

Summer Block 5

Visualise, build and map

Teacher guidance



Key books

- *I See a Pattern Here* by Bruce Goldstone
- *Pattern Fish* and *Pattern Bugs* by Trudy Harris
- *Art Forms in Nature* by Ernst Haeckel
- *Rosie's Walk* by Pat Hutchins
- *What the Ladybird Heard* and *The Gruffalo* by Julia Donaldson
- *Disney's The Lion King* by Justine Korman Fontes
- *We're Going on a Bear Hunt* by Michael Rosen
- *Cockatoos* by Quentin Blake
- *Martha Maps It Out* by Leigh Hodgkinson
- *In Every House, on Every Street* by Jess Hitchman
- *If I Built a House* by Chris Van Dusen
- *The Secret Path* by Nick Butterworth
- *Me on the Map* by Joan Sweeney
- *Pirates Love Underpants* by Claire Freedman
- *My Map Book* by Sara Fanelli
- *Little Red Riding Hood*
- *The Once upon a Time Map Book* by B.G. Hennessy

Key resources



Small steps

Step 1

Identify units of repeating patterns

Step 2

Create own pattern rules

Step 3

Explore own pattern rules

Step 4

Replicate and build scenes and constructions

Step 5

Visualise from different positions

Step 6

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Step 11

Create own maps and plans from story situations

Identify units of repeating patterns

Notes and guidance

This block begins by returning to the concept of repeating patterns. Children will deepen their understanding of different patterns, and will begin to develop a secure knowledge of pattern rules and the ability to verbalise their thinking and explain it to others.

In this small step, the focus is supporting children to draw out the unit of repeat. First, this can be done physically, by supporting children to pull out the unit from a pattern, for example, from a line of cubes. Encourage children to move the cubes down from the pattern and see each section of the pattern as a unit. This will build on skills from earlier blocks where children identified sets.

Encourage children to identify units of repeat in images and books and prompt them to replicate them with manipulatives or drawings. Encourage children to hear the units of repeat in songs, such as beating in time to a rhythm. This is also linked to musical notation and how the beats in a bar are grouped.



Books

- *I See a Pattern Here* by Bruce Goldstone
- *Pattern Fish* by Trudy Harris
- *Pattern Bugs* by Trudy Harris

Key questions

- What pattern can you see?
- How does the pattern continue?
- What is the repeat?

Possible sentence stems

- This is a _____ pattern.
- The _____ comes next in the pattern.
- The repeat is _____.

Links to the curriculum

- *Development Matters* – Reception – Continue, copy and create repeating patterns.
- *Birth to 5 Matters* – Range 6
 - Spots patterns in the environment, beginning to identify the pattern “rule”
 - Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat

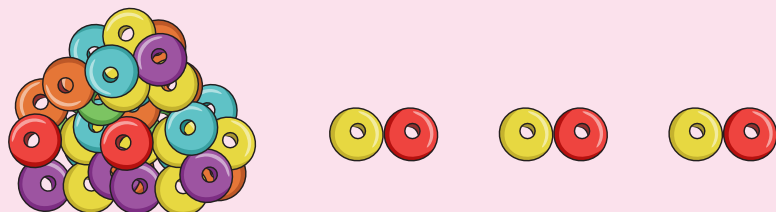
Identify units of repeating patterns

Adult-led learning



Provide children with a range of resources, such as loose parts, cubes and beads. Prompt them to make patterns with at least three units of repeat.

Encourage children to pull out each unit to see the pattern's structure and how it repeats.



Read books such as *I See a Pattern Here* by Bruce Goldstone and explore the relevant pages in books that show repeating patterns.

Provide children with loose parts or resources from the classroom.



Encourage them to copy the patterns they see and then identify the units of repeat.



In an open space outside, enact large movement patterns and prompt children to say what the unit of repeat is.

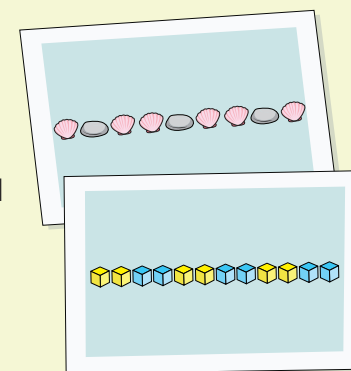


Encourage children to copy and continue these patterns.



Set up a pattern station with photos of complex patterns, such as patterns that start mid-unit of repeat, or patterns where the unit of repeat starts and ends with the same item.

Encourage children to identify the unit of repeat as well as copy and continue the pattern.



Create own pattern rules

Notes and guidance

In this small step, children expand on drawing out the rule in a given pattern and progress to creating their own repeating pattern rules. Children will need to have had lots of experience in identifying a rule in the previous small step. Support children by modelling your own rules and verbalising them as they are made. For example, when sorting buttons into patterns in a tray, explain why you have picked each button.

Using a puppet to model sorting rules is a good way to take the onus off the child to create their own pattern rules. Puppets can also get things wrong and can be corrected! To help children gain confidence and think more deeply, model patterns that start mid-unit of repeat. Encourage children to show their patterns and verbalise their own rules. Provide lots of exciting resources that spark children's interests to encourage them to invent and describe their patterns.



