

EYFS – Mathematics – Shape, Space and Measure

Positional Language

Early Learning Goal:

ELG 12: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Development Matters Statements Links:

(M-S3) Uses positional language.

(M-S10) Can describe their relative position such as 'behind' or 'next to'.

Year 1 (1P2) Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Ideas to meet M-S3:

Using this resource: Children to identify the position of each item using positional language such as 'on', 'in', 'inside', 'under', 'below' etc.

In other areas of the classroom: Children to play games where they need to position objects according to instructions such as 'place the teddy inside the box'; display vocabulary with associated images in areas of provision; use positional language throughout the day such as 'You are playing on the slide.'

Ideas to meet M-S10:

Using this resource: Children to describe relative positions of objects using the terms 'above', 'next to', 'behind', 'in front', 'between' etc.

In other areas of the classroom: Children to play games where they can use positional language; display vocabulary with associated images in areas of provision; use positional language throughout the day such as 'You are sitting next to...'

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EYFS – Mathematics – Positional Language – Teaching Information

EYFS – Mathematics – Number Positional Language

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Suggested questions for this resource:

M-S3	M-S10	Year 1 (1P2)
<p>What can you see?</p> <p>Where is the ____?</p> <p>Is the ____ on the shelf?</p> <p>I am sat on a chair – where are you?</p> <p>Which objects are above/below the ____?</p>	<p>What can you see?</p> <p>Which objects are next to each other?</p> <p>Which object is in front?</p> <p>What is behind the ____?</p> <p>Can you tell me where the objects are?</p> <p>(M-N18) How many ____ are there?</p>	<p>Describe the position of the ____.</p> <p>If I turned the ____ a quarter turn clockwise, what would it be facing/where would it be?</p> <p>Draw an object that is to the left of the ____.</p>
Exceeding	Exceeding	Extension question(s)
<p>Ask questions from M-S10.</p>	<p>Can you describe the position of the objects using two different words?</p> <p>Can you draw an object next to the ____?</p>	<p>If I turned the ____ a three-quarter turn clockwise then a quarter turn clockwise, what would it be facing/where would it be? Explain how you know.</p>

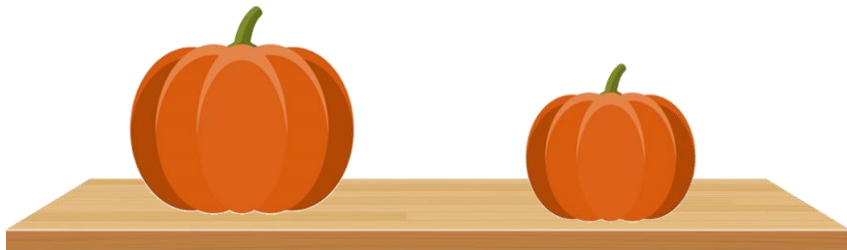
Positional Language

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Name:	Date:
Completed by:	
<p>ELG Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Development links: 30-50 months (M-S3) Uses positional language. 40-60 months (M-S10) Can describe their relative position such as 'behind' or 'next to'.</p>	
<p>Suggested links: 30-50 months (M-S7) Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. (PSED-SC2) Welcomes and values praise for what they have done. (CL-LA5) Is able to follow directions (if not intently focused on own choice of activity). (CL-U2) Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>40-60 months (M-N18) Counts objects to 10, and beginning to count beyond 10. (CL-LA6) Maintains attention, concentrates and sits quietly during appropriate activity. (CL-LA7) Two-channelled attention, can listen and do for short span. (CL-U5) Responds to instructions involving a two-part sequence. (PD-MH19) Shows a preference for a dominant hand.</p>	
<p>Characteristics of Effective Learning: Creating and thinking critically – thinking Active learning – motivation Playing and exploring – engagement</p>	
Other links and comments:	
Next steps:	

