What ShREC looks like in the Maths Area

Share attention

- Sit alongside and observe first.
- Notice what the child is doing before naming it.
- Watch how they are counting, sorting, comparing, or measuring.
- Tune into their strategies (touch counting, grouping, lining up, estimating).
- Notice patterns, repetition, and problem-solving attempts.
- Give time to explore without interruption.

"You counted each one carefully."
"You've made a long line."
"You're checking to make sure."

Respond

- Follow their lead.
- Keep it comments over questions.
- Tune into their thinking and approach.
- Acknowledge effort, not just correctness.
- Avoid correcting or rushing to the "right answer".

"You've got more blocks here than here."
"That tower is taller."
"You've made a pattern—red, blue, red, blue."
"You're grouping them into twos."

Expand

- Add a little more maths language—don't overload it.
- Model vocabulary naturally (more, fewer, equal, bigger, smaller, heavier, longer).
- Build on what they're already doing.
- Keep it short and meaningful.

"You've got more blocks here than here."
"That tower is taller."
"You've made a pattern—red, blue, red, blue."
"You're grouping them into twos."

Conversation

- Link to purpose, but don't force an outcome.
- Gently connect to real-life maths.
- Follow their ideas about what it might be.
- Encourage thinking and reasoning.

"I wonder how many we'd need for everyone?"
"Shall we see if there's enough?"
"This reminds me of when we shared the snack."
"What could we do to make it balance?"

