

## Seal Maths Links - foundation stage

### New Beginnings

#### **Mathematical development:**

Build on the work you have done to help the children understand how many people are able to be in an area or use particular equipment at one time by supporting them in counting and matching activities.

Build on your pictorial timetable by involving children in sequencing pictures of regular events in the setting, and making their own sequences for events at home.

Use the language of 'first', 'second', 'next', 'finally', and so on. Encourage children to sequence events at different levels of detail. For example, sequence events in the day (I get up, have breakfast, come to school, etc.), in the last hour, or since the children were asked to clear up (I washed the paintbrushes, put them away, took my apron off, etc.) Begin to sequence the days of the week, linking this to particular events in the setting or at home.

### Getting on and Falling Out

#### **Mathematical development:**

Use photographs of faces expressing different feelings for sorting, matching and pairs games.

Involve the children in making a simple pictogram about their likes and dislikes, to draw attention to possible new friends who like the same things.

## Going for goals

### **Mathematical development:**

Give children tasks and problems that require exploration of shape, size, position and direction. You might play 'Can you find out what I'm thinking of ...'. Without telling them what object you are thinking of, explain to the children the location of something in the area using appropriate positional language. For example: 'I am thinking of something that is under that tree, and between these two bushes. Do you know what it is?' Give them an opportunity to talk to their peers before submitting their guess. When the children have had some experience of this game, they may be able to make up the descriptions themselves.

## Good to be me

### **Mathematical development:**

The problems the children are posed involve counting or measuring.

## Relationships

### **Mathematical development:**

Children explore numbers for sharing out and systems to monitor and control access to various resources and activities.

## Changes

### **Mathematical development:**

Children identify change through measurement, similarity and difference, and sequencing.