sorted all the cows as the rest are not cows."**

Evaluation:

Sarah is able to copy, using the modelled criteria.

Observation:

Jack was helping his teacher sort the puzzles that were muddled up. She said, **"You have to get all the pieces for each vehicle that go together."** Jack found all the fire engine puzzle pieces. He said, **"I know – they make a fire engine – they have all got a bit of ladder on them."**

Evaluation:

Jack can articulate why the puzzle pieces belong in a set, following a teacher's model.

Observation:

Amira and her key person were sorting the doll's house furniture. With support, she copied the adult and put the furniture in the correct room. She said, **"That's it."** The adult said, **"You have helped me sort it into the right rooms."**

Evaluation:

Amira can copy the modelled criteria to sort the furniture.

Observation:

Victor was outside, moving some stones in the digging area. He lined them up, then said, **"I sorted them like you did the buttons. All these are big stones; those are little ones,"** as he pointed at his two piles of stones.

Evaluation:

Victor can use modelled criteria to sort the stones, and he can explain it.

Classification – EXTEND: What adults could do

What adults could do

- use precise language to rephrase the child's voice, focusing on the physical or non-physical criteria used to classify; for example, use sounds to classify instruments or personalities to classify characters from stories



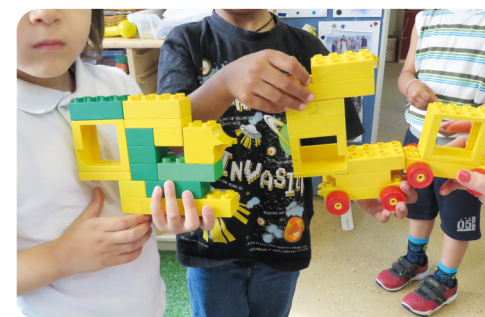
I am thinking about the characters in this story and wondering if they all belong together?

No, the troll does not belong. He's not a Billy Goat Gruff.

That's right. The troll is not in Billy Goat Gruff's family.

Reasoning to draw conclusions
Answers how and why questions about their experiences

- make suggestions that children share their findings with others, to enable them to explain their reasoning for putting groups of things together in a set, or explaining why something could not be part of a set



Tell me about how you chose your bricks today to make your models.

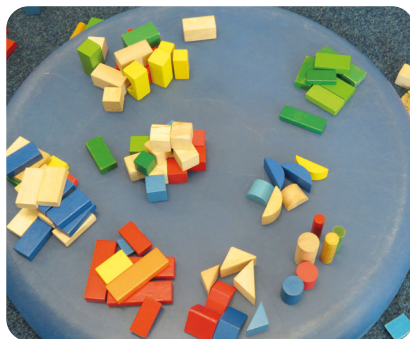
Harry had all the yellow bricks, so I had to have some green ones. Harry can't have green. He doesn't like green.

I see. So, your model is all yellow and you sorted out your favourite colour, Harry. Amy, you chose green, as you like green and yellow.

Evaluate
Gives explanations

Classification – EXTEND: What adults could do

- Listen carefully to what the child is saying about classification in order to seize an opportune moment to clarify ideas, challenge thinking, model improved vocabulary, etc



You have been very busy this morning. Tell me – what are you doing now?

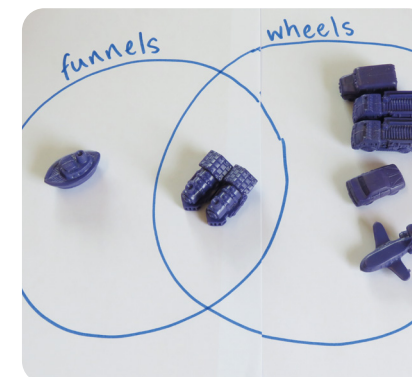
We have all the ones like tubes and are making a station with them.