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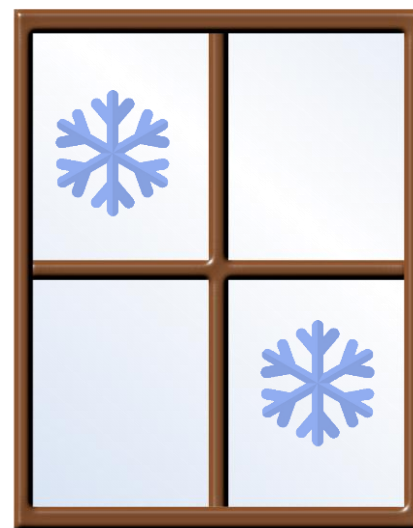
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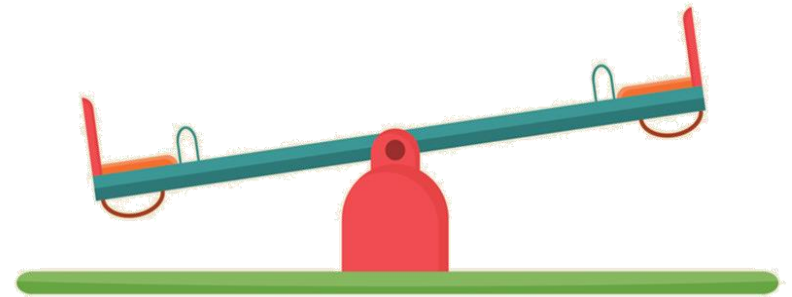
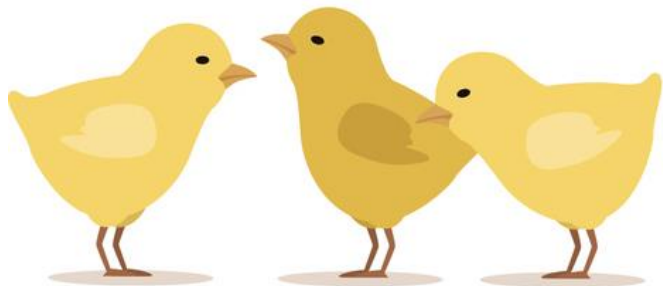
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EYFS – Positional Language – Winter

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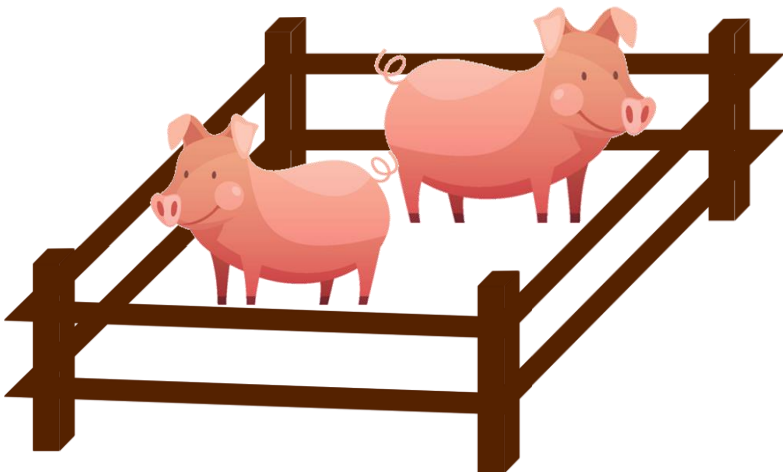
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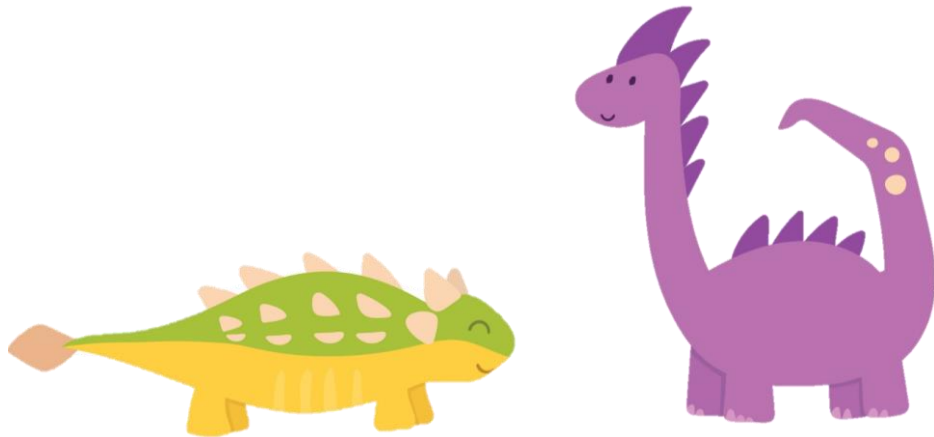
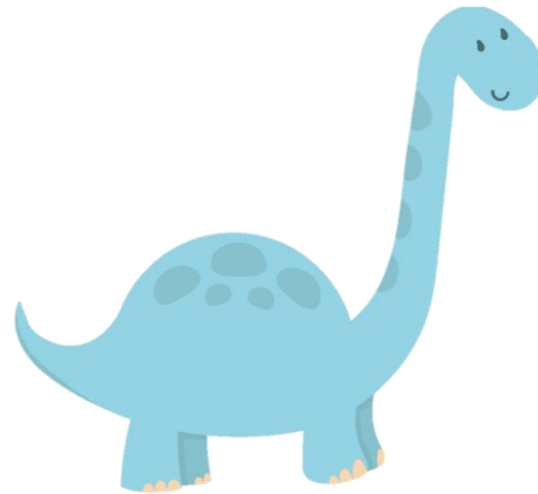
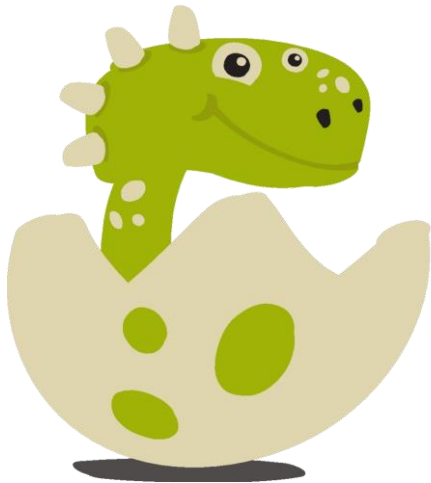
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EYFS – Positional Language – Animals

