



EYFS – Maths using Shape, Space & Measures - links to Sustainable Travel Lesson 2: Space

Objectives: To understand and use simple space and positional vocabulary	Related areas of learning: CL following and making simple directional instructions PD – development of Gross Motor skills through using bicycles and scooters to follow simple routes UW – Understanding that rules keep us safe when we are out and about	Key Questions / Vocabulary Up, Down, Forwards, Backwards, Sideways, Behind, In front, Next to Where has the bus stopped? Where is the aeroplane flying? Where are the motorbikes speeding?
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Oral and Mental	Adult led / focussed activities	Exploring & Applying	Assessment Opportunities
<p>http://www.primaryresources.co.uk/geography/geography1.htm Show the “Modern Transport” PowerPoint.</p> <p>Recap from last lesson – what vehicles can they see today? What shapes can they see?</p> <p>Main Teaching Session L O: To understand and use simple space and positional vocabulary</p> <p>Ask the children to describe what they can see – model using spacial and positional language e.g. The bus has stopped next to the pavement, the family are riding their bikes forwards on the road, the motorbikes are speeding round the corner on the track.</p> <p>Using the vehicle mat and small vehicles invite several children to come out and follow given directional instructions.</p> <p>Plenary From adult initiated observations and exploring and applying: How did your vehicle move? Where did it go? Where did it stop? Where did it go next? What helped your vehicle?</p>	<p>1 Using the bicycles and scooters – encourage the children to follow the given instructions e.g. Please ride slowly forwards to the Please scoot around the curve to the Please pedal backwards and then forwards from the Please stop at the</p> <p>Record observations.</p> <p>2 With vehicle mat and small vehicles – as above.</p> <p>Can the children give each other directions?</p>	<p>Cars/trucks in the sand/ outside</p> <p>Play dough - creating vehicles</p> <p>Construction kits – creating vehicles</p> <p>Drawing roads and maps for vehicles to travel on using crayons</p> <p>Recycled materials (junk modelling) to create larger vehicles</p> <p>Vehicles sorting hunt outdoors</p> <p>Vehicle books</p>	<p>The children can describe where there vehicle is and what it is doing</p> <p>The children can describe how their vehicle is moving and where it is going</p> <p>The children can describe where their vehicle is and where it might be going</p> <p>The children can describe why they have designed their vehicles and how and where it might move</p>

Resources: Modern Transport PowerPoint at: http://www.primaryresources.co.uk/geography/geography1.htm Small vehicles Road mats Sand, play dough, paper, crayons Large sugar paper for maps Recycled materials for junk modelling Construction kits Gross motor equipment
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Next Steps: To use the vocabulary of measures