



Core Activity

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| Activity | Care routines |
| Main Focus | Pattern i.e. repeating sequences |

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| Possibilities for additional maths learning | <input checked="" type="checkbox"/> Counting | <input type="checkbox"/> Composition | <input type="checkbox"/> Cardinality |
| | <input type="checkbox"/> Subitise | <input type="checkbox"/> Comparison | <input checked="" type="checkbox"/> Measure |
| | <input type="checkbox"/> Shape | <input type="checkbox"/> Pattern | <input checked="" type="checkbox"/> Spatial awareness |

Activity Plan

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| Resources |
| <ul style="list-style-type: none"> ➤ Everyday care routines. ➤ Supportive practitioners. |

| Activity | | | | | | | | | | | | |
|--|--------------------------------|--------------------------------|-----------------|----------------|--|--|--|--|--|--|--|--|
| <p>A high percentage of your day will be spent engaging in and supporting children with care routines. Routines are an essential part of delivering a high quality care and learning experience. You may have reviewed your care routines in relation to safeguarding, health & safety, supporting children’s emotional development etc. Now it’s time to review them in relation to what maths learning opportunities are available and how you can support these moving forward.</p> <p>Set up a record so you can make a note and reflect on this activity throughout the project, e.g.</p> <table border="1" data-bbox="111 1512 1125 1713"> <thead> <tr> <th>Care Routine</th> <th>What we introduced or extended</th> <th>What we noticed</th> </tr> </thead> <tbody> <tr> <td>Nappy changing</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Let’s look at some common care routines that may take place throughout the day in your setting;</p> <p>Routine of the day - children like a sense of what is coming next so routines are important because they give children a sense of security within the environment and although they don’t realise it an early introduction to time. Give children warning of shifts in the day's routine e.g. “We've got time for one more story, then it's time for snack.” This prior warning not only helps children to adjust but gives them a sense of sequence, “First we'll... and then we'll... “. Support words with gestures or pictures to help</p> | Care Routine | What we introduced or extended | What we noticed | Nappy changing | | | | | | | | |
| Care Routine | What we introduced or extended | What we noticed | | | | | | | | | | |
| Nappy changing | | | | | | | | | | | | |
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toddlers to understand sequence. Count children in and out during transitions to develop awareness of counting and using number for a purpose.

Arrival, departures and transitions - what is the entrance to your setting like? Do children experience automatic doors, pushing heavy doors etc.? Support children to take off and hang up coats, bags and hats when they arrive and to put them back on when they are leaving. Provide commentary as you do, "that's a lovely long scarf Amelia", "your bag is very heavy today Tom I wonder what's inside that's making it so heavy?" Do children have their own peg to hang their belongings on or a box to put them in – communicate this to them, encourage them to notice where their peg is and who is next to them. Count items as they remove or put them on commenting "1 glove, 2 gloves now we have a pair, let's put them inside of your bag so they don't get lost."

When getting ready to go outside you can make use of ordinal numbers: "First we take off our shoes, then we'll put on our wellies, then we'll put on our coat" etc. Support this wherever possible with visual timetables for young children.

When putting on gloves use the opportunity to count fingers. Identify patterns on clothing, wellies and compare this to other pattern engaging children in conversation about what it the same.

Add in the measure of time to support transitions, counting down to 'tidy up time', including time in routines so children begin to recognise patterns in the day such as "its 12 o'clock, its lunchtime".

Mealtimes – we have already explored snack time as a learning experience in another core activity (if you haven't carried this out yet please visit this activity). Implement all of the good maths practice in relation to other mealtimes such as breakfast, lunch & tea if children attend for those times. If they don't attend, provide parents with hints and tips as to how they can support maths development at home through mealtimes – try producing a simple tip sheet.

Nappy changing & toileting - Nappy changing is a very personal experience and can also be a lovely opportunity for maths learning. Comment and use positional and counting language when changing children, "let's lift you up onto the changing unit, ready 1,2,3". Lying down to have a nappy changed provides children with the opportunity to discover the space around them spatial awareness – what can I feel, reach, touch etc. Display some textured numbers or have a basket of different shaped objects for children to explore during changing times which you can comment on. Use some fun number rhymes during nappy changing, try 'Five little ducks went swimming one day' and have the five ducks stuck onto the wall next to the changing unit. Children can reach out and take one away at the right point in the song.

As children progress towards toileting you can use visual routines showing the sequence of going to the toilet. You can comment as you help children, "first we pull down your trousers, second we pull down your pants and then we sit on the toilet". Then do the same when pulling clothes back up. How many toilets are there, how many children can use the toilet altogether, how many potties are there, how many potties and toilets altogether?

Handwashing – after toileting, before and after mealtimes. Talk about the sequence of hand washing and display pictures for the children. Comment on how fast or slow the water is. Count the number of squirts of soap, the number of paper towels used, number of fingers as they dry their hands etc.

Getting changed – young children regularly need to get changed during the day if they have an accident or get covered in gloop or soaked at the water tray. Use these occasions to emphasise maths language,

e.g., 'arms up over your head so I can take off your top'. Count buttons with toddlers as you do them up or encourage them to try and fasten a button. Ask them how many buttons are done up. If they fasten another one, how many buttons are buttoned now? As well as maths skills, this game also helps to develop their fine motor skills! Count out articles of clothing, point out shapes like circles, triangles, squares, and rectangles in fabric prints, fasteners, and pockets. There is a lot of spatial awareness learning with dressing, and opportunities for getting in a muddle, like putting on your trousers before your pants, or putting jumpers on inside out. And what happens if you put your leg in the wrong leg of your trousers?

Sleep time/ quiet time – children of age 2 may still require naps or rest times during their time with you depending on how long they attend for. Use mathematical language during quiet times commenting on how children are lying down, getting underneath a blanket/sheet etc. Sing gentle lullabies such as 'Baa Baa Black Sheep', 'Hey Diddle Diddle'. You may need to consider when children nap or how long they nap for to ensure they get access to learning and development whilst they are with you i.e. how do you ensure children have access to a range of maths opportunities if children only attend on an afternoon but want to nap for 90mins?

You may have other routines which you want to review in relation to opportunities for maths learning. When children are confident, there is an opportunity for deliberate mistakes in all of these routines, *like first you sit on the toilet, then we take down your pants*, so children can state the right sequence (and explain why not!).

Extension Opportunities

- ✓ Provide lots of practical ideas for parents to support maths learning at home through care routines i.e. singing number songs and rhymes at bath time, using a timer for teeth brushing, counting out cutlery at mealtimes (see 'supporting maths at home' section of the Early Years Development Zone)
- ✓ Review songs and rhymes – how many number songs do you use in your setting? Does this need to be increased?
- ✓ Remember to use fingers as often as possible to count giving children a visual point of reference.