

EYFS Finger Gym Activity Plan

Title:	2D Shape Sort Treasury Tag	Topic/Theme:	Maths: Sorting / Shape
Resources:	2D Shape Photo Sorting Cards Prompt Card Treasury tags Laminator (optional)		
Activity:	<ul style="list-style-type: none"> • Before you begin the activity with the children, cut out the cards and laminate them. Using the hole punch, punch a hole into the top left corner of each card. The children will be threading treasury tags through these holes during the activity. • Set up the activity area with the prepared cards, prompt card and treasury tags. • Challenge the children to sort the cards in to shape groups. Give them time to complete the activity independently. Children may need help to count the sides of the pentagons, hexagons and octagons. • When the children have sorted the cards, they may wish to count the number of cards in each group. You may also look to encourage discussion about cards that are of specific interest to a child and ask if anybody has a favourite shape. • Next, allow the children to thread the cards onto treasury tags. Each group of cards on a different treasury tag. Again, allow the children time to complete the task independently. • Some children may like to play at adding and removing cards from the treasury tags. 		
Curriculum Links:			
C&L: Listening and Attention			
(40-60) Maintains attention, concentrates and sits quietly during appropriate activity. (40-60) Two-channelled attention – can listen and do for short span. (ELG) Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.			
PD: Moving and Handling			
(40-60) Handles tools, objects, construction and malleable materials safely and with increasing control. (40-60) Shows a preference for a dominant hand. (ELG) Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.			
M: Numbers			
(30-50) Knows that numbers identify how many objects are in a set. (30-50) Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. (40-60) Counts up to three or four objects by saying one number name for each item. (40-60) Counts actions or objects which cannot be moved.			
M: Shape, Space and Measure			

(22-36) Beginning to categorise objects according to properties such as shape or size.

(30-50) Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

(40-60) Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

(40-60) Selects a particular named shape.

EA&D: Exploring and Using Media and Materials

(40-60) Manipulates materials to achieve a planned effect.

Finger Gym

2D Shape Sort

Can you sort these cards into groups of different shapes?

Can you thread each shape group onto a treasury tag?

Look around the room. What shapes can you see?

Which is your favourite shape?

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