



Tuesday 2<sup>nd</sup> March 2021

## Maths



L.O – To use positional language to describe the position of items. (1)

We would like you to submit a short video or a few photos and a short description of learning to Tapestry please

Today we will be reinforcing the use of positional vocabulary in everyday contexts through small world play (doll's house, cars, garage and floor mat etc). Model and encourage full sentence responses using the key positional language of **in**, **on**, **under**, **above**, **below**, **next to** and **behind**.

Either look at the picture of the doll's house below or work using your child's own doll's house or other appropriate small world play.

Suggested questions for doll's house which can be adapted.

Which rooms can you see **in** the house? How can you tell that this is a bedroom/kitchen?

Which items can you see? Where are they?

Which room is **below** the bedroom? Which room is **above** the kitchen?

What is **on** the bed? What is **on top of** your bed?

What do you put **in** the oven/**in** the sink?



Please make a short video or take a few photos of your child doing this activity. Upload them to Tapestry where we can assess and give feedback.



Find a teddy, a book, a bowl, a cup, a plate, a toy, a bag and a pen. (and a table and chair)

Follow the instructions below to place the items **on**, **in**, **under**, **above**, **below**, **next to**, **in front of** and **behind**. Attend to any misconceptions with the meaning of words.

1. Put Teddy **on** the chair.
2. Put the book **behind** the teddy.
3. Place the plate **in front of** the teddy **on** the table.
4. Put the bowl **next to** the plate.
5. Place the pen **in** the bag.
6. Put the bag **below** the table.
7. Put the cup **under** the toy.

