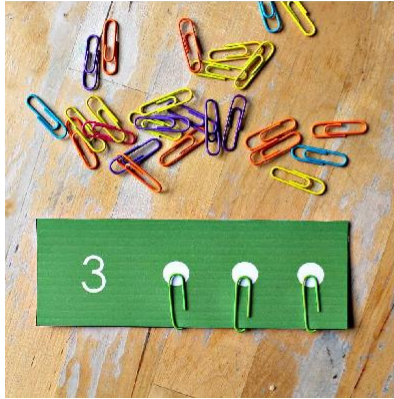


# Over 2's Early Years Activities

## Number Exploration



### Description:

Encourage children to explore numbers and units through their interests. Together, think about how numbers can be implemented within different parts of your play space at home. Children can count out many buttons/ spoons or how many boxes they need to build a tower. The possibilities are endless, you simply need an abundance of loose parts and open-ended materials that will inspire your children to take an interest and engage.

### Resources needed:

- numbers: wooden, mirror, plastic, spoons, buttons, stones, Lego, etc.
- containers or cards with numbers written on.
- Lots of loose parts.

### Duration:

Open-ended, as long as children can keep their interest.

### Intent:

Explore numbers and shapes through different learning experiences, inspired by loose parts they can find at home. These experiences will give children opportunities to problem solve and gain an understanding that maths can be approached in many different ways.

### Implementation:

Adding tangible numbers to your continuous provision will spark an interest in number. You can hide them in soil, in different areas of your house or place them in a bowl. Some children will count out loose parts in containers and others may simply add the numbers to their creations as decoration - however they will be exploring and interacting with numbers as they do so.



## Keywords:

Numbers (up to 10), plus, big, small, medium, more, less, number line, sort.

## EYFS Learning outcomes:

- Communication and Language
- Listening and attention
  - Listens to others one to one or in small groups, when conversation interests them.
  - Listens to stories with increasing attention and recall.
  - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
  - Focusing attention – still listen or do but can shift own attention.
  - Is able to follow directions (if not intently focused on own choice of activity).
  - Maintains attention, concentrates and sits quietly during appropriate activity.
  - Two-channelled attention – can listen and do for short span.
- Understanding
  - Understands the use of objects (e.g. “What do we use to cut things?”)
  - Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting the correct picture.
  - Responds to simple instructions, e.g. to get or put away an object.
  - Beginning to understand ‘why’ and ‘how’ questions.
  - Responds to instructions involving a two-part sequence.
  - Understands humour, e.g. nonsense rhymes, jokes.
  - Able to follow a story without pictures or props.
  - Listens and responds to ideas expressed by others in conversation or discussion.
- Speaking
  - Beginning to use more complex sentences to link thoughts (e.g. using and, because).
  - Can retell a simple past event in the correct order (e.g. went down slide, hurt finger).
  - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
  - Questions why things happen and give explanations. Asks e.g. who, what, when, how.
  - Uses a range of tenses (e.g. play, playing, will play, played).
  - Uses intonation, rhythm, and phrasing to make the meaning clear to others.
  - Uses vocabulary focused on objects and people that are of particular importance to them.
  - Builds up vocabulary that reflects the breadth of their experiences.
  - Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’
  - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
  - Uses language to imagine and recreate roles and experiences in play situations.
  - Links statements and sticks to a main theme or intention.



- Uses talk to organise, sequence and clarify thinking, ideas, feelings, and events. Introduces a storyline or narrative into their play.
- Physical development
- Moving and handling
  - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
  - Mount stairs, steps or climbing equipment using alternate feet.
  - Walks downstairs, two feet to each step while carrying a small object.
  - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
  - Can stand momentarily on one foot when shown.
  - Can catch a large ball.
  - Draws lines and circles using gross motor movements.
  - Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
  - Holds pencil between thumb and two fingers, no longer using the whole-hand grasp.
- Personal, social and emotional development
- Self-confidence and self-awareness
  - Can select and use activities and resources with help.
  - Welcomes and values praise for what they have done.
  - Enjoys the responsibility of carrying out small tasks.
  - Is more outgoing towards unfamiliar people and more confident in new social situations.
  - Confident to talk to other children when playing and will communicate freely about own home and community.
  - Shows confidence in asking adults for help.
  - Confident to speak to others about own needs, wants, interests and opinions.
  - Can describe self in positive terms and talk about abilities
  - Making relationships
  - Initiates play, offering cues to peers to join them.
  - Keeps play going by responding to what others are saying or doing.
  - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
  - Initiates conversations, attends to and takes account of what others say.
  - Explains own knowledge and understanding and asks appropriate questions of others.
- Literacy
- Writing
  - Sometimes gives meaning to marks as they draw and paint.
  - Ascribes meanings to marks that they see in different places.
  - Gives meaning to marks they make as they draw, write and paint.
  - Begins to break the flow of speech into words.
  - Continues a rhyming string.
- Mathematics
- Numbers
  - Recognise some numerals of personal significance.



- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10 and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.
- Shape, space, and measures
  - Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.
  - Selects a particular named shape.
  - Can describe their relative position such as 'behind' or 'next to'.
  - Orders two or three items by length or height.
  - Orders two items by weight or capacity.
  - Uses familiar objects and common shapes to create and recreate patterns and build models.
  - Uses everyday language related to time.
  - Beginning to use everyday language related to money.
  - Orders and sequences familiar events.
  - Measures short periods of time in simple ways.
- Understanding the world
- World
  - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
  - Can talk about some of the things they have observed such as plants, animals, natural and found objects.
  - Talks about why things happen and how things work.
- Expressive arts and design
  - Exploring and using media and materials
  - Manipulates materials to achieve a planned effect.
  - Constructs with a purpose in mind, using a variety of resources.
  - Uses simple tools and techniques competently and appropriately.
  - Selects appropriate resources and adapts to work where necessary.
  - Selects tools and techniques needed to shape, assemble and join materials they are using.
  - Being imaginative
  - Create simple representations of events, people and objects.



- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas, and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.

