



MATHS

“Production maxi-sequences”

Ref. 30642



FOR EDUCATIONAL PURPOSES



PRODUCTION MAXI-SEQUENCES

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CONTENTS:

The game comprises 20 large square cards made from thick, strong, top quality cardboard. Card dimensions: 11.5 x 11.5 cm.

DESCRIPTION OF THE CARDS

- 20 large photo-cards for exploring the production processes of foods and materials obtained from nature. The cards are grouped into five different sequences of four steps each. Each sequence has a different coloured border to help with recognising and grouping the cards in the same sequence.

RECOMMENDED AGE GROUP:

From 3 to 8 years old.

The proposed sequences are very simple with just a few steps, and help to introduce very young children to the perception of time. The action of putting the pictures into chronological order helps children to assimilate internal mental processes which allow them to create sequential relationships in time and learn about the logical and chronological order in which things happen.

EDUCATIONAL OBJECTIVES:

- o To promote logical thinking and space-time reasoning.
- o To develop the skills of observation skills and putting things in chronological order.
- o To internalize the sequential order of things.
- o Learning about the animal or plant source of certain foods or products that we use on a daily basis.

METHOD OF PLAY AND ACTIVITIES:

1. Group all the cards in the same sequence together. They can be identified quickly because each sequence has a different coloured border for ease of identification.
2. Once grouped, the cards should be put in order according to the actions shown in the pictures.
3. The sequences have a self-correcting system on the back, although we recommend letting the children put the stories in the order they like to encourage them to rationalize the chosen sequential order.

Some other activities are suggested below:

1. **"Listen carefully"**: The child listens to the adult while he/she tells the story in the sequence. The child then repeats out loud what he/she has heard and puts the cards in the right order. The two of them check to see that they are in the correct order. As the child grows more confident and understands the time sequence, the adult can introduce changes in the order of the story to check whether the child is listening properly and discuss what might happen if the actions were performed in a different order.



2. **"The right scene":** Place the cards on the table; the adult describes a scene and asks the child to point out that scene. This checks the child's comprehension skills. Another option is to show the child a scene and ask them to describe what is happening in it. This can be used as a basis for discussing with the child the importance of learning and maintaining these daily habits.
3. **Practicing other languages:** Another way of using this game is doing the activities in another language that the child is learning. This helps to familiarise them with the vocabulary, actions and everyday habits in a different language.

