



## Maths Environment Planning Aged Nursery

Resources	How is it organised and why	Link to EYFS / Research / C of EL	Adult Role
<p>Wooden/plastic/magnetic/flashcard numbers of varying sizes.</p> <p>Numicon</p> <p>Counters (both simple circle ones and other e.g. dinosaur/transport etc.)</p> <p>Lolly sticks</p> <p>Number lines/hundred squares</p> <p>Dominos</p> <p>Multilink</p> <p>Natural resources e.g. stones, pine cones, sticks</p> <p>Chalks</p> <p>Mini beasts</p> <p>Bead strings (10 and 20)</p> <p>2D/3D shapes</p> <p>Sand timers</p> <p>Beads and laces</p> <p>Egg cartons with 10 spaces for eggs</p> <p>Whiteboards and pens/Chalk boards and chalk</p> <p>Peg boards and pegs</p> <p>Shape/number jigsaws</p> <p>Scales</p> <p>Rulers/tape measures</p> <p>Cardboard tubes with measurements on.</p> <p>Tongs</p> <p>Wooden rings and stand</p> <p>Till</p> <p>Various sized pots for sorting</p> <p>Russian dolls</p> <p>Buttons</p> <p>Spirit level</p> <p>Kitchen equipment</p> <p>Board Games</p> <p>Outdoor balance scales</p>	<p>Displayed at child height so that children can see them regularly. Others in labelled child accessible containers so that children can use them whenever necessary.</p> <p>Put resources in labelled child accessible containers so that children can use them whenever necessary.</p> <p>Position where useful for example tape measure with the blocks.</p> <p>Place junk modelling separately by shape.</p> <p>Outside resources being outside resources not inside taken outside for example large scale items such as giant balance scales.</p> <p>Mud kitchen items durable and organised daily.</p>	<ul style="list-style-type: none"> <li>Using reclaimed items provides transformative opportunities whereby children can turn the ordinary into the extraordinary (critical thinking) linked to EAD, MATHS, &amp; PSED</li> <li>Children match shapes when putting items back (MATHS)</li> <li>Selecting and working by themselves, linked to PSED</li> <li>Sorting, categorising and counting reclaimed items linked to UW &amp; MATHS</li> <li>Matching, comparing, and problem solving, linked to MATHS</li> <li>Measuring with everyday objects, linked to MATHS</li> <li>Engaging in experiences involving counting and one-to-one correspondence, linked to MATHS</li> <li>Communicating using mathematical symbols through stories, rhyme, and song linked to MATHS</li> <li>Engaging in activities exploring part to whole</li> <li>Creating and repeating patterns using 2- 3 elements (or more? ), linked to EAD &amp; MATHS</li> <li>Exploring everyday math through role play, linked to EA</li> <li>Noticing similarities and differences, linked to UW</li> <li>Can follow more than one direction, linked to PSED</li> <li>Lining up objects, linked to PD</li> </ul>	<p>Adult to observe children exploring mathematical equipment, if appropriate model different ways how to use the equipment, question children and support their learning.</p> <p>Stand back and let children experiences the many "firsts" that comes with exploring open ended materials</p> <p>Ignite children's exploratory impulse through intentional provocations and relaunch children's ideas in new ways to deepen knowledge.</p> <p>Suggest possibilities for children to apply their mathematical knowledge</p> <p>Language:</p> <ul style="list-style-type: none"> <li>Spatial relationships/ location</li> <li>Prepositions</li> <li>Order</li> <li>Length</li> <li>Opposites</li> </ul>



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Buckets and measuring equipment in sand Mud kitchen and resources for cooking Sorting hoops Bean bags Balls Basketball net Numbered buckets Large and small dice Large wooden numbers for outdoors Water tray Sand Tray Mixing Tray Community blocks Large bricks Lego Scoops and tongs Tiles Books about Maths	Set up cooking and playdough making area inside.	<ul style="list-style-type: none"> <li>– Coping with challenges, linked to PSED</li> <li>– Experimenting with mark making and symbols, linked to LIT</li> <li>– Exploring lift the flap type math concept books, linked to LIT</li> </ul>	
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