



# ST AGNES SCHOOL

## PQIP 2021

GOAL
Increase children's accurate use and understanding of mathematical language in everyday/play based environments.
CHALLENGE OF PRACTICE
If we model correct mathematical vocabulary during play and demonstration, then we will see an increase in children displaying an understanding of mathematical language, and using this, in their own way.
ACTIONS
<ul style="list-style-type: none"><li>• EYLF observational data collected in Term 1 and 4</li><li>• Creating a baseline assessment to conduct in term 1 and 3 of mathematical understandings</li><li>• Improve and extend educator knowledge of Numeracy, and the concepts within that (Number sense, measurement, data collection/analysis, pattern and spatial awareness)</li><li>• Educators will purposefully and intentionally provide opportunities and set up areas, to promote and encourage children to engage with mathematical concepts and use mathematical language.</li></ul>
SUCCESS CRITERIA
<ul style="list-style-type: none"><li>• Children use new mathematical vocabulary (tier 2/3) in their dramatic and free play.</li><li>• Without prompting, children choose to engage with mathematical concepts and activities in play</li><li>• Evidence in EYLF observational data should demonstrate that children will: more often use mathematical vocabulary to analyse, read and organise data, quantify to describe and compare, measure and compare and explore spatial awareness</li></ul>

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