



This resource is part of a suite of materials and activities created to inspire entrants, and support teachers, and parents to enter *maths inside*: a photo competition open to everyone in Scotland.
maths inside: see different, make connections, celebrate!

Discovering and documenting the *maths inside* matching sets

What is this?

This is an example to inspire and support Early Years practitioners to design an interdisciplinary learning (IDL) activity based on the *maths inside* photo competition, and leads children towards the creation of an entry. This activity is based on Early Years experiences and outcomes (Es+Os) and complements the [Matching example journey](#), its [displayed final submission](#), and [Image Bank 1](#) for Early Years to Fourth Level (Pre-school–S3)

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CfE experiences and outcomes: Early Years

- I can match objects, and sort using my own and others' criteria, sharing my ideas with others [MNU 0-20b](#)
- I can collect objects and ask questions to gather information, organising and displaying my findings in different ways [MNU 0-20a](#)
- I have the freedom to discover and choose ways to create images and objects using a variety of materials [EXA 0-02a](#)
- I can create a range of visual information through observing and recording from my experiences across the curriculum [EXA 0-04a](#)
- As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information [LIT 0-21b](#)

Purpose of the activity

To explore through outdoor and indoor learning matching two different sets. To investigate different ways of matching two sets. To explore mathematics behind everyday tasks. To embark on a creative journey to record the discoveries made in an engaging piece of writing and in a visually appealing photograph. To provide opportunity to apply digital literacy skills.

Learning activity

- Ask children to look out for groups of things which are matched with numbers, colours, or something else
- Using the questions in [Image Bank 1](#) or the [Matching example journey](#), invite children to find a match between sets, then find the number of different ways of matching
- Ask children to write down their discoveries in a commentary, either individually or in groups
- Have each group or individual take a photograph of their matched objects and discuss what makes a visually appealing and engaging photograph
- Digitally add the *maths inside* sticker ([how to guides](#) available) and [submit](#) to the competition

Extension activity

Ask children to match things in their own way. Ask them to do it in multiple ways. Explore if matching one way is better than another.

National benchmarks

These activities provide learners opportunity to engage in further thinking and to integrate skills from across the curriculum in a context. Observation and feedback from these learning activities could contribute towards overall assessment of learners progress.

Open to all ages with prizes in each level. You only need a mobile, the internet & curiosity! Enter on your own or as a team, mind to add the maths inside sticker, and submit in one, or in as many categories as you like. The photo should be your own, without changes, and for a chance to win, cannot be shared anywhere else. View the [T&C](#) for more information, and please do get in touch if you have any questions.

credits

This [suite of resources](#) are the fruit of a collaborative project between undergraduate and postgraduate students from the [University of Glasgow — School of Mathematics & Statistics](#), [Education Scotland](#), and [Dr Andrew Wilson](#) (*maths inside* Founder and Director)

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