

# Maths Week Scotland

## ELC Setting

### Welcome to Maths Week Scotland!

Maths Week Scotland is taking place 22nd – 28th September 2025

Maths Week Scotland takes place during the last week of September every year with a whole host of activities, events and resources to allow you to celebrate the joy of maths within your ELC setting and wider community.

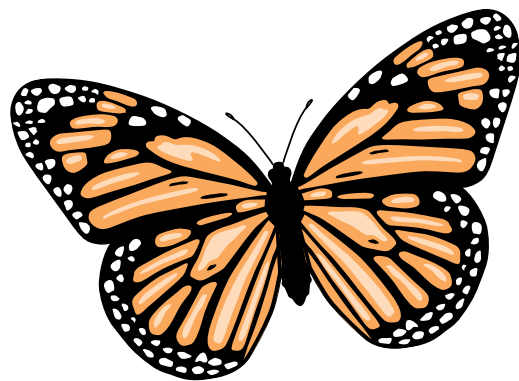
The 2025 Maths Week Scotland theme is Wild Maths, exploring the maths hidden in animals, plants, weather, space, and the natural world all around us!

This pack will provide you with lots of ideas on how you can celebrate Maths Week Scotland 2025, including experiences, resources and additional support available.

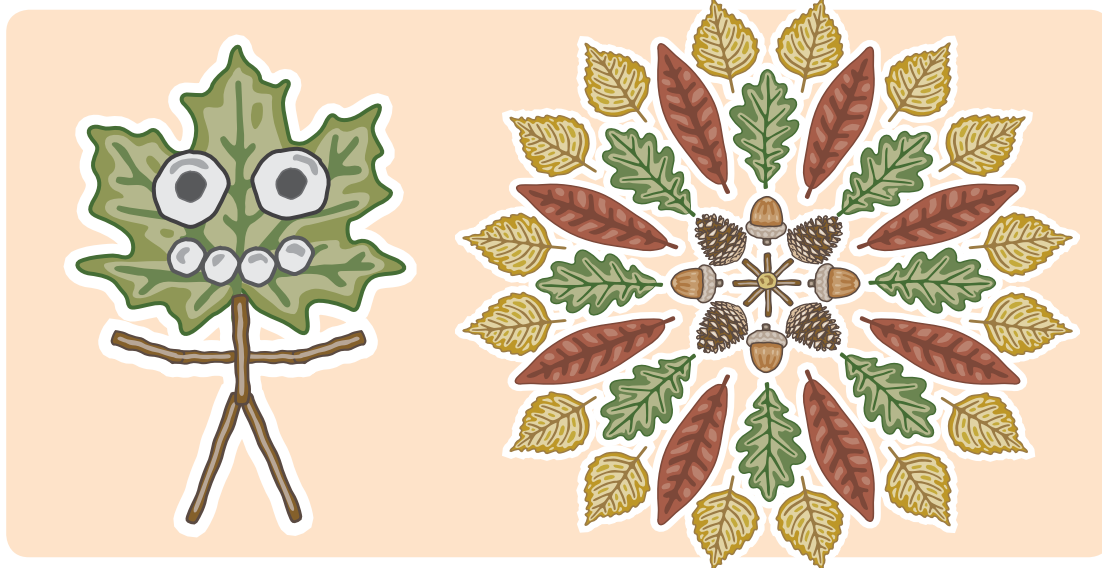
This pack contains some suggested lines of development to support Maths week in your setting but as always, we encourage a child-centred approach as outlined in **Realising the Ambition: Being Me**. Adult Initiated Experiences should be as open ended as possible and the children in your setting may take the learning in a completely different direction, which is always fun to be part of.

Each suggestion in this pack outlines the potential mathematical skills used, a suggested scenario with questions for the children and further ideas to explore. The questions can be used to prompt and extend children's mathematical thinking. These can also be used as a starter based on your knowledge of the children you are supporting.

More resources and ideas can be found [here](#).



We would love you to share your Maths Week celebrations with us on [Facebook](#), [Bluesky](#) and [Instagram](#) and use the hashtag #MathsWeekScot.



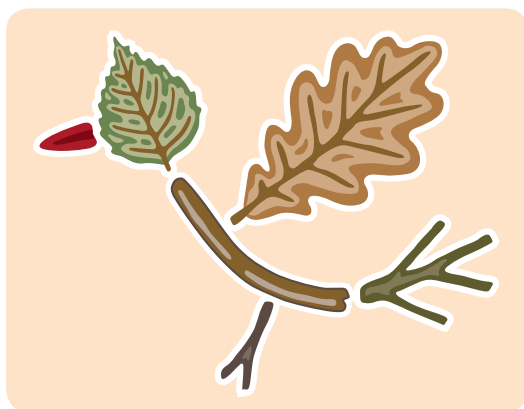
## Out and About

**Skills:** Using mathematical vocabulary related to number, shape, size, measure and comparison.

**Possible Scenario:** Find the maths during a walk around your local area. Encourage children to notice the different shapes, sizes and numbers in the world around them.

