

Provision Enhancement – Sorting and Comparing to 20

30-50 months

- (M-N2) Uses some number names accurately in play.
- (M-N8) Compares two groups of objects, saying when they have the same number.

40-60 months

- (M-N20) Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- (M-N21) Counts an irregular arrangement of up to ten objects.
- (M-N23) Uses the language of 'more' and 'fewer' to compare two sets of objects.

Early Learning Goal

ELG 11: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

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Observation Sheet – Sorting and Comparing to 20

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Child's name: Age:	Date: Practitioner:						
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Observation:							
Characteristics of Effective Learning							
Playing and exploring	Active learning						
<ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do 						
Creating and thinking critically							
<ul style="list-style-type: none"> Having their own ideas Making links Choosing way to do things 							
Areas of Learning							
	CL	PSED	PD	L	M	UW	EAD
30-50							
40-60							
ELG							
Next steps:							

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30-50							
40-60							
ELG							
Next steps:							

Provision Enhancement Key



Build it



Find it



Write it



Explain it



Count it



Cut it out



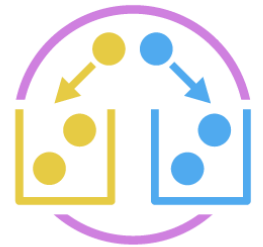
Read it



Complete it



Draw it



Sort it

Advice and ideas

Maths A

Provide a range of natural resources, e.g. conkers, and encourage the children to sort them into different groups. Talk about how they are grouped and identify differences.

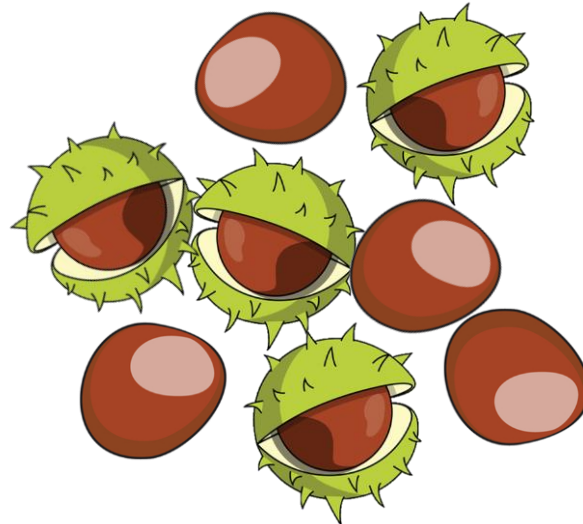
Maths B

Using maths resources, such as small counting bears, ask children to sort them into two sets. Discuss how they have been sorted, consider colour, size.

Maths A



**Sort the conkers.
How are they
different?**

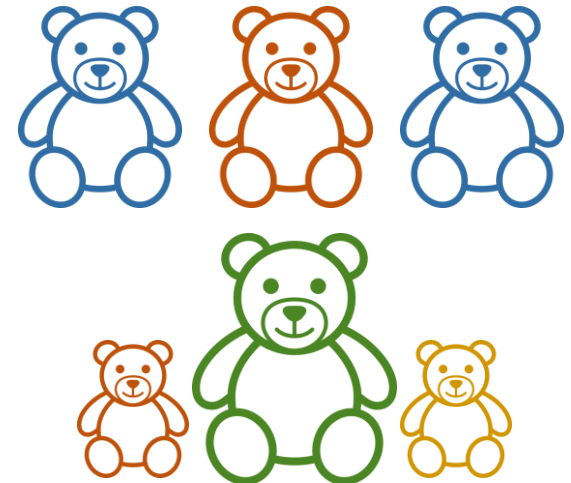


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Maths B



**Sort the bears.
Tell me how you
did it.**



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Advice and ideas

Maths A

Provide a mixture of 2D and 3D shapes and encourage children to sort them into different groups. Talk about how they are grouped and identify similarities and differences.

