

Describe position

Notes and guidance

In this small step, children hear and begin to use positional language such as 'in', 'on', 'under', 'over', 'beside', 'between', 'in front of', 'around', 'through' and 'behind' to describe how items are positioned in relation to other items. Model using these words in play.

Story time is a great opportunity to focus on positional language and journeys. While reading stories, use gestures to emphasise what the vocabulary means. Once children are familiar with these stories, they can be used as hooks into activities about position.

Encourage children to use positional language on a larger scale outside, building large-scale models of stories and journeys. Children could take photographs of each other in different places outside and the class could then describe where they are standing.



Books

- *We're Going on a Bear Hunt* by Michael Rosen
- *Rosie's Walk* by Pat Hutchins

Key questions

- Where is the _____?
- How are you going to move around the _____?
- Where are you going to go next?

Possible sentence stems

- The _____ is _____ the _____.
- Go _____ the _____.
- Next, go _____ 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 5 – Responds to and uses language of position and direction.

Describe position

Adult-led learning



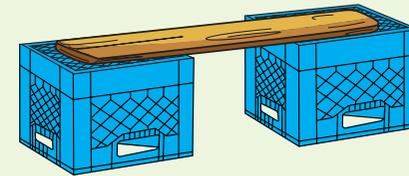
Play 'Where's my teddy?' with the class.

Hide a teddy in different positions around the classroom or outside.

Encourage children to hunt for the teddy and to use positional language to describe where they find it.



Set up an obstacle course around the outdoor area.



Children work in pairs, where one child gives directions to their partner as the other child moves around the course. Prompt them to give instructions such as "Go over the bridge", or "Go through the tunnel".



Many stories, such as *We're Going on a Bear Hunt* by Michael Rosen and *Rosie's Walk* by Pat Hutchins, focus on positional language and journeys.

Read one of these stories with children, using gestures as you read to emphasise the positional language.

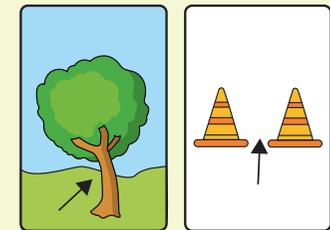


Provide children with resources to build the scenes from the story in the small world area or on a large scale outside. Prompt them to recreate the journey that the characters go on.



Design a treasure hunt for children in the outdoor area with a series of pictorial clues.

Give children their first clue and prompt them to go to the place in the picture, for example, between the cones or behind the tree, to look for their next clue.



Encourage children to use positional language to tell you where they need to go.