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EYFS – Positional Language – Dinosaurs

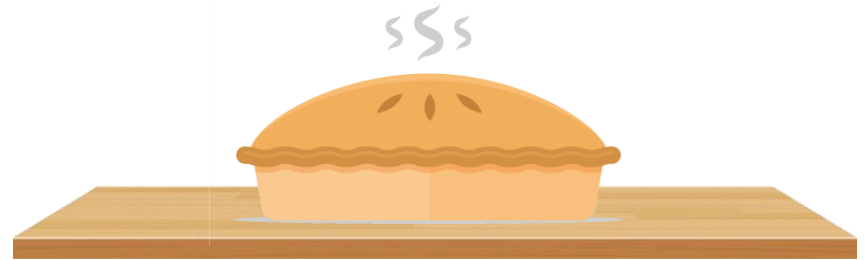
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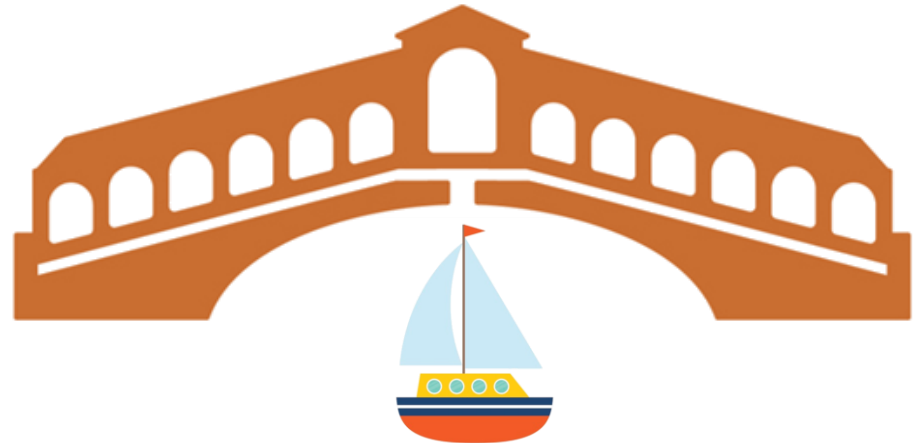
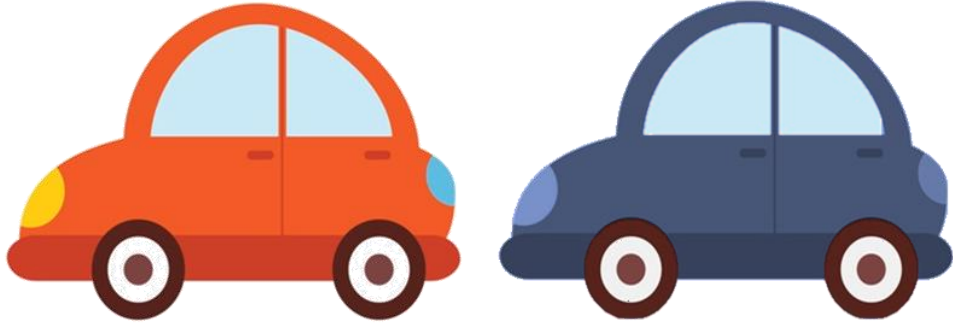
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EYFS – Positional Language – Transport