



VS22



10-15 minutes

FIND THE TOYS



To develop the ability to read a plan
To develop spatial awareness by drawing and interpreting a plan of a larger room



- ❖ A plan of a room in your house on a large sheet of squared paper (cm squares are ideal) showing the walls, windows and doors, and drawn more or less to scale
- ❖ Substitute shapes for all the items of furniture and major objects in the room – the shapes should match the bird's eye view of each item, be cut out of the same coloured paper and to the same scale as the room plan
- ❖ Some small toys that can be hidden easily – at least two per child
- ❖ Some counters in different colours – one for each toy
- ❖ A glue stick



Note: For this session, choose the largest room in your house that has multiple items of furniture or large objects in. Hide at least two small toys per child doing the sessions in the room before starting.

Put out the plan of the room. Tell your child that there are some toys hidden in the room, and ask them if they can think of what they could use to help them find the toys. Agree that the plan would help.

Adjust the direction of the plan as necessary and then ask your child to show you the different features of the room that are already marked on the plan, for example, a certain window or door: *Can you show me that window over there on this plan? Can you point to the bit of the plan that shows us the door that's just next to us? Where's that window there on the plan?* And so on. Continue asking questions until you have identified all the features marked on the plan.

Move to the other side of the room and offer your child to hold the plan. Repeat some or all of the questions from before. Help them re-orientate themselves with the plan as necessary. Repeat from other corners of the room.

Return to where you started. Explain that you will identify the best substitute shapes together to make a full plan of the layout of the furniture in the room (e.g. tables, chairs, bookcases, cupboards, computer). Put out all the shapes you have pre-prepared and discuss how the shape matches the bird's eye view of the object. Name an item of furniture in turn (e.g. bookcase) and decide which is the best substitute shape to use for it (e.g. large rectangle). If necessary, point to the outline shape of the real object or item of furniture, and encourage your child to run their fingers around the edges, to help them imagine what the bird's eye view of that object is. Once you have agreed which shape to use, always refer to the item of furniture it represents when you talk about that shape (e.g. the bookcase).

CONTINUED ON THE NEXT PAGE



Your child can make a plan of a large room with various items of furniture/objects.
Your child can read their plan in order find a hidden toy.



KEY TO LEARNING
@HOME



VS22

FIND THE TOYS – continued



Use questions to help your child think about where to put each substitute shape on the plan, for example: *Can you see the bookcase over there?* (Point) *How can we tell where to put it on the plan?* (Hold up the large rectangle.) *It's next to the door isn't it? And can you find the door is on the plan? Now put the bookcase in the right place on the plan.* Ask your child to describe the real position of an item that is hard to put in the right place on the plan; to do this, prompt them to use features of the room that are marked on the plan as reference points, i.e. doors, windows and walls.

If they place a substitute shape in the wrong place on the plan, guide them to think about it again, rather than just correcting the error. For example: *You've put the bookcase here on the plan. Can you show me where it is in the room. Is it in the same place? If necessary, go and stand where the item of furniture is and orientate the plan so that they can see for themselves why it's not in the right place.*

Repeat the process for the rest of the items of furniture.

When the plan is completed with all the substitute shapes, stick them down and then mark the position of one of the hidden toys with a differently coloured counter.

Ask your child to look at the position of the counter on the plan, tell you where the hidden toy is and then look to see if they were correct.

Repeat the process with the counters until all the toys have been found using the plan.