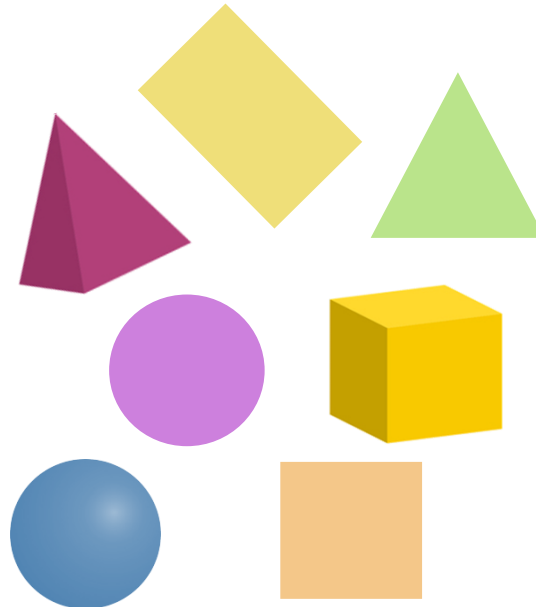
Maths B

Provide dominoes and encourage the children to sort them into different sets. Discuss their reasons why.

Maths A



Sort the shapes into two sets.

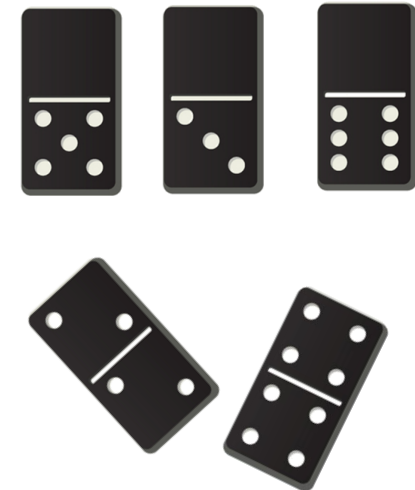


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Maths B



Sort the dominoes. Tell me about it.



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Advice and ideas

Construction/STEM A

Provide a range of tools for a variety of purposes, e.g. those used to measure, those used to cut/hit. Encourage children to sort them into two groups and talk about their reasons why.

Construction/STEM B

Provide small blocks for children to build with. Encourage them to count a specific amount and then sort them into groups.

Construction/STEM A



Sort the tools into the tool boxes.



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Construction/STEM B



Choose 18 bricks. Sort them.



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Advice and ideas

Creative A

Provide a selection of recycled materials in the creative area. Encourage children to explore ways of sorting the items, e.g. the material they are made from, what its original use was etc.

Creative B

Provide craft sticks, e.g. lollipop sticks, matchsticks, and encourage the children to sort them into different sets. Talk about size and colour.

Creative A



Sort the recycled materials.

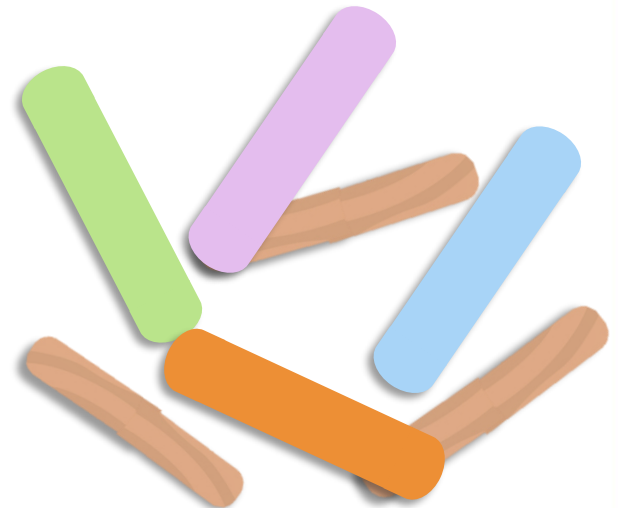


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Creative B



Sort the craft sticks into different groups.



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Advice and ideas

Fine Motor A

Set up two sets of golf tees in floral foam and a selection of marbles. Encourage children to sort the marbles into the two groups and talk about how they have done it.

