

ACE resources Numeracy



Young children thrive and their minds & bodies develop best when they have free access to stimulating outdoor environments for learning through play and real experiences. The *Curriculum for Excellence* guidelines for Early Years are clear that “all aspects of the curriculum can be explored outside. The sights, sounds and smells of the outdoors, the closeness to nature, the excitement most children feel, the wonder and curiosity all serve to enhance and stimulate learning”.

Number Processes

I have explored numbers, understanding that they represent quantities and I can use them to count, create sequences and describe order. MNU 001B



Treasure Hunt. Hide a set of objects around your grounds and ask the children to go on a treasure hunt to find them. You can then talk about your ‘treasure’ – how many jewels have you found? Who found the most/least? How could we sort the jewels?

Writing Numerals. Provide children with different resources to practise writing numerals – including large paintbrushes and buckets of water, chalk or paint and sheets of wall paper. Numerals can also be traced in sand or made of string/ rope.

Ordering objects. Collect a variety of objects such as pebbles, leaves, twigs and order them by size.



Number Tracks. Chalk a number line on the ground with or without numbers. Ask the children to:

- Hop to 10 using your right leg and do 4 hops on your left leg.
- Work out any missing/misplaced numbers.
- Throw a large die and mark off the number rolled. The first to mark off all ‘wins’.

Measurement

I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing findings with others.

MNU 006M

How big are your grounds? See how big the playground is by pretending to be a fairy/giant and see how many footsteps you would need to travel a certain distance.

How big are you? Chalk round people and see how many handprints fit in the silhouette – these can be made with hand prints dipped in paint.



Who is the tallest? Ask the class to arrange themselves in order of height and stand against a wall. Chalk round each pupil. Talk about who is tallest, shortest, middle etc

What is the fastest? Roll objects down a slope and compare the time taken for each to reach the bottom – use different objects and different slopes to get different results.

Making sand cakes. Use different sized spoons, cups, jugs and water to measure out the 'ingredients' for a sand cake.

Angle, Symmetry and Transformation

In movement, games and using technologies I can use simple directions and describe positions

MTH 009T/U

Simon Says. Integrate positional language into simple games such as Simon Says e.g. "Simon Says take 2 steps forward and stretch your hands high up into the air"

Obstacle Courses. Create an imaginary world using chalk and obstacles and ask them to find a way from one part to another – e.g. getting to the treasure from the boat without stepping in the water. Encourage children to use positional language to describe their journey or to guide others.

Uncover wildlife. Explore what's hiding underneath objects like logs and bushes with magnifying glasses, soft paint brushes (for sweeping insects onto paper), torches and mirrors (for looking under and around objects).