Books

- *I See a Pattern Here* by Bruce Goldstone
- *Pattern Fish* by Trudy Harris
- *Pattern Bugs* by Trudy Harris

Key questions

- What pattern have you made?
- What is the unit of repeat?
- What is your pattern rule?

Possible sentence stems

- The _____ comes next in the pattern.
- I have made a _____ pattern.
- I need _____ to finish my pattern.

Links to the curriculum

- *Development Matters* – Reception – Continue, copy and create repeating patterns.
- *Birth to 5 Matters* – Range 6
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Create own pattern rules

Adult-led learning

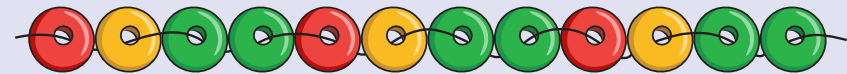


Introduce children to a class puppet and explain that the puppet is going to create a pattern using their own rule. Encourage children to look carefully at the pattern to work out the rule.

Repeat several times following different rules each time. What is the pattern rule? How do you know?



Set up a jewellery workshop with different lengths of string, beads and cotton reels. Encourage children to create their own bracelets and necklaces using their own pattern rules. Prompt children to describe the rule they followed.



To extend this, children could be the customer and request a bracelet or necklace with a given rule. For example, they could ask for an AAB necklace.

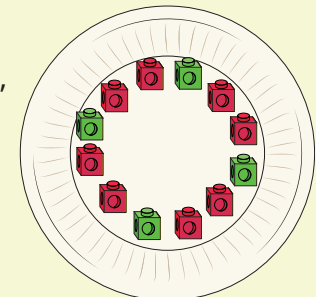


After reading books such as *Pattern Fish* or *Pattern Bugs* by Trudy Harris, provide children with a range of resources to make patterns. In pairs, one child makes a pattern following their own rule. Their partner must guess what the rule is. Prompt the partners to then swap roles.



Show children patterns around a circle where there is more than one possible rule or unit of repeat.

Prompt children to identify the units of repeat and encourage them to make their own pattern, creating their own rules around a circle. Provide children with paper plates or circular templates and cubes to support them to do this.



Explore own pattern rules

Notes and guidance

This small step focuses on children being able to verbalise and describe their own patterns as well as other children's patterns.

Prompt children to comment on each other's patterns as a group and to describe how they have used different resources. Encourage them to ask questions about each other's patterns, such as, "Why did you put that there?" or make comments such as, "I like the way your ABBA pattern works!"

Providing tablets or cameras for children to take pictures of patterns is a good way of referencing each other's work. They could also be used during group times or number talk sessions, where patterns can be discussed and described. Deepen children's observational skills on pattern by providing resources that have patterns on them, such as shells or sea creatures.

Having a place to perform in the classroom will facilitate and encourage children to act out their patterns (for example, touch head, shoulders, shoulders, head), and to comment on each other's work.



Books

- *I See a Pattern Here* by Bruce Goldstone
- *Art Forms in Nature* by Ernst Haeckel

Key questions

- What is the unit of repeat?
- How many units of repeat do I need?
- What is your pattern rule?
- Can you guess the rule? How do you know?

Possible sentence stems

- My pattern is a _____ pattern. I know this because...
- The rule is _____.

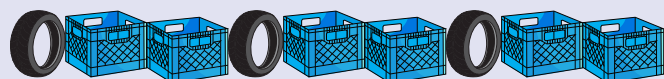
Links to the curriculum

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- *Birth to 5 Matters* – Range 6
 - Spots patterns in the environment, beginning to identify the pattern "rule"
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Explore own pattern rules

Adult-led learning

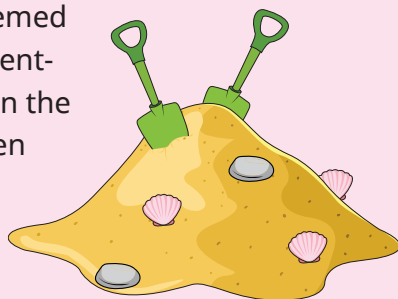
Provide children with a range of items for them to make patterns with. Ask them to identify their rule.



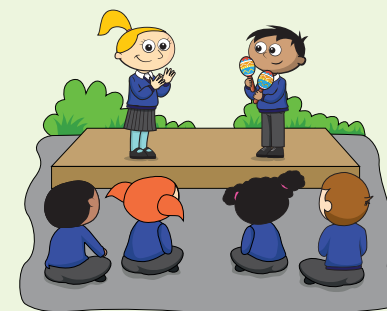
Prompt them to change the context of their pattern by using different items to show the same rule.



Hide a range of beach-themed loose parts, such as different-sized shells and pebbles, in the sand tray. In pairs, children dig up the items and one child uses them to make a pattern. Their partner can copy the pattern and identify the rule. Prompt the partners to then swap roles.



Set up a performance area or stage outside. Provide children with a range of musical instruments and encourage them to make different sound patterns with them.



