



Weekly Update



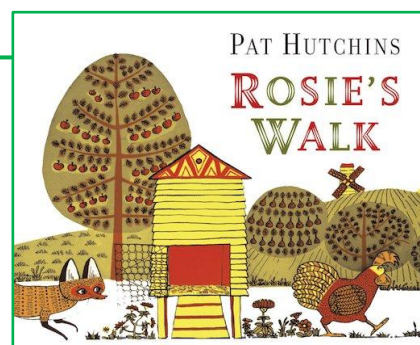
Weekly update 4th May to 8th May

This week, the children explored the story *Rosie's Walk*. The children followed Rosie's journey as she moved around the farm with a focus on positional language. Inspired by the story, the children then took part in their own adventure, travelling from the outdoor cabin to the back garden and in to our pavilion. Along the way, they focused on using and understanding the same positional language from the story, describing their movements as they went along the route: *through* the door, *around* the shed, *through* the gate, *past* the allotment, *up* the mound, *down* the slide, *under* the bridge, and finally *into* the pavilion. This experience helped to bring the story to life while strengthening their understanding of direction and position.

After completing their journey, the children recapped the route they had taken together. They were introduced to early map-drawing skills, demonstrating how they can represent their journey using simple drawings and symbols. The children were enthusiastic to recall each step as they practiced using positional language. Next week, we will build on this learning by revisiting the story of *Rosie's Walk* and encouraging the children to draw their own maps of Rosie's journey, using their growing knowledge of positional language and mapping skills.

Focus Words:
Size
Rhyme
Journey
Kind

Bikes: The children have been practicing using our balance bikes. We have a limited number of bikes we can lend out for 1-week blocks. If you would like to borrow one, please talk to your key worker to arrange.



Next week 11th May – 15th May

The farm will be coming to nursery!! Children will be delighted to pet and feed the farm animals and talk to the farmer about how they are taken care of. The farm will be with us all day on Tuesday 12th May. If your child does not usually attend on a Tuesday, please talk to your key worker to make arrangements.

At home...

Encourage children to use directional and positional language by going on a journey and narrating your routes together. Explore maps and talk about how you know where to go on your journeys.

Our Spatial Reasoning Goal:

Third milestone: Understand and use spatial language.

Children will use spatial language and reasoning more independently to describe and navigate space. They will use directional language, understand relative position and understand and talk about simple perspectives

Final milestone: Children will use spatial language to express their own ideas and physically interact with their environment based on their understanding of position and movement.

3-4 years Spatial Reasoning Toolkit

At this age children are developing understanding of aspects of shape and space including composition (how shapes fit together), movements like turning and flipping, symmetry and scale. Children are beginning to recognise and predict familiar routes (e.g. to the park).



next to,
turn, corner,
pointy, curved,
straight

Puzzles

Moving, turning and predicting how pieces will fit



under, up,
down, over,
upside down

Books

Using spatial language



through,
over, around,
under

Obstacle courses

Experiencing and talking about directions



in front of,
sideways,
bigger,
smaller

Small world play

Understanding position and direction



straight, bend,
corner, across,
in front of,
after, long way,
smaller

Out and about

Remembering and predicting routes, landmarks and directions; discussing perspectives and distance



same on
both sides,
reflection,
pattern

Pattern making and spotting

Arranging objects to make spatial patterns (position), noticing spatial patterns including symmetry in everyday objects



together, next
to, slanting,
pointy, curved,
corner

Block play

Using size and shape relationships as well as parts and whole to select blocks for specific purposes/ structures

EARLY
CHILDHOOD
MATHS GROUP

<https://www.gov.uk/government/organisations/early-childhood-maths-group>
<https://earlymaths.org/spatial-reasoning/>
@EarlyChildhoodMaths



Under 3 years

Spatial Reasoning Toolkit

At this age children will be developing an awareness of their own bodies, exploring space, investigating and manipulating objects, enjoying hiding and exploring different viewpoints.

You can encourage their spatial development by providing ample time for exploration and by using spatial words during play and everyday routines.



head,
arms,
legs,
feet

Floor play

Developing body awareness



long way
away, bumpy,
corner,
high, low

Outdoor play

Thinking about routes and different viewpoints



long,
short, round,
curvy,
flat

Malleable materials

Responding to changes in shape and size



on, up,
down, big,
small

Stacking and nesting toys

Building towers 'up' to knock 'down', choosing bricks to build



in, out,
full,
all gone

Sand and water play

Developing interest in filling and emptying containers, and hiding and revealing objects



big, small,
full, in, out

Transporting

Experiencing what will fit, exploring routes, distance and position



big, small,
teeny, giant,
round

Books

Responding to hand gestures and words to point out size differences, e.g., 'big cat, small cat' and shape properties, e.g., 'pointy teeth'



in, curvy,
turn, over there

Puzzles

Beginning to use the shape and size of pieces to fit

EARLY CHILDHOOD MATHS GROUP

<https://doi.org/10.31234/osf.io/mwpu>
<https://earlymaths.org/spatial-reasoning/>
@EChildhoodMaths

