

Shape, space and measure 3

**Explore position and routes**

## Teacher guidance



### Books

- *Where's Spot?* by Eric Hill
- *Everyone Hide From Wibbly Pig* by Mick Inkpen
- *Where, Oh Where, is Rosie's Chick?* by Pat Hutchins



### Rhymes

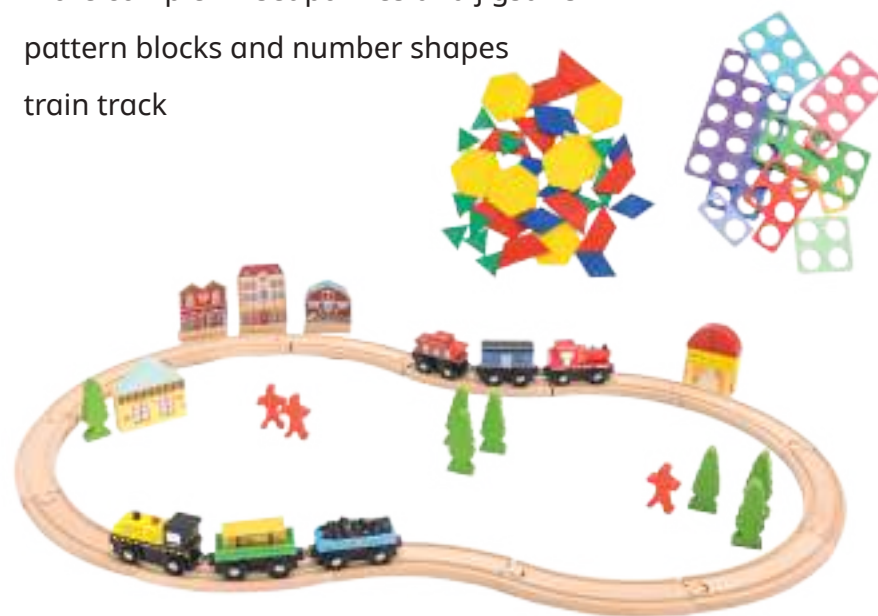
- *In and Out the Dusty Bluebells*

### Top tips

- Provide large construction resources such as crates, planks, tyres and tunnels for children to build large-scale obstacle courses that they can move around in different ways.
- Using stories that illustrate position or stories that follow simple routes will support children to use positional language in meaningful contexts.

### Key resources

- more complex inset puzzles and jigsaws
- pattern blocks and number shapes
- train track



## Small steps

Step 1

Explore shape resources

Step 2

Explore more complex inset jigsaws

Step 3

Talk about simple positions

Step 4

Move into simple positions

Step 5

Move through positions

Step 6

Follow simple small-world routes

# Explore position and routes

## Notes and guidance

In this block, children will build on prior learning when they first began to explore position. This learning will be extended to moving their own bodies into and through different positions.

Encourage children to use positional language, such as 'on', 'under', 'over', 'through' and 'between', to describe the position of objects, their own bodies or when describing simple routes. Support children to create simple routes around small-world scenes that link to familiar stories or children's interests.

Shape resources, such as pattern blocks and number shapes, will be introduced for the first time in this block. It is important to allow children to freely explore these resources through open-ended activities when they see them for the first time. Then as children become more familiar with these, they can begin to use them for a particular purpose.

## Sentence stems

- I will put the piece/shape ...
- The \_\_\_ is on/under/between the \_\_\_.
- I will go on/under/over/between/through the \_\_\_\_\_.
- I need to move ...

## Key questions

- How will you make that piece fit?
- How will you move your body?
- Where will you go next?

## Links to the curriculum

*Development Matters* – Birth to three

- Climb and squeeze themselves into different types of spaces.
- Complete inset puzzles.

*Development Matters* – 3 and 4-year-olds – Discuss routes and locations, using words like 'in front of' and 'behind'.