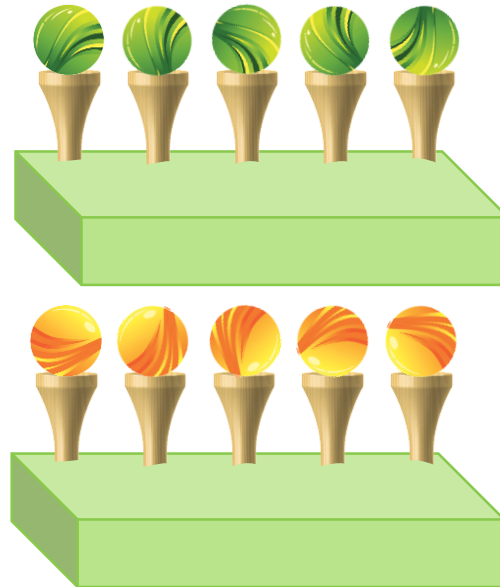
Fine Motor B

Provide a selection of nuts, screws and bolts. Encourage children to explore the different lengths and thicknesses and then talk about how they could sort them.

Fine Motor A



Sort the marbles into two groups.



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Fine Motor B



Sort these nuts and bolts.



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Advice and ideas

Home Corner A

In the home corner ensure there is a range of food (real or role-play), e.g. tins, packets, boxes, bottles, jars. Encourage children to sort them into different groups.

Home Corner B

Provide matching cups, plates, cutlery etc in a range of colours. Encourage children to sort them before they set the table. For example, all the cups together, all the blue items together, etc.

Home Corner A



Sort the different food.

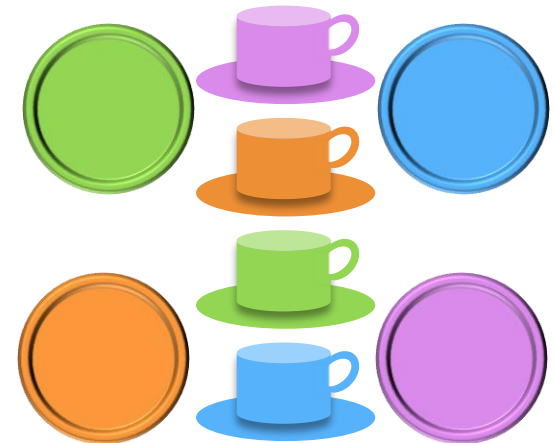


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Home Corner B



Sort the plates and cups before you set the table.



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Advice and ideas

Malleable A

Provide playdough in more than one colour. Encourage the children to make an amount of balls, for example 15, and then sort them. How did they do it? Could they have sorted them a different way?

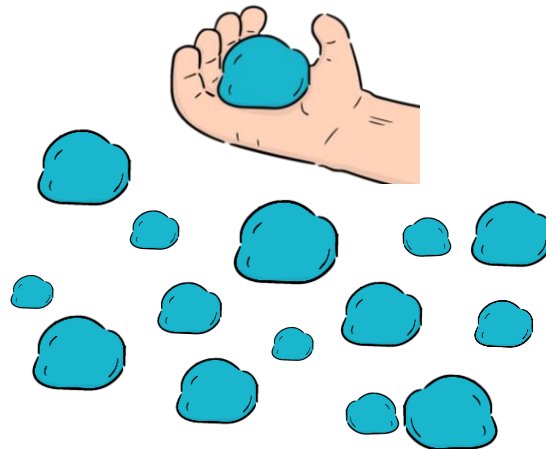
Malleable B

Provide a range of cutters, e.g. animals, shapes, those with holes in, those made from metal, etc. Encourage the children to sort them and talk about their reasons why.

Malleable A



Make **15** balls of playdough. Sort them.



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Malleable B



Sort these cutters. Tell me about it.



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Advice and ideas

Outdoor A

Using natural resources found in the outdoor area, children to sort their findings into different groups. Encourage discussion about their reasons why.

