**Maths/Home Learning Planning**

**Summer Term 2 2020 – Week 1: 01.06.20**

Objective: To be spatially aware and have basic understanding of simple directions.

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|  | **Nursery (5-10 minutes)** | **Reception (15-20 minutes)** |
| **Monday**  N: To use positional language.  R: To describe their relative position such as ‘behind’ or ‘next to’. | Play ‘Follow my leader’. Make a different shape as a starting point each time. Use directional language to remind your child to change direction.  Stop at different objects and say ‘I am next to the table’ then encourage them to do the same. | Put out a few obstacles for your child to walk round. Ask them to move to a chosen obstacle and then around it. Talk about how they are moving. Use directional language - I am moving forward, backward, sideways. Do they need to change direction?  There is opportunity here for counting – how many footsteps does it take to get from A to B? For some children investigate (possibly with a sibling) - would a taller child manage to walk in fewer steps or more? Try guessing how many steps it would take. |
| **Tuesday** | Complete a traffic survey by making a list of road vehicles you can see on a road. Spend 10 -15 minutes with an adult watching the traffic and mark what you see.  Talk about the findings – which vehicle was the most common, biggest etc | Today you are going to play ‘I spy’ together, but you are going to be using positional language clues. Have a think together - What does ‘position’ mean?  Show the I+Spy word cards (if you can print them) and look at each one in turn. Model each position, asking your child to use their hands, e.g. ‘over’ their heads, ‘next to’ their bodies, ‘under’ their legs, ‘behind’ their backs.  Then, model playing the game by saying, “I spy something that is ‘under’ the table.” Ask your child to suggest what the object could be. How do they know what it could be? Discuss the ideas.  If they guess correctly encourage them to have the next turn at giving clues. Help them to use ‘I Spy’ in a sentence. Repeat, this game taking turns. |
| **Wednesday** | Decide on an area and put out a few obstacles for your child to walk round. Show the children the short obstacle course. Choose a spot and ask child to stand there. Ask them to move to a chosen obstacle and then around it.  Talk about how they are moving. Use directional language - I am moving forward, backward, sideways. Do they need to change direction?  Try to use the following positional vocabulary - next to, behind, on top, below.  Have some fun moving a teddy around the course and talking about where he is. | Look at the Monkey Positional Posters provided (on computer if no printer is fine) and talk through each one. Ask the children to explain the monkey’s position on each poster.  Focus on explaining the prepositions and asking the children about each position, e.g. “What does behind mean?” and “What does next to mean?”  When you are happy they know the positions let your child have a go at hiding the monkey/animal (this can be a soft toy)  Once the ‘monkey’ has been hidden and you haven’t seen where it is ask your child to describe the position of the ‘monkey’. Refer to the posters at this point to help if you need to  Now you have to go and find the monkey following the directions and positional language of your child! Take it turns and the more people playing the better!  Language on, under, behind, in front of, next to |
| **Thursday** | Today you are going to play ‘I spy’ together, but you are going to be using positional language clues. Have a think together and talk about what they know. Next to, under etc.  Then model playing the game by saying, “I spy something that is ‘under’ the table.” Ask your child to suggest what the object could be. How do they know what it could be? Discuss the ideas.  If they guess correctly encourage them to have the next turn at giving clues. Help them to use ‘I Spy’ in a sentence. Repeat this game taking turns. | If you can print the position matching cards provided (if not you could make some of your own together) and have a look at them together then have a go at matching them.  Once your child can do this have a go at playing the memory game. Set put the cards face down take it in turns to turn over two cards if they match they are kept if not they are turned back over and kept in their position. Keep going until all the cards have been matched. The winner has the most matching pairs at the end. |
| **Friday** | As a challenge you are going to find things in the airport picture. If you can print it out that would be great but it can be done on the screen too. Here is your list of things to find;  blue car, passenger, suitcase, ground marshal, green aeroplane, truck, control tower, departure gate sign and a blue aeroplane.  Well done if you found everything! | As a challenge you are going to find things in the airport picture. If you can print it out that would be great but it can be done on the screen too. Here is your list of things to find;  blue car, passenger, suitcase, ground marshal, green aeroplane, truck, control tower, departure gate sign and a blue aeroplane.  Once you have found everything you are going describe where things are using positional language.  For example “Where is the suitcase truck?” the reply is “In front of the aeroplane.”  Well done for finding everything! |

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