# Curriculum links – Example 1: Arranging sticks and stones

Early Stage 1.

### EYLF Learning outcome 4: Children are confident and involved learners

Key component 2: Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching, and investigating.

#### Learning experience

Whilst playing outside, a small group of children initiated a game that involved collecting sticks and small stones. Educator A modelled how these materials might be arranged in a circular pattern.

#### Observation

Child A constructed a pattern of small stones starting with the largest stone in the middle, surrounded by a circle of 6 medium sized stones. Using trial and error and with Educator A’s encouragement to persist, they added 2 subsequent circles, using smaller stones. When asked to describe what they had created, Child A said ‘The stones start big and go smaller. See the circles, that one is the biggest! I need really small ones now.’

#### Analysis

Child A is able to sort, compare and describe stones according to size, using vocabulary such as largest, smaller and smallest. Using the problem-solving strategy of trial and error and demonstrating persistence, Child A represented 3 concentric circles.

### How does this activity support continuity of learning?

Child A is building the foundational knowledge and skills that will support them to engage with Early Stage 1 mathematics outcomes. In Early Stage 1, they will consolidate and extend their learning to:

* sort, describe, name and make two-dimensional shapes, including triangles, circles, squares and rectangles (**MAE-2DS-01**)
* recognise, describe and continue repeating patterns (**MAE-FG-01**).