

Position

<p>Outcomes</p> <p>Early Stage 1</p> <ul style="list-style-type: none"> › describes mathematical situations using everyday language, actions, materials and informal recordings MAe-1WMM › describes position and gives and follows simple directions using everyday language MAe-16MG 	<p>Language</p> <p>position, between, next to, behind, inside, outside, left, right, directions.</p>
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Syllabus p65

There are two main ideas for students in Early Stage 1: following an instruction to position an object or themselves, and describing the relative position of an object or themselves. Some students may be able to describe the position of an object in relation to themselves but not in relation to another object.

In Early Stage 1, students use the terms 'left' and 'right' to describe position in relation to themselves. They are not expected to use the terms 'left' and 'right' to describe the position of an object from the perspective of a person facing in the opposite direction until Stage 1.

Teaching and Learning Activities	Notes/ Future Directions/Evaluation	Date
<p>Barrier Games</p> <p>Have students working in pairs to give and follow a variety of instructions.</p>		
<p>Creative Dance – children make up their own movements and explain to others using the language of position.</p>		
<p>Dancing</p> <p>Perform a variety of dances, e.g. Hokey Pokey, reinforcing the concepts of left, right, next to, behind etc.</p>		
<p>Digital Photos</p> <p>Take pictures of students in your class demonstrating position and create a class</p>		

display e.g. John is **under** the chair.

Following Instructions

- Start with one instruction eg “Put the pencil *beside* your book”
- Add an extra instruction eg “Put the yellow pencil *under* the chair and the blue pencil *on* the table”.
- Keep adding an extra instruction until the child cannot complete the sequence.



Follow the Leader

Can be played incidentally while walking from one location to another. The leader should be encouraged to walk in and out, over and under, around, left and right, while the class follows.

Forwards Backwards

Students make a mark on the playground to stand as a starting point. The teacher calls the instructions:

- Take two steps forward
- Turn to face the tree
- Take three steps back etc.

Here, There, Where

(Playground game).

Teacher calls:

- Here – children move to the teacher
- There – away from the teacher (to a set object/place or in a set way eg backwards)
- Where – children run anywhere, on the spot (or another activity that’s been set eg sit down).

In front of/ Behind

- Using classroom situations to reinforce position eg stand in front of your partner, stand behind your chair etc.
- Lining up behind the leader etc.



In – Out

- Put teddies in set positions eg. In the circle, in the pencil tin etc
- Hoops- students stand in/out of a hoop.
- Lunchboxes in/out of bags etc.
- Hokey pokey dance
- Cat and Mouse Game

Line-up

Have a group of students fit into a designated part of a line. For example:

- “Stand in the middle of the line,
- Stand next to the shortest person,
- Stand behind someone with red hair.

Mazes

Draw a chalk maze on the concrete. Students take turns to give directions to their partner to follow the maze. EXTENSION: introduce numbers to specify steps, e.g. forward 3, left turn, forward 6.

Encourage students to discuss the pathways and movements. More language can be drawn out of the games by having the leader call out the movements for the players to follow. Students should have experience of being the leader. Teacher can also be the leader and use this as an opportunity to model the language of position.

<p>Obstacle Course Set up an obstacle course using a variety of sporting equipment eg ropes, hoop[s], witches hats. Students invent ways to complete obstacle course and describe the path and movements they used. Students can try to copy the path that another student described.</p>		
<p>Over, Under and Through Set up an obstacle course using PE or fixed equipment where students go over/under/through the equipment. (Students could create their own path and explain it for the class to follow) Set classroom tables and chairs into pathways so students can follow the leader and go under/over tables/chairs.</p>		
<p>Pictures Follow instructions to complete a simple picture using Paint or TuxPaint.</p>		
<p>Rhymes/Books Recite and discuss nursery rhymes and stories that contain reference to position. Eg Hickory, Dickory, Dock; Lion Hunt, Eye Spy.</p>		
<p>Robots Play robots in pairs – give commands like forward, back, turn right, turn left and stop. Take turns.</p>		
<p>Rolling Races Students roll objects down a ramp and describe the position of each object.</p> 		

<p>Search Find an object hidden in the classroom by following directions.</p>		
<p>Sequencing</p> <ul style="list-style-type: none"> • Place objects in a given sequence. Eg when stringing beads on a string – ‘place the green bead <i>behind</i> the blue bead’ • Place the triangle <i>above</i> the circle and <i>below</i> the square. 		
<p>Simon Says Focusing on the use of instructions based on positional language.</p>		
<p>Simple Dances</p> <ul style="list-style-type: none"> • Hokey Pokey • The Grand Old Duke Of York • Oh Suzanna 		
<p>We’re Going on a Bear Hunt Read the book or sing the song and have the children act out. Discuss the language of position.</p> <ul style="list-style-type: none"> - Children are asked to find a place to stand in the classroom - Children asked to describe position (where they are) in comparison to objects/other children. 		
<p><u>Using Technology to Teach Mathematics</u> Mathletics</p> <ul style="list-style-type: none"> • Where is it? 		
<p>Story Books</p> <ul style="list-style-type: none"> - 5 little ducks by Wendy Straw - Rosie’s walk by Pat Hutchins - Anno’s journey by M. Anno - Mr Archimede’s bath by Pamela Allen - Who sank the boat by Pamela Allen 		

Other Activities		
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