

Getting Started.

A number of baskets (probably 3 to 8) are placed in the middle of a space and nearby is a collection of small items from around the classroom (of a size that the children can easily hold in a hand). According to how many baskets you have, will be the number of objects that may be suitable? I suggest between 6 and 20.

2.Sharing Equally

Tell me about what you've just done.
They've got about the same.
Do you need any more?

Possible contexts.

This may be a result of some very simple sharing of quantities situation. It could arrive from some sorting situation within the learning environment. There may have been some counting of objects within the learning environment.

1. Counting and Sharing

Tell me about what you've just done.
Is this ok?
Which has least/most?
Have any baskets got the same number of . . . ?

Possible Routes Children Might Take

- 1/ Sharing the items with no equality involved.
- 2/ Sharing with concerns for equality.
- 3/ Sorting according to . . .
- 4/ Lining the items/baskets up according to . .
- 5/ Putting the items/baskets into groups/shapes.

3.Sorting

Tell me about what you've just done.
Tell me more about what's in this one.
I see you've . . . is that right?

4.Lining up the baskets

Tell me about what you've just done.
I like this . . . do you need anything else?
Can you tell (another child) about what you've done?

In addition to these Mathematical observations you will have opportunities to observe other aspects of the EYFS Themes and Commitments. You may like to print off [this sheet](#) as an aide, on which you can note down observations.

Please do send us photo, further suggestions and comments.

Print this off [here](#) .

5.Arranging the baskets.

Tell me about what you've just done.
Is there anything else you could use?
What's in this basket?