

EYFS Busy Bag Plan

Title:	Roll-a-Place	Topic Theme:	Positional Language
Resources:	• Prepositions Dice Net – printed on to card • Glue stick • Small box • Small toy – animal, person or object		
The Activity:	• Make the die using the net and the glue. • Arrange the die, box and toy in the working area. • Invite the children to come and take a look at the activity. • The children may enjoy exploring the die and the prepositions on it, for a short while. • Take a look at each face on the die, reading the words and looking at the image. • Tell the children that they are going to play a game following the instructions on the die. • Remind them that this game requires them to take it in turns and work well with others. • Model to the children how to roll the die, see which preposition instruction is showing. Ask if any of the children can help read it. 'Where does the toy need to go?' Encourage the child to describe the position for the toy carefully. If they find this tricky, use lots of positional language and vocabulary to support them. 'It is not to go under the box, or next to the box, but needs to go inside the box.' • As you work through the different positions for the toy, ask the children where else the toy could go. Challenge the children to describe places that are not on the die, or make two-part instructions for them to follow. e.g. 'put the toy on top of the box, then put him next to the box.' • Observe the children's ability to take turns with the die, their understanding of the prepositions and their use of the terms themselves.		
Curriculum Links:	PS&ED: Making Relationships (30-50) Can play in a group, extending and elaborating play ideas, e.g. building up a role play activity with other children. (ELG) Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. C&L: Understanding (30-50) Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (30-50) Responds to simple instructions, e.g. to get or put away an object. (30-50) Beginning to understand 'why' and 'how' questions. (40-60) Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. C&L: Speaking (40-60) Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. M: Shape, Space and Measure (30-50) Shows an interest in shape and space by playing with shapes or making arrangements with objects. (30-50) Shows awareness of similarities of shapes in the environment. (40-60) Uses positional language.		