



Unit 1: Where is it? Tuesday		Autumn Shapes: Unit 1, Creating and Thinking Critically
Activity 1: Lego™ walls		
Aims: To understand and use positional language to find and describe the exact location of objects.	You will need: Lego™ or Duplo™	
Preparation: Put a pile of Lego™ or Duplo™ on the table.		
What to do: <ul style="list-style-type: none"> • Ask children to build a Lego™ wall. It must be exactly 4 bricks long and 4 bricks high. • Once each child has built a wall, play a game like this. • Turn to a child and ask them to place their wall where everyone can see it. Say that you are looking at their wall and thinking of a brick. Describe it using position words e.g. <i>it is above a blue brick and between a yellow brick and a red brick</i>. Can the child point at the brick you are thinking of? If they can, they are allowed to add another brick to the top of their wall. • Repeat this with the next child, and then the 3rd and then the 4th child. • Keep playing for another two rounds, then see whose wall is the tallest. <p>Support children by keeping the walls smaller e.g. 2 bricks long by 3 high.</p> <p>Challenge children by placing them in pairs to describe particular bricks to each other, e.g. <i>I am thinking of a brick in your wall. It is under a blue brick and next to a yellow brick. It is above another blue brick</i>. They must give 3 pieces of information using position words. Can their partner guess which brick they are thinking of?</p>		
Outcomes: I can understand positional language. I can use positional language to describe where a Lego™ brick is located.		



Unit 1: Where is it? Wednesday 24/11/20		Autumn Shapes: Unit 1, Creating and Thinking Critically
Activity 2: Placing objects		
Aims: To understand and use positional language to find and describe the exact location of objects.	You will need: '4 by 4 grid' (<i>see resources</i>); basket; objects e.g. small figures, coloured beads etc., 'Position word cards' (<i>see resources</i>); conker or other small item	
Preparation: Lay out the '4 by 4 grid' (<i>see resources</i>) in the middle of the table. Have a basket full of small figures or coloured beads or small items. Place 'Position word cards' (<i>see resources</i>) face down in a pile.		
What to do: <ul style="list-style-type: none"> • Place a conker somewhere in the middle of the grid. • Children take turns to take a card. • Using this card, they give an instruction to another child to place an object on the grid, e.g. They take 'under' and say: <i>Put your bead on the space under the conker</i>. • Keep taking turns to take a card and give instructions to another child to place an item on the grid until all the cards have been used. • Clear the grid and play again. <p>Support children by using the position word themselves and placing their object 'under' something.</p> <p>Challenge children by encouraging children to be more specific with their language e.g. <i>Place it in the row under the conker to the right of the blue bead</i>.</p>		
Outcomes: I can understand positional words and create a sentence around it. I can give instructions to a friend using positional language.		



Unit 1: What is it and Where is it? Tuesday		Autumn Shapes: Unit 1, Creating and Thinking Critically
Activity 3: Shape towers		
Aims: To use positional language to describe the position of an object in comparison with another.	You will need: 'Position words poster' (<i>see resources</i>); 3-D shapes in different colours and sizes	
Pedagogy: Group of 4 children		
Preparation: Print the 'Position word poster' (<i>see resources</i>). Have a pile of 3-D shapes, making sure you have more than one of each type and that they are different sizes.		
What to do: <ul style="list-style-type: none"> • Display the 'Position word poster' (<i>see resources</i>) • Ask each child to make a 'tower' of two 3-D shapes. Place these next to each other on the table. • Each child must make a statement about a particular shape, using position words, e.g. <i>The red cone is on top of the blue cuboid</i> OR <i>The yellow cylinder is below the blue cube.</i> • When they have made their statement, the children agree together which position words they used, and put a tick beside this word on the poster. • Children continue taking turns to make statements and use different position words. <i>Can we work together to use all the words on the poster? We may have to move the towers!</i> <p>Support children by recapping the name of the 3-D shapes first, then asking them questions, e.g. <i>Where is the red cone?</i> They use <i>on top</i> and <i>below</i> to describe its position. Then introduce 'beside'.</p> <p>Challenge children by making towers of three shapes, if possible, and using <i>between</i>. The teacher can then give instructions such as: <i>Make a tower with a blue cube between a red cuboid and a yellow cylinder.</i></p>		
Outcomes: I can use positional language to describe the location of shapes. I can identify and name common 3-D shapes		



Unit 1: Where is it?		Autumn Shapes: Unit 1, Creating and Thinking Critically
Activity 4: Shape hunt		
Aims: To listen to and understand instructions containing positional language.	You will need: 3-D shapes	
Pedagogy: Group of up to 6 children		
Preparation: Hide some 3-D shapes around the classroom, keeping a list of where you have hidden them.		
What to do: <ul style="list-style-type: none"> • Show children a set of 3-D shapes; rehearse their names. • Now use position words to give each child an instruction to enable them to find a shape, e.g. <i>The red cube is <u>on</u> the shelf <u>above</u> the paint pots.</i> • When each child has found their shape, they must repeat the statement back to the group, using the position word, i.e. <i>It was on the shelf above the paint pots.</i> • Repeat, until all the shapes are found. <p>Support children by asking them to repeat the sentence back before they find the shape. They may need to work in pairs to begin with.</p> <p>Challenge children by asking them to hide a shape from their partner and giving their partner detailed instructions to where to find it.</p>		
Outcomes: I can understand and follow positional instructions to find shapes. I can say where an object has been found using positional language. I can identify and name common 3-D shapes.		

Shape Unit 1

Where is it?

Creating and Thinking Critically

Teacher Notes

You will need:

Lego™ or Duplo™; '4 by 4 grid' (see resources); basket; objects e.g. small figures, coloured beads etc., 'Position word cards' (see resources); conker or other small item; 'Position words poster' (see resources); 3-D shapes in different colours and sizes

KEY CONCEPTS

- **Understanding positional and directional language:** Use a wide range of prepositions to describe position, e.g. on, in, under, over, on top of, beneath, etc. Give instructions which use this language, e.g. put your hand on top of your head, hand up, hand down, wave right hand, put your hand under your elbow, etc.
- **Using positional and directional language:** Children need plenty of opportunities to use and apply this language in different situations. The more they practise using it, the more secure they will be in their understanding. They should have opportunities to describe where something is as well as giving other children instructions on where to place something.
- **Combining positional/ directional words:** Talk about how to combine a few positional words to make their instruction or description even more specific e.g. *Put the car on top of the bridge, beside the yellow car.* Provide situations where two or more prepositions are used to describe the location of an object, e.g. *Teddy is next to the robot, below the plant.*

Watch out for children who:

- struggle to understand or use positional/directional words, possibly for reasons to do with cultural heritage. Some languages have one not two words for movement in a vertical direction (up/down) and one for movement horizontally, etc.

Support them by:

- Rehearsing and using individual words and their meanings. Limit this to maybe 3 at a time.
- Making up gestures to match each word to help them remember.
- Lots of play opportunities and games of hide and seek with objects; modelling the language, e.g. *Is it under the bucket? Is it on top of the desk? Where was it? It was beside the chair.*