### Questions:

- What can you see around us?
- Can you spot any numbers?
- Which building is the tallest? How do you know?



### Extend Thinking:

- Can you find something that is longer than this stick?
- How many leaves have I found? Who can collect more than me?
- Can you find something else that is symmetrical?

### Further Ideas:

- Watch how children sort, count and organise the items they have found. Do they do this in different ways? Introduce baskets, trays and jars in a range of sizes to encourage them to divide and sort the items in different ways.
- Create a number book or visual number line with photographs of what you find – 1 post-box, 2 trees, 3 shops.
- Collect items on your walk and have fun creating pictures or patterns with them like the examples on this page.

## Wet, Wild and Windy

**Skills:** Collecting information for a specific purpose; Contributing to a concrete/pictorial data display; Using counting skills to ask and answer questions; Interpreting simple charts; Talking about the features of the four seasons.











**Possible Scenario:** Observing and recording the weather in a data display such as a chart or table.

### Questions:

- On how many days did it rain?
- Which type of weather was recorded the most?
- There were three days when it was...?
- Are there any types of weather that we didn't record this week?

### Extend Thinking:










- What was the weather like on Monday?
- What different types of weather might we record in the Winter?
- Pick one of the days, what type of clothes would have been sensible to wear on that day?

	Morning	Afternoon
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

### Further Ideas:

Explore different types of charts, tables and graphs and encourage children to gather information for different purposes such as their outfit colours, favourite things or snack choices.

Involve children in contributing to different data displays which lead to a choice or a decision such as voting for the next story book, choosing favourite fruit or vegetables, or making decisions about resources in the setting.



## Counting Creatures

**Skills:** Using counting skills to ask and answer questions; Identifying and recognising numbers; Combining and grouping items with different totals.

**Possible Scenario:** Exploring the number of feet that people and different animals have for example, using the story book 'If One is a Snail, Ten is a Crab' by April and Jess Sayre and Randy Cecil as a provocation.

### Questions:

- How many feet did the animal have?
- Which character had 8 feet?  
How can we check?
- Which character in the story had the most feet?

### Extend Thinking:

- How many more feet does a spider have than a snail?
- How many different ways could we make 10 feet? (e.g. a dog and an insect, a spider and a person, a person, 2 snails and an insect...)

- Can you show me on your fingers how many feet the dog has?
- Can you match this number card with the right character(s) from the story? For example '8' matched with the 'spider'.

### Further Ideas:

- Roll a pair of dice and support children to match the number of dots to the character(s) within the story that has the same number of feet.
- Exploring counting in groups – if we have two crabs, how many feet do they have altogether? How do you know? This could be done with number cards which show the characters from the story or objects which represent the feet.
- Enjoy reading other counting stories together such as How Many Legs? By Jim Field and Kes Gray. You can find lots of mathematical story books here: [Books that support numeracy – Scottish Book Trust](#)



## We're going on a Shape Hunt!

**Skills:** Understanding and using the language of position and direction; Recognising and describing simple 2D shapes.

**Possible Scenario:** Explore the different shapes within the environment. Encourage children to listen and follow the instructions and directions as they hunt for different shapes within the world around them. Children may spot 2D shapes that are part of 3D objects. This is a good opportunity to discuss the differences.

### Questions:

- Who can spot a shape on the path?
- Which shape can you see beside the fence?

- Can you find a shape that is the same as this one?
- Who can spot a square?

### Extend Thinking:

- Can you spot a shape that has three sides?
- Which shape is to the right of the bookcase?
- Can you find a shape indoors that is the same as a shape outdoors?

### Further Ideas:

- Children could hide a selection of different objects around the setting. Encourage them to give clues or they might like to create a treasure map that others can follow to find the hidden items.
- Introduce a timer, who can find the hidden objects the quickest? How many can be found in 1/2/3 minutes?

## Maths in Bloom

**Skills:** Understanding and using mathematical language linked to measure; Making comparisons.

**Possible Scenario:** Plant a range of flowers or seeds in individual pots. Once they begin to grow, use this as an opportunity to discuss measurement and make comparisons.

### Questions:

- Which plant is the tallest?
- How many petals does this flower have?
- How many plants do we have altogether?

### Extend Thinking:

- Can you find two plants that are the same size? How could we check?



- How many cubes tall is your plant?
- Can you line the plants up from tallest to shortest?