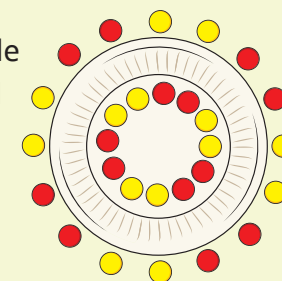
Ask the audience to describe what the rule is.



Provide children with a paper plate and items to make a pattern. Prompt the first child to make a pattern on the inside of the plate.

Invite a second child to then repeat the same pattern around the outside of the plate.

As the distance around the outside of the plate is greater, the second child will need to extend the pattern to fill the space. Ensure that they add in the extra unit of repeat.



Replicate and build scenes and constructions

Notes and guidance

The second part of this block focuses on spatial reasoning.

Replicating scenes in the small-world and construction areas develops children's thinking as to where objects are in relation to each other. This is the beginning of mapping.

Children's motor skills should already have developed in their building journey progression to allow them to manipulate objects with greater skill. Children will have gained skills in identifying which shapes are 2-D and which are 3-D as well as in composing and decomposing shapes. With these skills, children can be supported to manipulate and discuss pre-made scenes and models or ones of their own design.

When replicating scenes or constructions, children will gain an idea of scaling to size and where to place and manipulate objects. By developing these skills, children will get a clear image in their mind's eye of how simple scenes are laid out and this will support them with further visualisations.



Books

- *Rosie's Walk* by Pat Hutchins
- *What the Ladybird Heard* by Julia Donaldson

Key questions

- What will you use to build?
- How will you build/make it?
- Why have you built it like that?
- How will you recreate the scene?

Possible sentence stems

- The scene of the _____ is the same because...
- The scene of the _____ is different because...
- I used _____ to build _____.
- _____ is here because...

Links to the curriculum

- *Development Matters* – 3 and 4-year-olds
 - Discuss routes and locations, using words like 'in front of' and 'behind'.
- *Birth to 5 Matters* – Range 6 – Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build

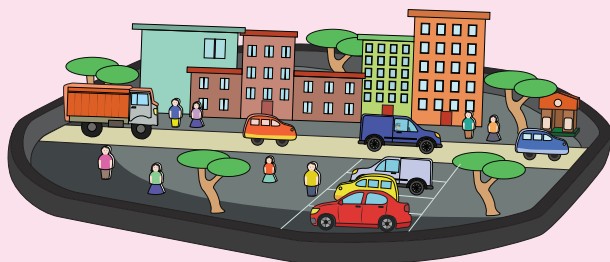
Replicate and build scenes and constructions

Adult-led learning



Encourage children to access the small-world area. Using the resources available, prompt children to create a scene and then invite a partner to copy it.

What is the same? What is different?



Create a scene or environment following children's interests, for example, a fairy town. Talk through where you have placed objects and why. Prompt children to then replicate and build their own scene.

Encourage children to explain the reasons why they have placed objects where they have.



After reading stories such as *Rosie's Walk* by Pat Hutchins and *What the Ladybird Heard* by Julia Donaldson, discuss the scenes that are in the stories.

Encourage children to describe what they can see. Prompt children to access the outdoor area and use large-scale resources to recreate scenes similar to those in the books.



Using large construction, deconstructed role-play or junk modelling, show children a scene of different-sized houses.

Encourage children to access the resources and recreate a similar scene.



Visualise from different positions

Notes and guidance

In this small step, children are encouraged to look at the world, structures and their own creations from different perspectives. This may be a new concept to children, so it is important to take time to explore different positions and perspectives through play, the outside environment and provision.

This small step allows children to gain knowledge of how things can look from different viewpoints, developing their spatial awareness. Children will also gain confidence if activities are made fun, for example, using characters from stories in the small-world area. They can explore what each character might see or where a character could hide if we were looking from one direction. What would happen if we moved to look from another viewing point? Would the character still be hidden?



Rhymes

- *The Bear Went over the Mountain*



Books

- *Disney's The Lion King* by Justine Korman Fontes

Key questions

- What can you see?
- If you move to a different position, what can you see now?

Possible sentence stems

- I can see _____. If I move, now I can see _____.
- The _____ is next to/above/below the _____.

Links to the curriculum

- *Development Matters* – 3 and 4-year-olds
 - Describe a familiar route.
 - Discuss routes and locations, using words like 'in front of' and 'behind'.
- *Birth to 5 Matters* – Range 6
 - Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build
 - Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints

Visualise from different positions

Adult-led learning

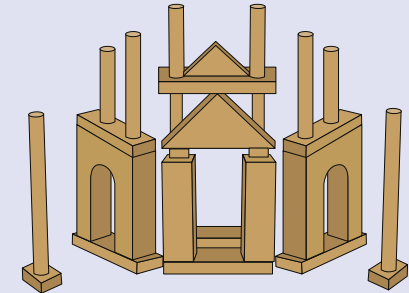


Set up a small-world scene and ask children to describe where objects are positioned and where they are in relation to other things. Encourage them to move around and look at the scene from a different viewpoint.



What do you notice? Does the scene still look the same?

