

# Positive Eye

**Ideas and Suggestions for development of early maths skills**

## Early Numeracy and Concept Development

### Basket of everyday objects

To develop skills:

**Counting**

**Matching and sorting**

**Categorising**

**Discriminating**

Using different textures, make sounds, play and extend the learning. Rattle the spoon in the cup, fill the cup and the jug with water find out which holds the most, squeeze water from the sponges. Match the socks, categorise the brushes, find all the circular, square shapes, longest, shortest objects.



### Understanding the qualities of objects

'Woodeness of the wooden spoon'  
Experience and maximise the learning opportunities:  
Shortest—longest  
Handles of wooden spoon, different top (fork)  
Categorise by spoon head  
Thinnest—widest  
Measure using the spoon as a unit of measurement.



### Understanding the qualities of objects

#### 'Whiskness of the Whisk'

Explore the qualities of the different whisks  
Whisk bubbles in a bowl  
Make cupcakes using whisk  
Make a mobile with whisks  
Add plastic whisk to the collection  
Explore electric hand whisk (not plugged in)  
Listen to the sound each whisk makes when it is used.  
Find out which is the heaviest—lightest whisk



**Concept Hanger** (Hanger £4.50 from IKEA)  
Hang Bracelets, metal objects, wooden objects,  
square/circular/rough/smooth/cold to touch ob-  
jects.

Change the objects each week, collect the ob-  
jects with the child.

Categorise the objects  
Sort by shape, size,  
length, texture, height



**Concept bags**  
**R for Rolling (Objects that roll)**



Rolling pin, pastry cutter, paintbrush, glue, cork, small ball, large ball, lens cleaner,  
inner from kitchen roll.



## Metalness of Metal

In a metal tin

- Oval metal tin
- Bracelets
- Shirt cufflets
- Clock
- Bolt
- Pastry cutter



## Classification/Concept Bags—H For Hair bands

Range of hair bands and hair accessories to classify by shape, texture, decoration.



## Classification/Concept bags—silver and shiny bag (two attributes)

Beads, belt with sequins, make up bag, buckle, boxes, bracelet

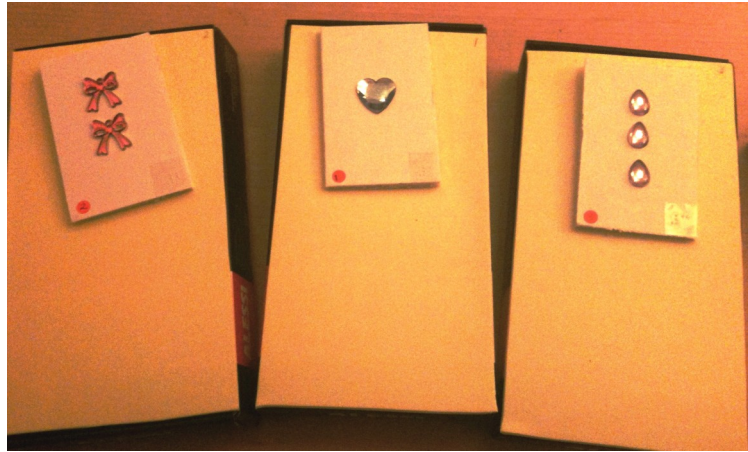


**Understanding number as a whole—'numerousness'**  
The oneness of one, the 'twoness' of two, the 'threeness' of three.

Use the detachable number line to add to the front cover of each box. See page 12.

The box contents can be used to understand the oneness of one, the 'twoness' of two, as well as to understand the 'pencilness' of the pencil, or the woodenness of the wooden spoon.

Pencils, fans, bottles, spoons, toy cars, brushes, any objects from around the house.



**Number line**—counting, adding, subtracting activities

Detachable individual boards stuck on with Velcro, can be used for other counting activities. Use with spinner to play snakes and ladders (up and down the number line)

