

# Spatial awareness

### Guidance

Children hear and begin to use positional language to describe how items are positioned in relation to other items.

They begin to represent real places they have visited or places in stories with their drawings, maps or models. They build life-sized journeys outdoors and travel through them, exploring them from different perspectives.

### Other Resources

- We're Going on a Bear Hunt - Michael Rosen
- Rosie's Walk - Pat Hutchins
- Little Red Riding Hood - Traditional Tale
- Mrs Wishy-Washy - Joy Cowling
- Me on a Map - Joan Sweeney

Song: In and Out the Dusty Bluebells



### Prompts for Learning

Positional language can be modelled and practised on a daily basis with the children through their play. Tidy-up time in particular is full of opportunities to use positional language for a real purpose. E.g. Put the bricks **into** the basket. Sit teddy **on** the shelf **next to** the books.



Many stories focus on positional language or journeys. Encourage the children to use actions to represent the language such as *over*, *under*, *around*, *through* as you read. Provide opportunities to sequence familiar journeys by drawing pictures or maps. Children could also build models of the route and the places passed or visited along the way.



Outside the children can build large-scale representations of places and journeys.