Ensure the construction area is well resourced with ample blocks and bricks of varying shapes and sizes. Encourage children to build more complex structures such as castles.



Prompt them to look at their constructions from different positions.



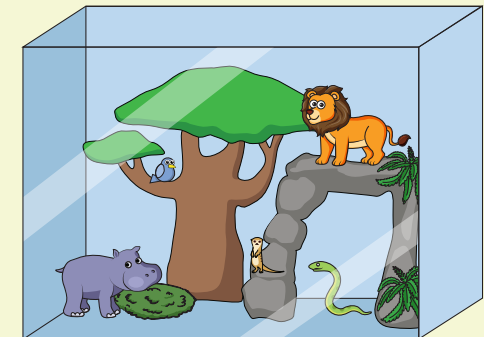
Take photographs of the outdoor area from unusual viewpoints. For example, from high up, low down or from under a tree. Encourage children to identify where the photographer was standing when they took the picture.



Prompt them to take their own photographs from different viewpoints.



After reading stories such as *Disney's The Lion King* by Justine Korman Fontes, set up a similar scene in the small-world area or in a curiosity cube.



Encourage children to explore and talk about what the characters will be able to see from different positions and viewpoints.

Describe positions

Notes and guidance

In this small step, children build on their knowledge of visualising from different perspectives and will now verbalise this by describing scenes using positional language.

Simple positional language will have been used in earlier steps and this is built on by using more complex scenarios. As children will have looked at scenes from different perspectives, this gives them the skills to describe scenarios such as journeys of a small-world character in more depth. Children describe their route-finding spatial awareness in more detail.

Support children to describe position by using more complex images in stories and rhymes. Encourage children to make up their own.



Books

- *We're Going on a Bear Hunt* by Michael Rosen
- *Cockatoos* by Quentin Blake
- *Martha Maps It Out* by Leigh Hodgkinson
- *In Every House, on Every Street* by Jess Hitchman

Key questions

- Where is the _____ positioned?
- Is the _____ in front of or behind the _____?

Possible sentence stems

- I have put the _____ next to the _____.
- The _____ is positioned...

Links to the curriculum

- *Development Matters* – 3 and 4-year-olds
 - Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
 - Describe a familiar route.
 - Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
- *Birth to 5 Matters* – Range 6 – Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints

Describe positions

Adult-led learning



Show children photographs of familiar places. Prompt them to describe where things are in relation to one another using positional language.



To develop this, encourage children to bring in photographs of places that are special to them and describe what the picture shows.



After reading books such as *We're Going on a Bear Hunt* by Michael Rosen, set up a small-world scene to enact the story.

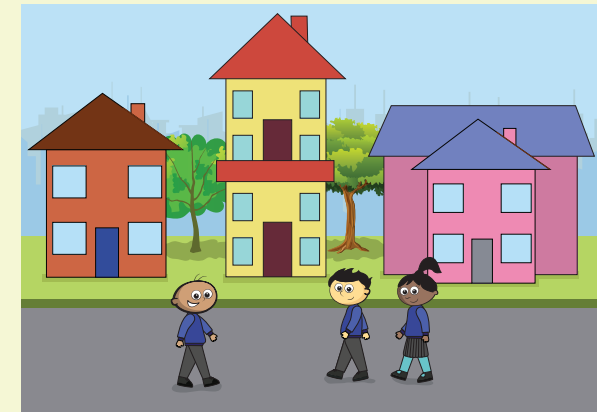
Prompt children to describe where they are moving the characters as they act out the story.



Show children illustrations from stories such as *Cockatoos* by Quentin Blake. Initially, encourage children to say what they can see, before moving on to describing the position of key characters from the stories.



After reading books such as *Martha Maps It Out* by Leigh Hodgkinson or *In Every House, on Every Street* by Jess Hitchman, look at more complex images in books.



Encourage children to describe the positions of objects and people in the illustrations.

Give instructions to build

Notes and guidance

In this small step, children use the spatial awareness skills they gained in previous small steps to give and follow instructions to build new models and scenarios. Practical activities are still encouraged, although children might naturally mark-make to explain their thinking or to emphasise a direction.

By giving instructions on how they have built their model, children will display a clear knowledge of construction and what fits where spatially. The child will be able to visualise and mentally map the position of the objects. Encourage children to give adults instructions and follow these exactly. Deliberately take the instructions literally, for example, put the sheep on the bottom, so they become aware of the importance of giving clear, unambiguous instructions for building a model.



Rhymes

- *Gonna Build a House*



Books

- *If I Built a House* by Chris Van Dusen

Key questions

- How will you make the models the same?
- What instructions do you need to give?
- What do you need to do next?

Possible sentence stems

- I have put the _____ behind/in front of/next to the _____.
- Next, you need to _____.

Links to the curriculum

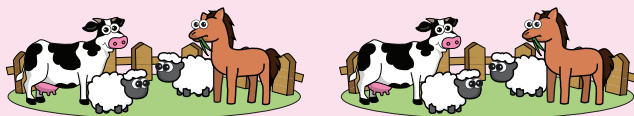
- *Development Matters* – 3 and 4-year-olds – Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
- *Birth to 5 Matters* – Range 6
 - Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build
 - Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints

Give instructions to build

Adult-led learning



Provide each child with a set of items the same as yours, such as small-world animals. Give verbal instructions as you arrange your items. Prompt children to arrange their set in exactly the same way as yours.

