

Capacity

Guidance

Children will already have some experience of full and empty. Encourage them to extend their understanding to show half full, nearly full and nearly empty. Provide opportunities to explore capacity using different materials such as water, sand, rice, cereal and a variety of loose parts. They will also need a variety of different sized and shaped containers to investigate. Prompt them to use the language of tall, thin, narrow, wide and shallow.

Encourage the children to make direct comparisons by pouring from one container into another. They can also use small pots or ladles to make indirect comparisons by counting how many pots it takes to fill each container.

Other Resources

Goldilocks and the Three Bears
There's a Hole in my Bucket!

Prompts for Learning

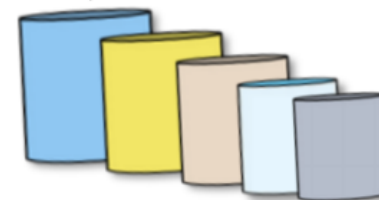
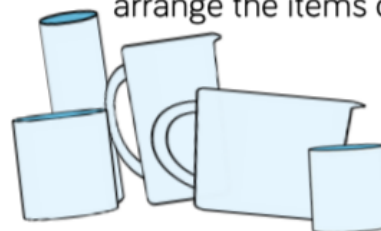
Rose
Maths

Provide each child with a container. Ask them to make their container full, make it empty, nearly full, nearly empty, about half full. Can they find a container which holds more than their container? Can they find one which holds less?



Provide a selection of containers and ask the children to investigate which holds the most. They may do this by pouring directly from one container to another. They could also use a small cup to fill each container, counting how many small cup-fulls the containers hold. Encourage them to record their results using their own methods of recording.

They could also compare how many cubes or beads each container will hold. (For large quantities, encourage the children to arrange the items onto ten frames to help them make comparisons.)



Provide sets of similar containers in different sizes such as sets of nesting bowls or boxes. The children will enjoy comparing and ordering them and seeing how many loose parts such as beads, cubes or corks they will hold.

Spatial awareness

Guidance

Children hear and begin to use positional language to describe how items are positioned in relation to other items.

They begin to represent real places they have visited or places in stories with their drawings, maps or models. They build life-sized journeys outdoors and travel through them, exploring them from different perspectives.

Other Resources

We're Going on a Bear Hunt - Michael Rosen

Rosie's Walk - Pat Hutchins

Little Red Riding Hood - Traditional Tale

Mrs Wishy-Washy - Joy Cowling

Me on a Map - Joan Sweeney

Song: In and Out the Dusty Bluebells

Prompts for Learning

Positional language can be modelled and practised on a daily basis with the children through their play. Tidy-up time in particular is full of opportunities to use positional language for a real purpose. E.g. Put the bricks **into** the basket. Sit teddy **on** the shelf **next to** the books.



Many stories focus on positional language or journeys. Encourage the children to use actions to represent the language such as *over*, *under*, *around*, *through* as you read. Provide opportunities to sequence familiar journeys by drawing pictures or maps. Children could also build models of the route and the places passed or visited along the way.



Outside the children can build large-scale representations of places and journeys.

3-D Shapes

Guidance

Children will naturally explore 3-D shapes through their block play and modelling. They should be introduced to the names of the shapes and be given opportunities to explore similarities and differences between them and to sort them according to what they notice.

Prompt them to consider which shapes are good for stacking, which will roll and why that is.

They should be given opportunities to construct their own 3-D shapes in different ways.

Other Resources

Construction sets which can be used to build models of 3-D shapes.

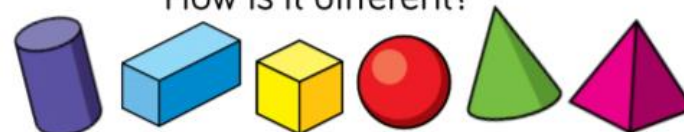


A variety of everyday objects in different shapes and sizes such as boxes, tubes, balls etc.

Prompts for Learning

Show the children a collection of 3-D shapes. Choose one of the shapes. Ask the children to tell their partner as many things as they can about the shape. Can they find another shape like this? Can they find a different shape?

How is it different?



Sort the shapes into groups.

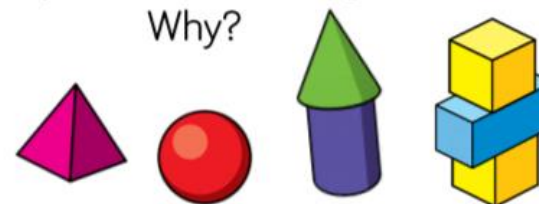
Ask: *'Why did you put these shapes together? How is this set different to this one? Is there another way we could sort them?'*

Build a tower. Which shapes are the best for stacking?

Which shapes work best on the top?

Are there any shapes which are not good for building?

Why?



Hold up a shape. Can you find any items in the classroom which have the same shape as this?

Why is it the same?