
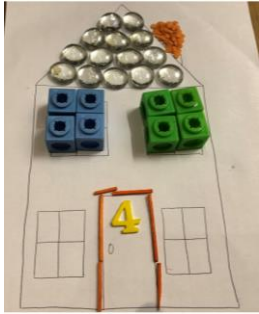


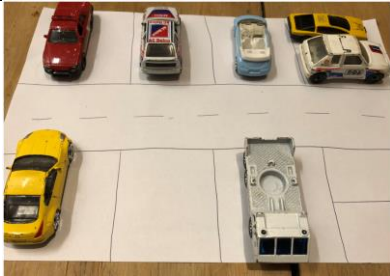


Unit 1: Where is it? Thursday		Autumn Shapes: Unit 1, Exploring and Playing
Play Activity 1: Animals on a bus		
Aims: To use directional words in conversation. To identify where something is by using directional and positional words.	You will need: 'Animal bus' (see resources); small world animals	
Preparation: Print and enlarge the 'Animal bus' (see resources) to A3.		
What to do: <ul style="list-style-type: none"> Place the bus picture on a table, along with a number of small animals in a basket. Allow children to explore the equipment before narrating their activity or introducing 'Talking points'. Encourage talk about where they have placed the animals, using position words, e.g. <i>The sheep is below the hedgehog. The cat is beside the chicken.</i> 		
Talking points <ul style="list-style-type: none"> Who is sitting in front of the cow? Which animals are sitting at the top/bottom/back/front of the bus? Who is sitting under the horse? Can you put the sheep behind the goat? 	Evidence of learning: Listen to children talking. Can they use appropriate directional/positional words? Observe children. Do they understand instructions and move the animals?	
Outcomes: I can understand positional/ directional language to explain where something is. I can use positional/ directional language to describe the position of something.		



Unit 1: Where is it? using shape instruction house (2D shape house cut & stick)		Autumn Shapes: Unit 1, Exploring and Playing
Play Activity 2: 3-D collage creation		
Aims: To use positional language in talk. To explain where to put items using directional/positional language.	You will need: assortment of materials for collage e.g. cubes, blocks, shapes, cotton wool, reels, paper etc; large paper; masking tape	
Preparation: Stick some paper to the table and draw a large picture of a house, person or vehicle the size of the paper. Have lots of coloured blocks, cubes, wool, shapes etc. to give choice.		
What to do: <ul style="list-style-type: none"> Allow children to explore the equipment before narrating their activity or introducing 'Talking points', drawing out positional language as they place objects. If appropriate, model beginning to fill an area with the objects to create a collaborative class collage. Photograph the finished collage to use as a starting point in another maths session. 		
Talking points <ul style="list-style-type: none"> Which side of the person are you filling in – the left or right? Where have you positioned that block? Can you fill in the space under/beside/above the window? 	Evidence of learning: Listen to children talking. Can they talk use positional language? Observe children. Do they place objects in the correct place after a directional instruction?	
Outcomes: I can describe objects using positional language. I can understand directional language when placing objects.		



Unit 1: Where is it? On Wednesday using junk materials in a tuff spot -Construction area.		Autumn Shapes: Unit 1, Exploring and Playing
Play Activity 4: Car Parking		
Aims: To use directional and positional language in play and everyday situations.	You will need: toy cars; large sheet of paper; ramps, bridges, etc.	
Preparation: Draw car park spaces on a large piece of paper. Have out cars, ramps, bridges etc. in a tuff spot.		
What to do: <ul style="list-style-type: none">• Children play with the cars on the ramps and bridges and then organise them in the car park.• Encourage lots of talk around the position of the cars and talking through what they are doing e.g. <i>'I'm going up over the bridge, then down, turning left then parking beside the yellow car.'</i>		
Talking points <ul style="list-style-type: none">• <i>How can you describe where your car is?</i>• <i>Place the car under the bridge?</i>• <i>Which car is between the green one and the blue one?</i>• <i>Where will you be if you turn your car right?</i>	Evidence of learning: <p>Listen to children talking. Can they use positional/ directional language accurately in their play?</p> <p>Observe children. Do they place their cars in the right positions when given instructions?</p>	
Outcomes: I can use and understand directional and positional language.		

Shape Unit 1

Where is it?

Exploring and Playing

Teacher Notes

You will need:

'Animal bus' (see resources); small world animals; assortment of materials for collage e.g. cubes, blocks, shapes, cotton wool, reels, paper etc; large paper; masking tape; plastic potato head or real potatoes; plastic body/ face parts or stick-on google eyes, pipe cleaners, pom poms etc; glue; toy cars; large sheet of paper; ramps, bridges, etc.

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.*