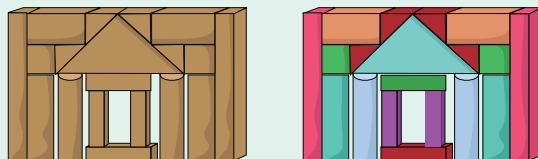


Repeat with different children taking on the role of the leader.

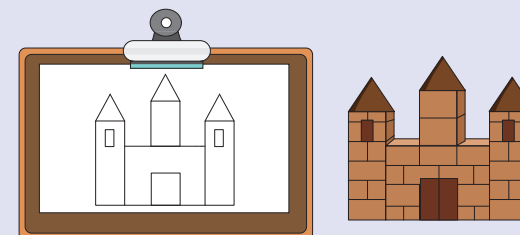


Sing songs such as *Gonna Build a House* with children. In pairs, one child makes their own model of a house and then gives their partner instructions for how to replicate the building. The partner builds a matching model, using the original model to help them.

Encourage children to discuss how they made their models and to look for what is the same and what is different.



Provide children with a plan of a model. Prompt them to use the plan to make a group model.



Encourage children to take it in turns to place one brick at a time onto the model. Children will need to refer to the plan and guide each other as to where to place the next block in order to make the best construction.



After reading stories such as *If I Built a House* by Chris Van Dusen, encourage children to talk about how they could build their own fantasy house.

Encourage them to mark-make instructions to show how they will make it.



Explore mapping

Notes and guidance

Previous small steps on visualising from different perspectives will help support children to see how an aerial view can be depicted or drawn on a map. This small step focuses on exploring different maps, so children will be exposed to these in many different ways, but will not draw them at this stage.

Plan time to explore maps in paper form as well as in stories and online. Explain to children how maps were originally made and how digital maps are now created using technology. Show children how maps can be physical maps, nautical maps, thematic maps and road maps. Some maps are aerial maps (taken from above) and some maps are represented in 3-D so we can visualise how we would actually walk through an area.

Use language that models describing what can be seen, for example, “I can see the school is there and the post box is next to the house. The road goes past all the houses then stops at the park.”



Books

- *What the Ladybird Heard* by Julia Donaldson
- *The Secret Path* by Nick Butterworth
- *Me on the Map* by Joan Sweeney

Key questions

- What can you see on the map?
- Where is _____?
- What do you notice?
- Can you follow my map to _____?

Possible sentence stems

- I can see _____.
- I have drawn _____ on my map because...

Links to the curriculum

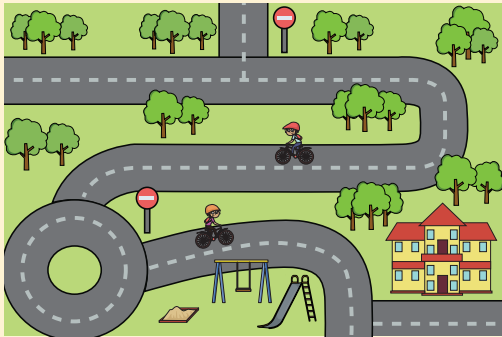
- *Development Matters* – 3 and 4-year-olds
 - Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
 - Describe a familiar route.
 - Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

Explore mapping

Adult-led learning



When reading stories such as *What the Ladybird Heard* by Julia Donaldson and *Me on the Map* by Joan Sweeney, encourage children to explore the maps. What do the maps show? What can they see? Explain that maps should be easy to read and follow, and should include key details such as landmarks.

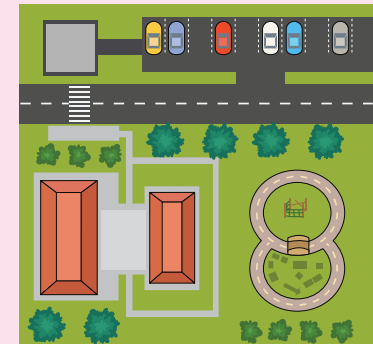


After reading stories such as *The Secret Path* by Nick Butterworth with children, explore different kinds of maps such as maps of mazes. Discuss how you could follow the map to move around the maze. Encourage children to make their own mazes (but not to draw them at this stage).



Provide children with a range of aerial maps to explore.

Ensure that children can clearly see areas from their local environment. Prompt them to try and identify key landmarks, such as their school.



Show children a map of the world. Take animals from the small-world area, such as penguins, lions, polar bears and giraffes.

Encourage children to talk about where these animals might live.



What do they need to survive? Do they live in a cold or hot environment, in a forest or a desert? Support children to identify the areas on the map where each animal lives and place the animal there.

Represent maps with models

Notes and guidance

In this small step, children draw out information from a map by using models as representations.

Previous experiences of making and replicating models of scenes and constructions will have provided children with the foundational knowledge needed for this step.

Encourage children to interpret maps and, as a precursor to drawing their own, use objects to represent the space they see. Encourage children to do this using maps of familiar places or small-world setups.

