



VS7



10-15 minutes



- ❖ A two-sided yellow chick (one for each child) 
- ❖ The arrow from VS6 



- ❖ A glue stick
- ❖ Blu Tack or similar
- ❖ A vertical board or wall for sticking the chick to
- ❖ 5 or 6 favourite teddies or dolls that can sit in



Take other opportunities in real life to practise the words 'left' and 'right' playfully – e.g. when driving, ask what's on the left/right, ask which side they can see something on etc.



Your child can follow verbal instructions to go left or right correctly.  
Your child can correctly answer questions about who is on their left or their right, or in front of or behind them, or who is between them and another, and also answer these questions about another.

## WHO IS ON YOUR LEFT?



To develop spatial awareness  
To use prepositions and adverbs of spatial direction correctly  
To follow verbal instructions  
To use symbols (arrows) to indicate a route



Stand opposite your child and give them their chick. Tell them that their chicks are going to walk to the right, and hold up the arrow, pointing to your child's right. Ask your child to show their chick going to the right, just the way the arrow shows them. Repeat for going to the left.

Now put your arrow away and tell your child that they are going to first walk to the right and then to the left, but that they cannot start walking until they are clear on the direction. Ask them to face your board or wall and put their chick on it with Blu Tack to show which way they are going to walk first, and then which way they will walk after that.

Check that your child is planning to go in the correct direction (while facing the chick) and provide any support as necessary. Reiterate: *The chick is showing your direction, like an arrow.* Then ask your child to start walking, according to the direction of the chick on the wall. Repeat the words as they do it: *Great, you're walking to the right... and now you're walking to the left* as appropriate, to give verbal reinforcement.

Repeat the above, varying the instruction (left, then right), the number of instructions (e.g. left, right, left again) and for added enjoyment, the way of moving (run, skip, hop, crawl, march etc.). Have them first put the chick on the board or wall each time to show the direction that they will move in.



Ask your child to sit in a row with their teddies as if they were in a single row of seats at the theatre watching a show. Stand facing the row and do a silly dance or something similar to get their attention, as if you were on the stage!

Then ask your child: *Who is sitting to your right?* Check their answer and repeat back to them, for reinforcement of the language: *That's right, X is sitting on your right.* Repeat to ask who is sitting on their left. Think of a teddy or doll and then ask your child: *Who is sitting to Teddy A's left? Who is sitting on his/her right?* Confirm their answers as before. Once they've grasped it, say something like: *Can you tell the person on your right to stop talking? They're disrupting my show! Now can you pass the person on your left a tissue? She seems to be crying!* – as a way of repeating the learning but with added humour.

Now say that it's the interval and everyone needs to go to the bathroom. Have them move off and then come and sit back down again. Say: *This time you need to sit in two rows, one in front of the other, as the other seats have already been taken.* Ask your child various questions, as they are written here or with your own ideas for added humour: *Who is to your left now? Who is in front of you? Who is behind Teddy A? Who is on the right of Dolly B? Who is between you and Teddy C?*



KEY TO LEARNING  
@HOME

Cut out the rectangle below along the dotted lines, fold it in half along the solid line and then glue the unprinted sides together to make a two-sided chick.