*Birth to 5 Matters* – Range 3 – Investigates fitting themselves inside and moving through spaces

*Birth to 5 Matters* – Range 4

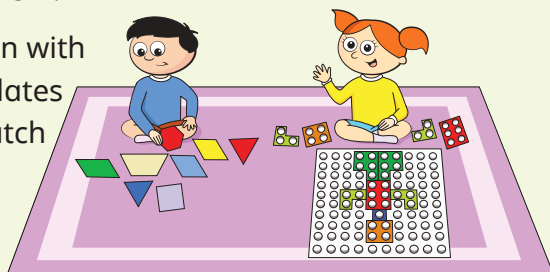
- Moves their bodies and toys around objects and explores fitting into spaces
- Responds to some spatial and positional language
- Chooses puzzle pieces and tries to fit them in

## Adult-led activities

### Step 1

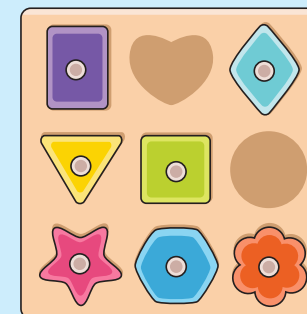
In this small step, children will **explore shape resources**, such as pattern blocks or number shapes. First, allow free exploration of these resources and then encourage children to make arrangements and pictures with them.

Provide children with coloured templates for them to match the shape resources on top.



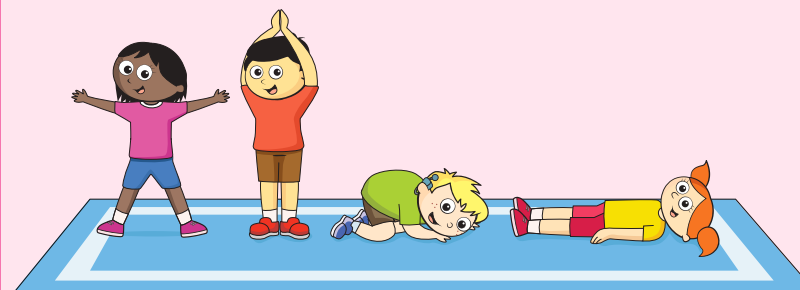
### Step 2

In this small step, children will **explore more complex inset jigsaws**. Provide children with inset puzzles that have a wooden background, rather than the matching picture. Encourage children to focus on the shape of each piece and prompt them to turn them to see if they fit.



### Step 4

In this small step, children will **move into simple positions**. Play simple action games such as 'The Bean Game'. Shout out different beans such as broad bean, string bean, baked bean, beans on toast. Encourage children to move into the corresponding positions.



### Step 3

In this small step, children will **talk about simple positions**.

Read stories such as *Where's Spot?* by Eric Hill or *Everyone Hide From Wibbly Pig* by Mick Inkpen. Act out similar scenarios using a teddy or puppet. Encourage children to use positional language to talk about where the teddy is each time.



## Adult-led activities



## Step 5

In this small step, children will **move through positions**. Set up an obstacle course outside using resources that encourage children to move in different ways. For example, include a tunnel or tyre for children to squeeze through, cones to move between and a bridge to go over.



Encourage children to use positional language to talk about how they are moving around the obstacle course.



## Step 6

In this small step, children will **follow simple small-world routes**. Read stories such as *Where, Oh Where, is Rosie's Chick?* by Pat Hutchins. Recreate a similar farm scene in the small-world area that prompts children to follow a simple route to find a hidden character.

Support children to describe the journey along the route as they go.



## Continuous provision



In provision, add a range of more complex jigsaws that encourage children to explore moving the pieces in different ways to make them fit. These could include more complex inset puzzles or jigsaws linked to children's interests. Encourage children to complete the jigsaws with increasing levels of independence.

Set up a train track in the small-world area and play alongside children to make simple routes. Encourage children to move vehicles or small-world characters along the route, using positional language to describe the journey as they go.