Children may use a mixture of media to support them to recreate maps and they may start to mark-make. Ensure that children use a range of resources to represent their maps, for example, creating a street in box modelling.

Support children by initially mark-making basic maps for them to position key landmarks on, using bricks, blocks or small-world items.



Books

- *The Secret Path* by Nick Butterworth
- *In Every House, on Every Street* by Jess Hitchman

Key questions

- What can you see on the map?
- What will you build?
- What will you use to make a _____?

Possible sentence stems

- I have made a _____.
- The _____ is positioned next to the _____.

Links to the curriculum

- *Development Matters* – 3 and 4-year-olds
 - Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
 - Describe a familiar route.
 - Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
- *Birth to 5 Matters* – Range 6 – May enjoy making simple maps of familiar and imaginative environments, with landmarks

Represent maps with models

Adult-led learning

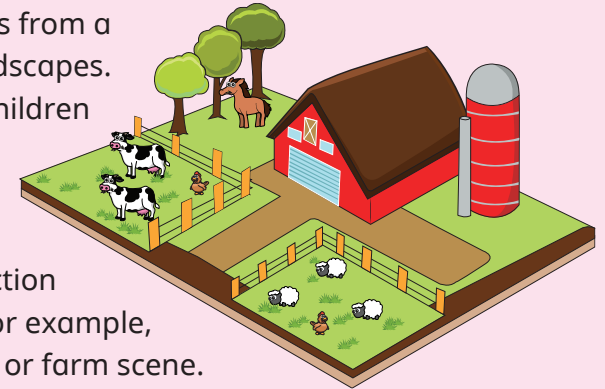
Show children maps of the school and the local area. Pick out key landmarks that they recognise and together make a map of the area around the school using small construction. Use mark-making on large paper to support this.



What can you recognise on the map? Where have you positioned the school?



Explore maps from a range of landscapes. Encourage children to recreate scenes using small-world and construction resources. For example, make a park or farm scene.



After reading books such as *In Every House, on Every Street* by Jess Hitchman, provide children with recycled boxes and tubes. Encourage them to build and represent street scenes.

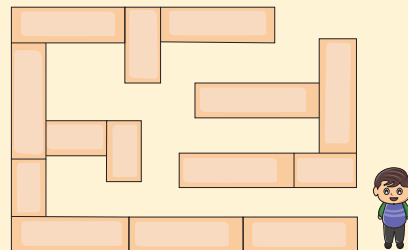


Prompt them to make a map of their street. What key landmarks are on your street? What does your house look like?



After reading stories such as *The Secret Path* by Nick Butterworth, provide children with pictures of different mazes for them to explore. Initially, encourage them to trace their finger through the maze. Then prompt children to use construction blocks to build their own mazes.

Children can ask a partner to use a small-world character or animal to try to find the way out of the maze.



Create own maps from familiar places

Notes and guidance

As children continue to develop their spatial awareness along with their motor skills, they begin to gain the confidence to draw out their own thinking, showing this in their mark-making.

This small step focuses on supporting children to make simple maps of familiar places. It is crucial that children can actually see the environment that they are mapping out. Encourage this by using routes and places that children frequently travel along or visit. Children will need opportunities to discuss their routes and plans to visualise these before they can record them.

Children can also use adventure scenarios or stories to enhance their map making, such as pirates looking for treasure. They will be more successful in doing this if they have had opportunities to design and record plans of familiar routes first. Teachers can support the development of adventure scenarios by hiding or burying treasure for the pirates to find – X marks the spot!



Books

- *Pirates Love Underpants* by Claire Freedman
- *My Map Book* by Sara Fanelli

Key questions

- Where does the _____ go?
- Where did you find the treasure?

Possible sentence stems

- First, I need to...
- Go straight until you get to the _____.
- The _____ is next to the _____.

Links to the curriculum

- *Development Matters* – 3 and 4-year-olds
 - Describe a familiar route.
 - Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
 - Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
- *Birth to 5 Matters* – Range 6 – May enjoy making simple maps of familiar and imaginative environments, with landmarks

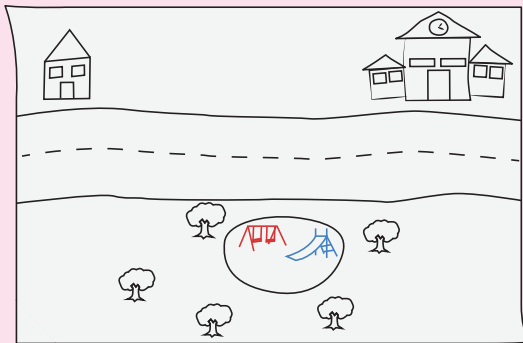
Create own maps from familiar places

Adult-led learning



Begin by explaining your route to school from the car park or the school gates. Ask children what they pass on their way to school. Encourage children to draw a simple, linear map to show their home, their street, the school and some landmarks they pass on the way.

What do they pass first, next and last?