Yes, you are making the station from cylinders. What about these? (Pointing at the triangular pyramids)

Make connections

Uses talk to make links and notice patterns in their experiences

- model how to identify what the set name could be for a set of objects, and explain why all the objects could belong to that set
- generate two sets where objects could belong to either; model an intersection and identify which objects have both criteria



Look – you have all the transport shapes.

They are all blue.

You told me some had funnels and some had wheels. What about the trains?

Make connections

Uses their experience to test their ideas

Review and evaluate

Behaviours a child could demonstrate to show understanding:

- children will make decisions about what criteria to use to complete and extend a set
- children will give reasons and describe the attributes of a set, both physical and non-physical, depending on the group
- children will respond appropriately to questions and with accurate detail to explain their reasoning for classification
- children will independently find more things that go in a given set, both with single criteria and intersections of two criteria
- children will be able to identify attributes by which a group of given objects could be classified

Observation:

Jack was in the investigation area and sorting the conkers, acorns, fir cones and dried leaves. He said, **"All these go on a tree."**

Evaluation:

Jack can give reasons to describe the attributes of his set.

Observation:

Sarah played in the home corner. She said, **"Everyone must have a cup and a plate,"** as she laid the table. She said, **"They need the same colour."** She ensured the table was laid with a different colour for each setting.

Evaluation:

Sarah was very confident with her reasons for classifying.

Observation:

Amira was helping at the snack table. She said, **"I am putting all the drinks on this side. These are all the milks and these are all the water bottles."**

Evaluation:

Amira responded well to the question and was accurate in the detail she used to explain the classification.

Observation:

Victor played with the wooden train set. He sorted all the trains into a line. He said, **"These are steam trains like Thomas. These are not."**

Evaluation:

Victor has identified his own criterion to classify the trains.

Classification – CREATE: What adults could do

- encourage children to reflect upon sets and subsets they have made independently, and talk about their reasons for their grouping



I see you are sorting out all the dolls' furniture.

Yes, these are all the dog's things. They don't go in the house.

Yes, you have a group of furniture for the pets. These are the kennels.

Problem solving

Chooses ways to do things

- challenge children to create subsets within their sets; identify or add things that could create an intersection between two sets



Look at all the snacks. Can you help me sort out all the fruit in the bowls into different types?

This side is the apples and this side is the tomatoes.

That is right. It is all fruit, but you have two groups – tomatoes and apples.

Make connections

Makes comments and asks questions about aspects of their familiar world

Classification – CREATE: What adults could do

- plan ways that invite children to use classification for a purpose, e.g. ingredients for baking



Let's see if we can think about the things we have for baking today. Are they all the same?

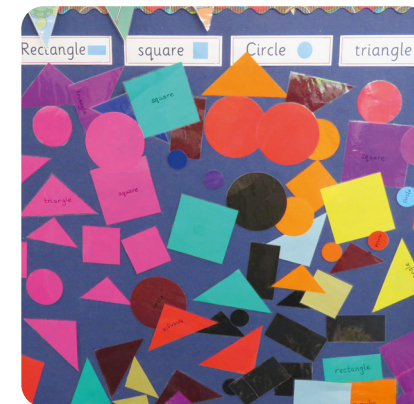
These are all dry, and these are all wet.

That is right. The flour and sugar are dry, and the egg and milk are wet.

Make connections

Comments and asks questions about aspects of their familiar world

- work alongside the children when they are creating groups, and talk about their reasons for why they have grouped objects together



Let's see if we can put these shapes on the wall. I wonder how we can sort them out.

All the pink ones go together.

You have put all the pink triangles, circles and squares together. The rest are all different colours.

Represent and communicate

Uses talk to connect ideas and describe what is happening

Review and evaluate

Behaviours a child could demonstrate to show understanding:

- children will show sustained engagement in the creation and maintenance of sets within areas of learning
- children will reason about the choices they have made and explain their thinking in the sets they have created
- children will be able to think of and create sets and subsets, both naming and finding objects, independently

Observation:

Sarah was at the malleable table. She was cutting shapes with 2D cutters. She carefully lined up the shapes, putting all the same shapes together.
"Look at all my shapes; they are in lines."