Outdoor B

Explore children's boots. Discuss how they are the same, how they are nearly the same (similar) and how they are different. Consider colour, patterns, whether they have laces, buckles etc.

Outdoor A



**Sort the twigs
and leaves into
different groups.**



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Outdoor B



**Sort these boots.
How are they
the same?**



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Advice and ideas

Sand A

Using the sand vehicles, children to sort them into two different groups. Encourage the children to talk about their reasons why.

Sand B

Hide some number pieces in the sand and encourage children to find them and sort them into groups. Consider the square, rectangular pieces, those that are 'odd', etc.

Sand A



Sort the diggers into two sets.

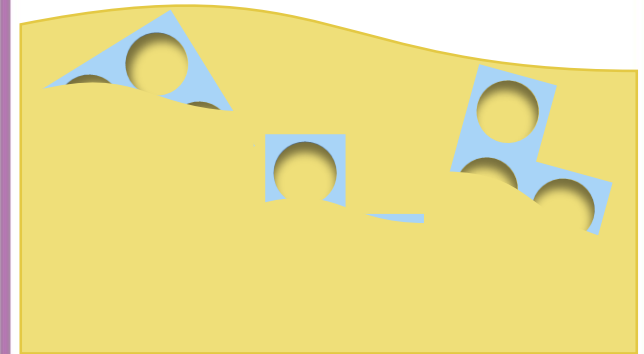


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Sand B



Find and sort the number pieces.



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Advice and ideas

Small World A

Provide small-world trees, children are encouraged to sort them into different groups and talk about their reasons why.

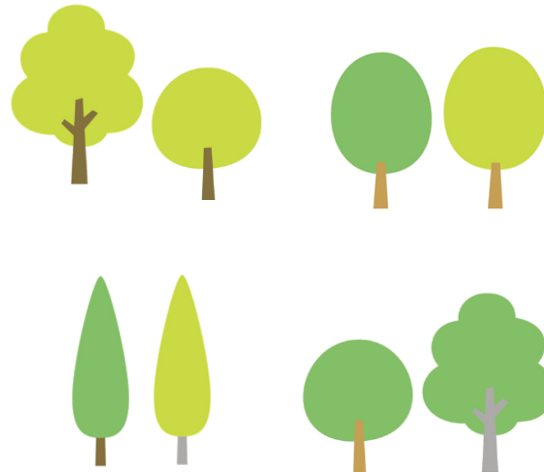
Small World B

Provide a range of animals and children to think about different ways to sort them. Challenge children to think about the different habitats the animals may live in.

Small World A



**Sort the trees.
Tell me how you
have done it.**



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Small World B



**Put the animals
into different
groups.**



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Advice and ideas

Snack A

As part of the children's snack, provide carrot sticks and/or chopped carrots of different thicknesses. Encourage children to sort the snack into different groups. Talk about their reasons why.

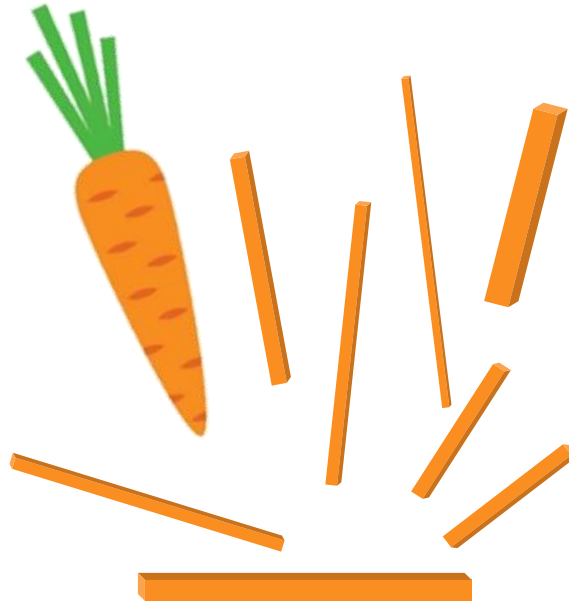
Snack B

As part of the children's snack, provide celery sticks and/or chopped celery of different thicknesses. Encourage children to sort the snack into different groups. Talk about their reasons why.