On the carpet, provide a large piece of paper in the shape of the classroom with the doors and windows already marked on the paper. Show children a range of photographs that show the different areas of the classroom. Explain that we are going to make a map of our classroom using the large piece of paper and the photographs. Encourage children to identify the areas on each of the pictures and discuss where they think they need to be positioned on the paper map.



Read stories with children, such as *Pirates Love Underpants* by Claire Freedman, that show illustrations of treasure maps. Discuss what a treasure map needs to include for others to be able to use it to find the treasure.

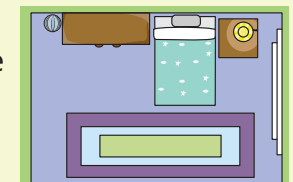
Hide treasure in the outdoor area and create a treasure map for children. Encourage them to discuss which area each part of the map is showing and then follow the map to find 'X marks the spot'.



Encourage children to make their own treasure maps for other children to follow.



Display pictures of different rooms in a house, discussing that everyone's houses and rooms look different. Encourage children to draw a map of one room in their own house and then talk about the different parts of the map.



Create own maps and plans from story situations

Notes and guidance

In the previous small step, children experienced creating maps to represent well-known routes and places.

In this small step, children move on from these real-life scenarios and focus more on interpreting story situations.

To support children’s imaginative thinking and develop their ability to adapt scenarios depending on their interests, create scenarios and ask questions about them such as, “What if Red Riding Hood didn’t go straight to Grandma’s house?”

Provide materials for children to make up their own role-play stories using a variety of items. They can then develop maps and enact their adventures using the mathematical language of map making, position, direction and spatial reasoning.



Books

- *Little Red Riding Hood*
- *The Once upon a Time Map Book* by B.G. Hennessy
- *What the Ladybird Heard* by Julia Donaldson
- *The Gruffalo* by Julia Donaldson
- *My Map Book* by Sara Fanelli

Key questions

- Where does your map take you?
- What is on your map? Describe the route.

Possible sentence stems

- I have followed the map and it has led me to _____.
- Next to the _____ is _____.

Links to the curriculum

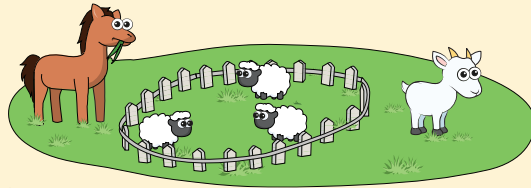
- *Development Matters* – 3 and 4-year-olds
 - Describe a familiar route.
 - Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
 - Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
- *Birth to 5 Matters* – Range 6 – May enjoy making simple maps of familiar and imaginative environments, with landmarks

Create own maps and plans from story situations

Adult-led learning



Read stories such as *What the Ladybird Heard* by Julia Donaldson. Access the small-world area with children and make the farm resources available.



Encourage children to design a similar scene to that in the story and make their own map of a farmyard, showing the journey that the characters make.



Display a map that relates to the story of *The Gruffalo* by Julia Donaldson. Ask children to identify which story it may be representing. How do they know?

Read the story while keeping the map visible and prompt children to look at and follow the journey as you read.

Encourage children to draw their own maps to show the journey that the mouse makes and the characters passed along the way.



When reading stories such as *Little Red Riding Hood*, change the ending so that Red Riding Hood didn't go to Grandma's house. Talk to the children about how the events of the story have changed. Encourage them to create their own map or plan of where Red Riding Hood went instead of going to Grandma's house.



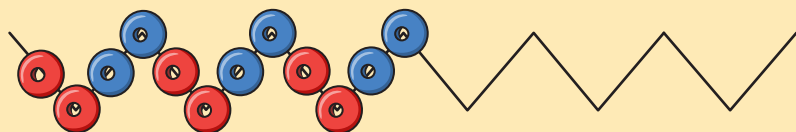
Read stories such as *My Map Book* by Sara Fanelli or *The Once upon a Time Map Book* by B.G. Hennessy to explore more complex maps. Encourage children to create their own maps in the same style as the maps in the books.

Can children explain their stories in their maps? Have they used any specific landmarks or characters?



Continuous provision

Set up a pattern area and provide children with a range of loose parts and images of patterns. Prompt children to pick a pattern and recreate it. Allow them to take a photo to display their pattern in that area for other children to recreate. Can they see the repeat?

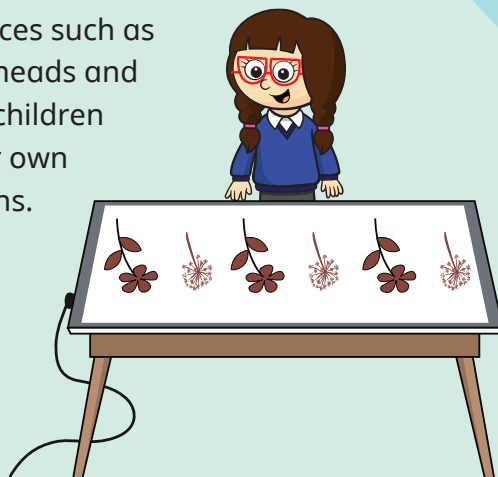


Provide children with pattern detective kits which include a magnifying glass, notepad, pencil and camera. Encourage children to hunt around the indoor and outdoor areas to identify different patterns.

