Unit 1: Where is it? Use this grid game for 2D shapes, then 3D for those with secure 3D knowledge. Otherwise the positional element will be lost identifying shapes.

Activity 2: Moving shapes

Aims: To understand and use directional and positional language.	**You will need**: 3-D shapes; '3 by 3 grid' (*see resources*); 'Position words' (*see resources*)

Preparation:

What to do:

- Choose a 3-D shape; place it in the middle of the '3 by 3 grid' (*see resources*).
- Give children instructions to place other shapes on the grid. *Put the cone above the cube. Place the sphere under the cylinder…* etc.
- Spread out the 'Position words' cards (*see resources*).
- Each child takes a card and must move a shape to create a statement to match their card, e.g. If Tom takes the card 'over', he moves the cuboid to the space over the cone and says. *The cuboid is in a space over the cone*.

Support children by concentrating on two positional words at once e.g. *over* and *under* or *above* and *below*. Discuss opposites, then model and give lots of practice with these words before introducing others.

Challenge children by each pair having their own grid. They use their cards to place their 3-D shapes, until the grid is full or they cannot move.

Outcomes: I can understand positional language.
I can position shapes in a grid following instructions.
I can identify and name common 3-D shapes

Autumn Shapes: Unit 1, Active Learning

Unit 1: Where is it? Also use this for identifying which children can quickly say 1 more or 1 less than the given number; "You have put 6 in the correct place. What is 1 more than 6?"

Activity 3: Tiling instructions

Aims: To give detailed instructions using positional and directional language.	**You will need**: '4 by 4 grid' (*see resources*), '3 by 3 grid' (*see resources*); 'Number tiles 0 – 10' (*see resources*)

Preparation: Enlarge the 4 by 4 and 3 by 3 grid and the Number tiles (*see resources*). Place a grid in the middle of the table and place the number tiles in a pile face down.

What to do:

- Ask children to take a tile in turn. They place it on the 4 by 4 grid.
- After the first tile has been placed, each child must state where they are placing their tile in relation to at least one other tile on the grid, e.g. *I am putting the 4 above the 10.* OR *Here is the 6 beside the 3*, etc.
- Continue until all the tiles are on the grid.
- Challenge children to describe where the empty space is on the grid in relation to other numbers, e.g. *It is between the 3 and the 0, and it is above the 2.*
- Remove the tiles and play again.

Support children by using a 3 by 3 grid and modelling the language used first. Help children to think about where they are placing and say a sentence together.

Challenge children by asking them to give each other instructions for where to place their tile, e.g. *Put it above the row with 9 in it* OR *Place it between the 7 and the 10.*

Outcomes: I can use positional language when placing a number in a grid.
I can give instructions using positional and directional language.

Autumn Shapes: Unit 1, Active Learning