



# Queueing

Talking about things in order



**Children enjoy** arranging objects in lines, straight or curved

**Adults could** build on this by making a traffic jam on a road play mat in order to enable the activity described below.

## The Activity

Make a road block of your choice e.g. roadworks on a road layout play mat. With the children make and talk about the single file traffic jams it has caused. Focus on positions and order.

**Encouraging mathematical thinking and reasoning:**

### Describing

Which car is first in the queue? Which is second..?

Which do you think is the smallest car in the queue? Which is the biggest/tallest?

### Recording

Why don't you take a photo of your queue, you'll be able to talk about it at home.

### Reasoning

Is the first in the queue always at the front?

Is the last in the queue always at the back.?

Is there a pattern to your queue? Why did you put this first?

Why did you put this next? Who's last? and the police car? Why?

### Opening out

Can you put this lorry behind the yellow bus/in front of the tractor/between the pink van ?

Can you make a queue with all the . . . at the front and the . . . at the back.

What if we had more?

What if something was different?

What if you had another one the same?

Can you put them in some other order?

# The Mathematical Journey

## Comparing and describing:

- using mathematical language about length and number, such as bigger, smaller, the same and moving to more appropriate language such as longer, shorter, more people, less/fewer, equal
- using mathematical language about shape, moving from informal such as wiggly, to more specific such as straight, curved

## Number:

- counting and cardinality – using number names, one to one correspondence, knowing that the number in the queue is the last count
- conservation of number through spacing out objects in the queue and number remaining the same
- addition and subtraction by increasing or decreasing number of objects in the queue
- part-whole numbers, noticing number within numbers, division by splitting queues into two or more

## Ordering:

- using positional language to describe place of objects such as in front of, behind, between
- using ordinal language progressing from first and last to other numbers
- describing the order progressing to using a rule to create patterns within a queue such as alternate colours

## Resources

Lots of different vehicles, including children's own junk models

## And more ways into the same mathematics.

Large soft toys

Small world people and animals

'Sorting' resources; animals, mini-beasts, vehicles etc

Picture cards

Beads or assorted hollow pasta shapes to thread

Assorted wooden building blocks which can become any imaginary creatures/vehicles/houses

Items to peg on on a washing line

Encourage child-initiated queues through providing materials, inside and outside, for:

- a role play shop
- a play bus made from a line of chairs
- an 'ice cream van' – (children to make their own pretend ice creams)
- a card tunnel in a small world sand tray with cars
- a bridge over a narrow water play 'canal' with boats
- a water tray 'swimming pool' complete with diving board and small world people
- a narrow gap of cones to ride through on outdoor wheeled toys
- a play tunnel to crawl through
- using sticks, cones, leaves, flowers outside: floating ('Pooh stick' style) along a length of guttering, split bamboo or a safe stream.