Snack A



Sort the carrot sticks.



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Snack B



Sort and compare the celery sticks.



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Advice and ideas

Tuff Tray A

Provide a range of familiar objects, cover the tray with a large piece of fabric and encourage children to guess what the items are. Can they sort them into groups?

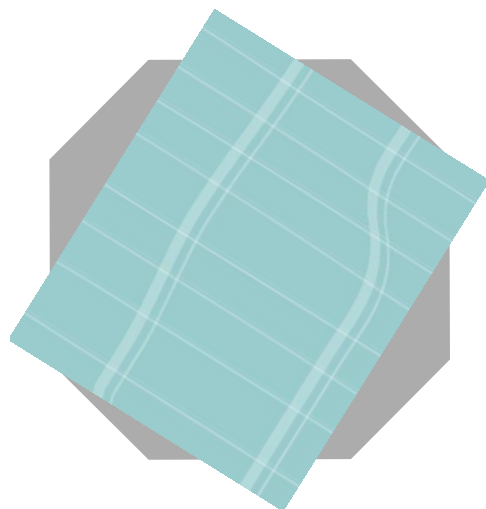
Tuff Tray B

Set up a tactile resource, e.g. kinetic sand, shaving foam, gel, rice, jelly, and hide a variety of small items. Encourage children to find them and sort them into groups. Discuss their reasons why.

Tuff Tray A



What can you feel? Put them into groups.



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Tuff Tray B



Find and sort the hidden items.



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Advice and ideas

Water A

Provide a variety of boats and encourage children to sort them in different ways. Encourage discussion about the reasons why.

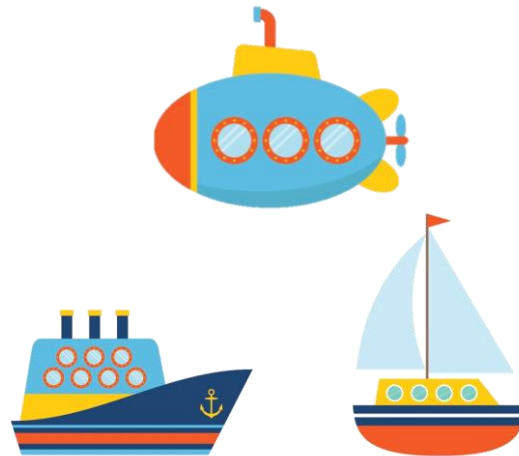
Water B

Provide role-play coins, or real money, and encourage children to sort them into different groups.

Water A



Sort the boats into different groups.



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Water B



**Sort the gold coins.
Tell me how you did it.**



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Advice and ideas

Writing A

Provide small counting bears and encourage children to sort them into different groups. Encourage children to write a label to show how many bears are in the set.

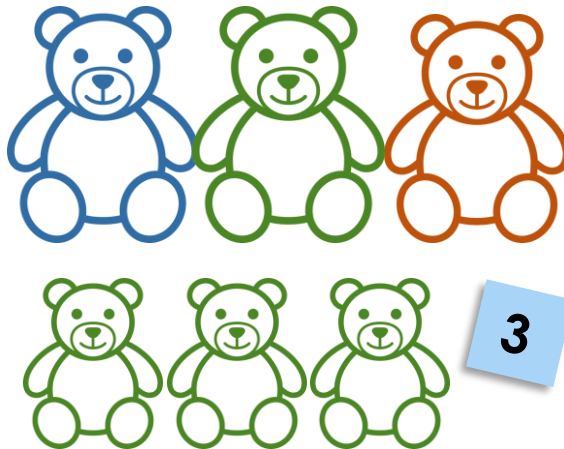
Writing B

Provide small vehicles and encourage children to sort them into different groups. Encourage children to write a label to show how many vehicles are in the set.

Writing A



**Sort the bears.
How many are
there?**



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Writing B



**Sort the vehicles.
How many in
each set?**



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