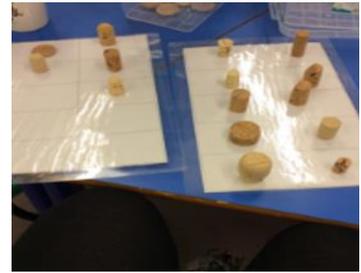


# Developing Counting at Mapplewells Primary and Nursery School

## A case study from Early Years



## Overview

Lauren McGaulley is the F1 teacher at Mapplewells Primary and Nursery School. Lauren took part in East Midlands West maths hub Counting Project in 2017/18. The counting project has had a great impact on the teaching of mathematics within the foundation one setting and has been fantastic for supporting the children's learning. She explained:

“the children have been much more engaged when doing maths within the setting. They are interested in the counting collections and want to find out how many are in the box. It has really supported the children's learning and has improved their one to one correspondence.”

### The Counting Project at East Midlands West maths hub

The project aimed for practitioners to develop provision for counting in Early Years mathematics within their school/setting environment. It was intended that the children in the project settings would display higher levels of involvement in counting activities and communicate their counting strategies in a way that is observable by adults. It was hoped that project settings would develop practice underpinned by a clear knowledge of counting principles (particularly related to cardinality) and that setting practitioners would feel more confident in how to support children's early counting.

## What we did at Mapplewells Primary and Nursery School

To begin with, the counting project was introduced through adult-led sessions. Lots of modelling was carried out in order to make the children aware of the different collections and the different ways they could be counted. The children have made great progress in maths since beginning the counting project, especially one to one correspondence.

After the children were familiar with the counting collections through the adult-led sessions, the collections were then put out in the provision for the children to choose to go to at any point during their free time. Maths resources were also left available so that the children could choose what they needed to support their learning. This has not been as successful as the adult-led sessions as some children are more interested in the objects in the collections (especially the cars!), however some children have become much more independent through using the collections this way.



## What the children did...

The children began by counting the collections as a group using one to one correspondence. We would use equipment to help us do this, for example a bag, a bowl, a cup etc. This really supported the children's counting as they were able to see what they had already counted and helped them to stay focused and on task. Once the children had become more confident and more familiar with the counting collections, they were then left to their own devices. It was interesting to see that the children still chose to use equipment to help them count and they also began checking their amount to make sure they were correct.

The children also began using ten frames to help them count. They soon learned that if every box had an object in that they had 10, this has really supported their learning and has helped many children understand the concept of how many and also helped some children with counting up to 10.

"using the ten frames to count is easy! You can only put one in each box though and then you have ten!"

Gracie (F1 child)



### Summary and next steps

Mapplewells Primary and Nursery School developed the teaching of maths within the foundation one setting especially counting using one to one correspondence. We learned that the children are able to work much more independently than they had previously been doing as long as they were supported by having the equipment available.

Mapplewells Primary and Nursery School are continuing to develop their approach to teaching early maths by continuing to have the counting collections available to the children within the provision of the classroom and encouraging the children to be more independent within their learning.

### If you are interested in engaging in similar work with East Midlands West maths hub...

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