

Shape, space and measure 4

**Match, talk, push
and pull**

Teacher guidance



Books

- *The Train Ride* by June Crebbin
- *Naughty Bus* by Jan and Jerry Oke
- *Where is Bear?* by Jonathan Bentley



Rhymes

- *Humpty Dumpty*
- *Teddy Bears' Picnic*

Top tips

- In the construction area, talk to children about what they have made and comment on how they have pushed blocks together in different ways.
- When taking familiar routes, such as going to the dining hall, provide a running commentary and point out key features of the route.

Key resources

- small wooden blocks and vehicles
- train track and trains
- pop-up tunnel



Small steps

Step 1

Match simple shapes

Step 2

Push some shapes and blocks together

Step 3

Make simple arrangements

Step 4

Talk about arrangements

Step 5

Follow simple routes outside

Step 6

Follow toys around a simple route

Match, talk, push and pull

Notes and guidance

In this block, children will be supported to match simple shapes using a variety of equipment. In the construction area, they will use blocks that are identical to one another and others that are different. This will support them to understand the language of 'same' and 'different'. As they push curved, flat and pointy blocks together, they will explore which blocks fit together the best. Demonstrate thinking aloud as you build, to support children to begin to describe why they have chosen specific blocks for a purpose.

The next developmental stage of the block play progression is explored in this block. Children will use simple train tracks, wooden blocks and arches to create tunnels and passageways to push a train or bus through. On a larger scale, provide children with the opportunity to experience going through tunnels themselves as they follow simple routes. This will support children to use the language 'over', 'under' and 'through' in fun and meaningful contexts.

Sentence stems

- These ___ are the same.
- I have used this because...
- The ___ fit together because...
- I will go ___ the ___.

Key questions

- What will you use?
- What have you made?
- Where shall I put this? Will this fit?
- Which way will you go?

Links to the curriculum

Development Matters – 3 and 4-year-olds

- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Describe a familiar route.

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
- Recognises that two objects have the same shape
- Makes simple constructions

Adult-led activities

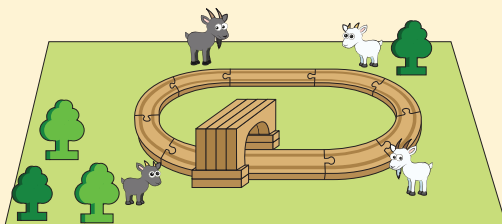
Step 1

In this small step, children will **match simple shapes**. While making simple constructions, prompt children to compare their blocks to see if they have used the same shapes as another child. Provide some identical blocks for children to use and model using the language 'same' and 'different'.



Step 3

In this small step, children will **make simple arrangements**. Read stories such as *The Train Ride* by June Crebbin. In the construction area, support children to use blocks for a purpose such as to build bridges and tunnels around a train track.

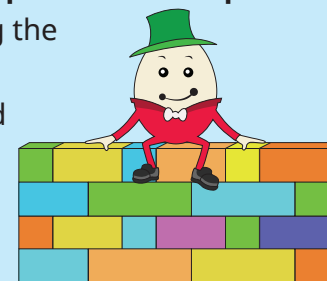


Children could then add small-world resources to enhance their arrangements.



Step 2

In this small step, children will **push some shapes and blocks together**. After singing the rhyme *Humpty Dumpty* with children, prompt them to build a wall for a small-world character to sit on.

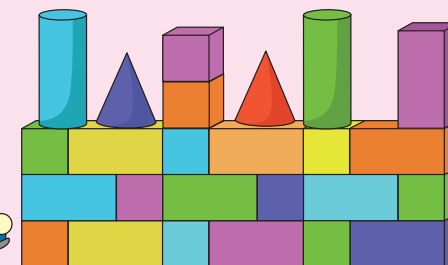


Prompt children to say what they notice about each block and how they fit together. Encourage them to notice that blocks with flat sides will fit together to build the wall.



Step 4

In this small step, children will **talk about arrangements**. Read stories such as *Naughty Bus* by Jan and Jerry Oke. Encourage children to build simple creations in a similar style. Show interest in what they are building and prompt them to talk about their creations.

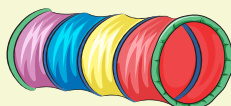


Adult-led activities



Step 5

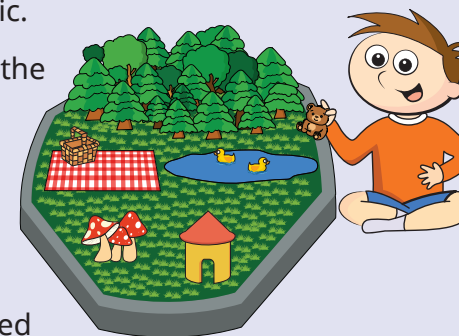
In this small step, children will **follow simple routes outside**. Read stories such as *Where is Bear?* by Jonathan Bentley. Tell children you have hidden an object outside. Give them a simple route to follow using positional language, such as 'over', 'under' and 'through'. For example, go over the crate and through the tunnel.



Step 6

In this small step, children will **follow toys around a simple route**. Sing the rhyme *Teddy Bears' Picnic* and set up a small-world forest scene in a tuff tray. Explain to children that the teddy bears are going to the woods for a picnic.

Describe a route for the children to follow. Encourage them to move the teddy bear through the route to the picnic. This could be repeated by giving children a different route to follow.



Continuous provision

Enhance the construction area with books introduced in this block. Prompt children to use a variety of blocks to build and recreate scenes and routes from the stories. Encourage children to talk about the arrangements they have made and routes they have followed.



Ensure there is a variety of equipment around the outdoor area such as crates, planks, tunnels and tyres. Provide children with an object, such as a teddy, to hide around the outdoor area for a partner to find. Encourage them to use positional language to describe a route to find the object.