

### **Getting started.**

Gather together a selection of different shapes, colours and sizes of flat shapes, with sufficient room to create paths in and around the surroundings. This could be inside or outside, using man-made or natural shapes.

### **Possible Context.**

You may have been sharing a story involving a journey, from which this activity may arise. Playing inside or outside can involve children supplementing your selection of shapes with their own.

### **1. Paths for a reason.**

Tell me about your paths.

Let's look at what everyone has made.

I wonder who/what could be going along your path?

I like this path you've made.

### **2. Choosing shapes.**

Tell me about what you've just done.

Why did you choose those?

Could we join some paths together?

Could we make a path just using . . . . .

### **Some of the possible routes they might take.**

1. Linking with another context.

2. Choosing particular shapes.

3. Focusing on order and position.

4. Counting shapes in the path.

5. Focusing on patterns in the path.

### **3. Ordering .**

What did you put next to the square?

What could you put after the red triangle?

Can you make your paths go (under the . . . round the . . by the . . . )?

### **4.Counting.**

Who used more shapes, you or . . . ?

How many lorries can use your path?

Can you get more lorries on your path?

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 not down what individual children say and do as they engage with the activity.

Please do send us photo, further suggestions and comments.

### **5.Focusing on Patterns.**

I can see a pattern in your path. Can you? Tell me about it.

How did you know what to put next?