



# Activity Idea

<b>Activity</b>	Builder's Yard		
<b>Possibilities for maths learning</b>	<input checked="" type="checkbox"/> Counting <input type="checkbox"/> Subitise <input checked="" type="checkbox"/> Shape	<input type="checkbox"/> Composition <input checked="" type="checkbox"/> Comparison <input type="checkbox"/> Pattern	<input checked="" type="checkbox"/> Cardinality <input checked="" type="checkbox"/> Measure <input checked="" type="checkbox"/> Spatial Awareness
<b>Resources</b>	<ul style="list-style-type: none"> <li>➤ Selection of construction materials (junk modelling, wooden blocks, sponge blocks, plastic bricks etc.)</li> <li>➤ Larger equipment (planks, milk crates, large boxes, drain pipes etc.)</li> <li>➤ Sand tray, spades, rakes, buckets</li> <li>➤ Tools for building</li> <li>➤ Rulers, tape measures</li> <li>➤ Cash register, money, till receipts or paper</li> <li>➤ Telephones, calculators</li> <li>➤ Mark making equipment (diaries, notebooks, paper, pens, pencils)</li> <li>➤ Price tags</li> <li>➤ Dressing up clothes (builders hats, tool belts etc.)</li> </ul>		
<b>Activity Outline</b>	<p>Talk to the children about what there might be at a builder's yard. Have they been to one before? What do they need to build something? What should they sell? Who might visit?</p> <p>Work with the children to set up the role play area. Support them to decide what they want to sell, where they want to display the materials and equipment, how to price the items etc.</p> <p>Allow children to play independently in the role play area and wait to be included in their play or introduce yourself as a customer.</p> <p>Support children to include number in their play by asking questions. Please can I have three bricks? How much does a bucket of sand cost? How many coins do I need to give you? How much change will I get? Support mark making by asking the children to make receipts for what you have bought.</p> <p>Use mathematical language in the role play. Which is the largest brick? Which is the smallest bucket of sand? Can I have one more scoop of sand? Can I have a half full bucket of sand? Can I have one more/less brick than another person? Which is the longest plank?</p> <p>Encourage the children to use the till, phones and calculators to see numbers in different contexts. Can they call a customer about an order? Can they add up an order?</p>		
<b>Extension Opportunities</b>	<ul style="list-style-type: none"> <li>✓ Encourage the children to use the materials to build a wall or structure. Which items do they need? Who can build the tallest? Who used the most bricks?</li> </ul>		