Evaluation:

Sarah used the names of the shapes to classify them, and organised them into lines. She showed sustained engagement to complete the activity.

Observation:

At the outdoor water area, Jack sorted all the pipes into ones that would bend and ones that were solid. He said (looking at the flexible ones),
"These will go around the corner. Then I can water the plants."

Evaluation:

Jack was able to explain his thinking and the choices he had made.

Observation:

Victor had told a practitioner about all the vehicles he had gathered in the digging area. **"These are all diggers, so I am going to put them at the side. These are rollers – they go in the middle – and these are just lorries. I like diggers the best,"** he said. Looking thoughtful, he added, **"I wish we had a crane."**

Evaluation:

Victor has made sets and subsets. He found the vehicles himself and named them, as well as explaining his reasons.

Observation:

Amira decided to sort all the dressing-up clothes and said, **"They are a mess."** She put all the hats in a box, all the bags on a shelf and all the sunglasses in a basket. She then hung the clothes (after asking a practitioner for help) on the rail.

Evaluation:

Amira classified the clothes by naming them and deciding where to put them.

Essential foundations for counting

Devised and created by the Herts for Learning mathematics and Early Years educational specialists responsible for **ESSENTIALmaths** and **Places to Play Every Day**, the highly acclaimed teaching resources also available from Herts for Learning.

Places to Play Every Day, for 3- to 5-year-olds

Creating learning spaces to inspire, challenge and motivate children in the Early Years.

Places to Play Every Day sets out clear guidance on developing each area of provision, including information on the adult's role, resource ideas and skills to be taught in a variety of contexts.

"The **Places to Play Every Day** guidance and audits book provide ideas for new and experienced practitioners to develop their learning environment. The photographs included give a helpful visual representation of high quality EYFS provision."
EYFS Leader, Knutsford Primary School

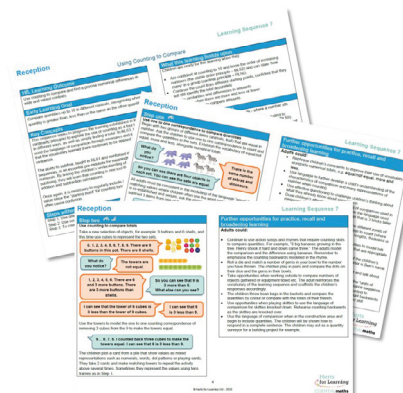


ESSENTIALmaths and Reception ESSENTIALmaths

The complete suite of Herts for Learning **ESSENTIALmaths** resources is an invaluable planning tool for teachers to find practical support and many resources, to improve the teaching of mathematics. The learning sequences are written to ensure pupils are able to master the learning and meet the challenges of an age-related curriculum.



"I know this has been said before but I can't stress how good **ESSENTIALmaths** for Reception has been for the strong grounding of number. We have seen a massive impact."
EYFS teacher, Aston St Mary's CofE Primary School



"The school's involvement in the Hertfordshire Essential Mathematics programme has supported the development of mathematics, by providing a clear teaching sequence to develop pupils' number fluency and reasoning at greater depth."
Ofsted Report, Field Manor JMI School, St. Albans (2018)

About Herts for Learning

Herts for Learning (HfL) is an award-winning provider of products and services to schools and educational settings within and outside Hertfordshire. We believe that every young person, through access to a great education, should be able to realise their potential, regardless of where they live or their circumstances. We focus on supporting the schools we work with to achieve successful long-term outcomes for their children. HfL is the UK's largest schools company, operates with a not-for-profit ethos and is majority owned by Hertfordshire schools. Since our inception in 2013, we have reinvested nearly £1million in activities that would not otherwise have attracted funding.

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