

Talk About Spatial Awareness Planning Ideas

Introduction



The Talk About Spatial Awareness Maths PowerPoint, Poster and Activity aim to encourage children to learn about spatial awareness and how to describe the relative positions of different objects. The colourful scene is based on the story of 'Little Red Riding Hood'. The scene contains a variety of objects to encourage discussion about journeys and spatial awareness. There are opportunities for describing where objects are and also discussion about Red Riding Hood's journey through the woods to Grandma's house. This encourages children to develop mathematical language, such as over, behind, between, next to, through and around.






When using these 'Talk About' resources, begin by encouraging the children to look at the scene and to use full sentences to talk about what they can see. You may then wish to focus on key elements of the picture for further discussion to encourage children to develop their understanding of spatial awareness.

Questions and Prompts

Below are some questions you may like to use when focusing on different aspects of the PowerPoint or Poster.

- Look carefully at the picture, what can you tell me about it?
- What characters and animals can you see in the picture?
- Where are they?
- Can you use the words 'next to', 'above' or 'behind' to talk about the animals and characters?
- What can you tell me about Red Riding Hood's journey to Grandma's house?

<p>Red Riding Hood</p> 	<p>Where is Red Riding Hood?</p> <p>Where will Red Riding Hood go next?</p> <p>Red Riding Hood is taking some eggs to Grandma. Where are they?</p> <p>Can you think of another way Red Riding Hood could get to Grandma's house?</p> <p>Grandma says that a troll lives in this part of the woods. Where might he live?</p>
<p>Rabbits</p> 	<p>What can you tell me about the rabbits?</p> <p>Where is the white rabbit?</p> <p>Can you use the words 'in front of' to describe where the rabbits are?</p> <p>Can you tell your friend a different way of saying where the rabbits are?</p> <p>If you were a rabbit and the wolf was coming, where would you hide?</p>

<p>Pond and Muddy Puddles</p> 	<p>When Red Riding Hood gets to Grandma's house, she might have muddy shoes. Why? If Red Riding Hood wants to avoid getting muddy shoes, what could she do? What can you tell me about where the frogs are on the log? How are they similar? How are they different? Where is mummy duck? Where are the ducklings? You may like to use this opportunity to discuss the words 'around' and 'middle'.</p>
<p>Tree and Animals</p> 	<p>Where is the squirrel? Who is above the squirrel? Who is below the squirrel? I think the squirrel is at the top of the tree. Am I correct? Why? Why not? Can you think of another way to say where the fox is? Can you use the word 'under' to describe where the fox is?</p>
<p>Big Bad Wolf and Cave</p> 	<p>Where is the Big Bad Wolf hiding? There are three trees next to the wolf. Can you point to the tree that is in the middle? The woodcutter is coming! Where could the wolf hide so the woodcutter won't see him? You may like to use this opportunity to discuss the words 'behind' and 'in'.</p>
<p>Woodcutter</p> 	<p>Where is the woodcutter? Can you find another way to tell a friend where the woodcutter is? Where is the pile of logs? Can you use the word 'beside' to talk about where the well is? The woodcutter wants to use the well. Can you tell him which way he needs to go to get to the well?</p>
<p>Grandma's House</p> 	<p>Where is Grandma's house? You may like to use this opportunity to discuss the word 'between'. Where do you think Grandma is? There are two windows on the front of the house. Can you tell a friend where they are?</p>

Adult-Led Activity Ideas

Use the Talk About Spatial Awareness PowerPoint or Poster to talk about positional language and develop children's understanding of spatial awareness. Then, try these adult-led activities to encourage children to deepen their understanding of spatial awareness. These adult-led activities could be used with small groups to promote further discussion about position, direction and spatial awareness.

Red Riding Hood Bee-Bot Map

- Using a large sheet of paper, work with the children to draw a map of the story.
- Talk about the different places on the map, such as Red Riding Hood's house, Grandma's house, the pond and the woods. Draw a path connecting the two houses.
- Talk about the different places and where they are. What is next to Grandma's house? Where could the wolf live? What shall we draw below these trees?
- Decorate a Bee-Bot to look like one of the story characters using these [Bee-Bot Jackets](#).
- Encourage children to explore how to move the Bee-Bot in different directions to reach different places on their map.

Woodland Small World

- In a large activity tray, create a small world woodland scene. Place some leaves, soil or bark into the tray along with a small world house, trees, a pond and some wood slices.
- Give the children some small world animals and encourage them to place the animals into the tray.
- Encourage children to describe where they place the animals using a variety of positional language words, such as under, on, next to, between and behind.
- You may also like to try giving the children some clues to identify a hidden animal. For example, 'Which animal is hiding under the leaves near the pond?'

Where Is the Big Bad Wolf?

- Hide a soft toy wolf around the setting for children to find.
- Invite the children to look for the hidden toy. Once found, encourage the children to describe where the wolf is hidden.
- Ask the children to take a photo of where the wolf was hidden before hiding the wolf in a new place for others to find.
- Continue the activity by hiding and finding the toy wolf in a variety of different places round the setting.
- Try giving the children directions to hide or find the wolf. For example, 'Can you hide the wolf under the sand tray?' or 'try looking behind the bookshelf'.

Activities for Continuous Provision

Below are some suggestions of ways to enhance your continuous provision to encourage further exploration of this concept.

- Use these [Red Riding Hood Small World Characters](#) to create a small world version of the story. Encourage children to retell the story and use positional language to describe story events. How does Red Riding Hood get to Grandma's house? Where does the wolf run away to?
- Provide paper on clipboards along with crayons or pencils for children to use. Can they draw a map to help Red Riding Hood to reach Grandma's house without getting lost in the woods?
- Hide these [Woodland Animals Stick Puppets](#) in different places around the setting. Encourage children to find the animals and talk about where they are hidden.
- Draw a large tree on a sheet of paper. Encourage children to draw different woodland creatures on and around the tree and talk about their positions.
- Provide this [Little Red Riding Hood Can You Find...? Poster](#) and encourage children to talk about where the items from the story can be seen around the larger scene.
- Create a trail of chalk paw prints around the outside area. Encourage children to follow the trail and talk about where it leads. Where did the wolf walk? The trail could go around trees, over climbing equipment, behind the sandpit and through a tunnel.