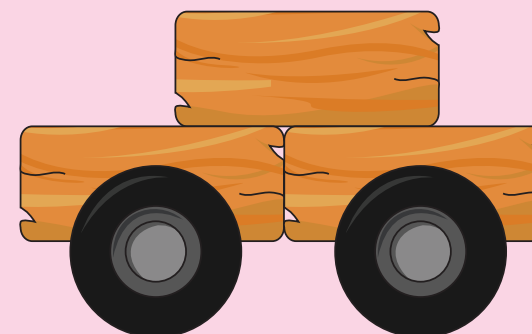


Provide varied resources such as shells, pebbles, seed heads and pressed flowers that children can use to make their own more complex patterns.

Encourage children to identify patterns within those individual objects too.

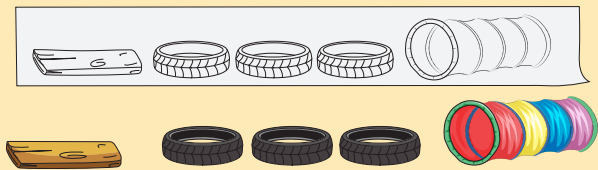


Support children to use large-scale loose parts and outdoor resources to recreate real places they have visited or places in familiar stories. Prompt them to consider the scale needed for their constructions, for example, how wide do we need to build a car so that we can all fit inside?



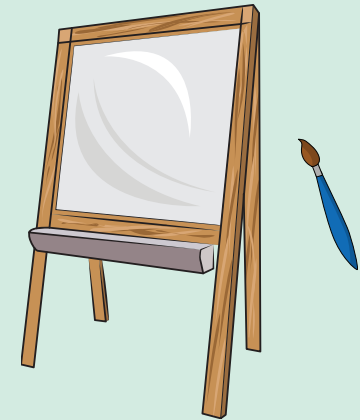
Continuous provision

Provide a simple map of an obstacle course. Encourage children to use the map to build the obstacle course, checking where things need to be in relation to others.

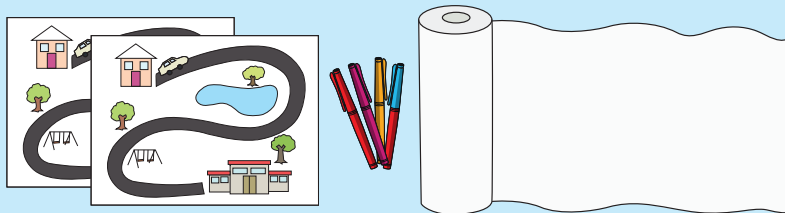


They might also like to design their own obstacle course and draw a map to help them to remember the design.

Display books such as *The Gruffalo* by Julia Donaldson or *Pirates Love Underpants* by Claire Freedman to inspire children to recreate journeys or maps from the stories. Ask children to draw or paint maps of familiar journeys or places in stories.

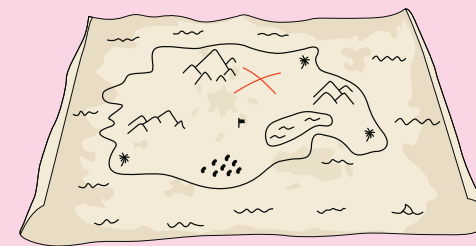


Provide children with a range of maps and large rolls of paper in provision. Encourage them to draw their own maps in the same style as the examples.



Children could bring construction and small-world resources to their map to enhance it and bring it to life.

Enhance the indoor and outdoor provision with tea-stained paper and clipboards to encourage children to create their own treasure maps.



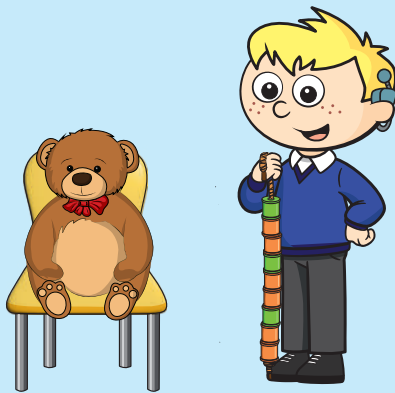
Provide tea bags and support children to make their own tea-stained paper to produce maps.

End of block checkpoint

Checkpoint 1

Place a bear or a puppet on a chair in a focal point of the classroom.

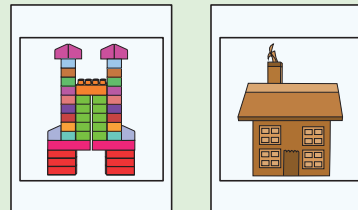
Prompt children to create their own pattern and go to tell the bear on the chair about their pattern and what the rule is.



Checkpoint 2

Encourage children to build models and then draw and explain what they have built. Photographs of these can be taken and placed in the construction area for other children to see, discuss and recreate.

Can children build, visualise and map out their thinking?



Checkpoint 3

Create maps of places that children are familiar with on tuff trays. Prompt children to add different objects, such as cars, people and buildings.

Can they describe a journey through the map?

