



Monday 1st March 2021

Maths

L.O – To understand positional and directional language in practical contexts

under

below

in

on

across

down

up

This week we are beginning a topic on positional language. Repetition and use of the language in practical activities is key to understanding. “Do you need to climb up or down these steps. Can you put the teddy in front of the mat or behind the chair or under the table”

Share ‘We’re going on a bear hunt’ by Michael Rosen or watch it here and join in with the actions.

<https://www.youtube.com/watch?v=OgyI6ykDwds>

Look at the picture of the 2 sets of shelves. Can you find the differences?



Spot the difference.



Which item is missing?

Which item has moved places?

What items are **on** the shelves?

What is the same about the pictures? Which item has not moved?

What is different about the pictures? Are there the same number of items?

Has the teddy been moved **up** or **down**? Which item is missing?

Now play a game.

Go on a bear hunt to find your teddy bears that are hidden around the room/house or outside.

Your grown up will give you clues, modelling positional language; behind, on, in, under.

You could swap roles and you hide teddy giving clues to your grown-up using the same language.

Is teddy **under** the table?

Walk **across** the classroom to look **behind** the blinds.



Is teddy **under** the cover?

Is teddy **in** the box?

Can you put teddy **on** the book?