### Further Ideas:

- Try planting in a range of growing conditions such as the amount of sunlight, different temperature conditions or amount of watering and over time, encourage the children to compare if these change how quickly the plants grow.
- Explore the symmetry found in plants, flowers and nature. What do the children notice and wonder?

## Wild about Patterns!

**Skills:** Recognising and describing different types of pattern; Copying, continuing and creating simple patterns in different ways.

**Possible Scenario:** Look at pictures of animals with different patterns (for example: zebra, fish, ladybird, leopard, peacock, snake, butterfly, giraffe)

### Questions:

- What do you notice?
- Can you describe the pattern on the zebra?
- Can you see an animal that has a spotted pattern?

### Extend Thinking:

- Can you match this pattern card to the correct animal?
- Where else can you see a stripy pattern?

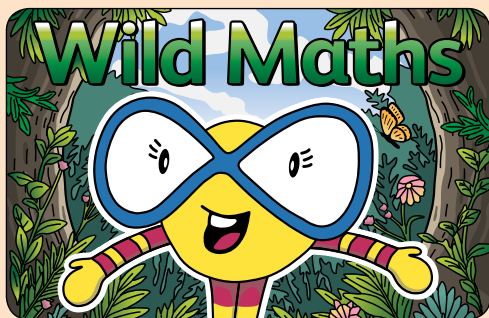
### Further Ideas:

- Encourage children to notice patterns in the world around them. They might be inspired to create their own patterns using different objects, materials and media. Encourage them to talk about the pattern that they have made, does it repeat? What would come next?
- Explore different types of patterns inviting children to copy, continue and repeat them. This could be through making musical patterns, using shapes or objects or performing actions.
- You could use stories, songs and rhymes as a way to reinforce different types of continuing pattern this could include the seasons, days of the week or months of the year.

## Finn's Maths Adventure

Finn has spotted something **wild** on his maths adventure! What could it be?

We are encouraging ELC settings and Primary 1 classes to think about what wild maths Finn has spotted outdoors and share their thinking as part of our Early Level **Finn's Wild Maths Adventure competition**



For example, what maths can you discover in your playground, local park, or walk around the neighbourhood such as shapes, patterns, numbers of things, or even a daily weather report. Feel free to include any other maths you can think of.

Settings can submit their entries in a format that best suits them, this could be as a drawing, photograph, collage, written story or short video.

Children are invited to submit an individual entry, or settings can enter as a whole establishment, class or group submission.

To find out more and enter click [here](#).

## Maths Outdoors

We love taking maths outdoors, and there are lots of fun ways to explore maths concepts and vocabulary whilst being active in nature.

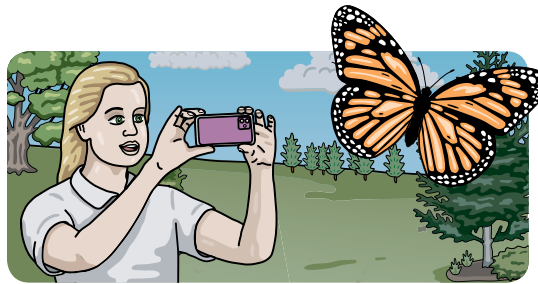
### Maths Outdoors: 30 Days Wild

encourages people to spend more time outside and engage with nature, whilst incorporating some maths along the way. Don't worry, there are plenty of suggestions for those who live in very urban settings too!

Why not use some of these ideas to create your own Maths Week Scotland 2025 calendar, with a fun maths in nature experience for each day of Maths Week?

Maths Week Scotland can be a great opportunity to encourage children to engage with different types of puzzles and games. Children, practitioners and families could be invited to share their favourite outdoor game as part of your Maths Week celebrations.

**Outdoor Maths Games** is a resource featuring 25 engaging outdoor maths activities compiled by Juliet Robertson, author of Messy Maths – why not adapt some of these to use with your children, you could challenge them to use some of the resources and grids to create their own outdoor game for others to play.



## Maths Inside

Get your cameras ready to get out and about and find the Maths Inside your daily life. The Maths Inside photography competition has categories for early years up to adult, so practitioners and parents can enter too!

Enter at [www.mathsinside.com](http://www.mathsinside.com)

## Bring Maths to Life in your Setting

Maths is used in lots of different jobs and careers and Maths Week Scotland can be a great opportunity to help children learn about the wider world of work. Why not invite some members of your local community in to talk about the jobs that they do and how they use maths? You could even explore the Wild Maths theme... from vets to tree surgeons, farmers to event planners, the list is endless. The STEM Ambassadors site is also a great place to look for guest speakers to visit your setting. Visit the **STEM Ambassador website** to find out more!



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