

## Understanding Space

These activities are designed to understand working/playing within a set space; waiting on a set space; keeping a set space apart from someone else and following a one way system.

You know your child best so whether you discuss COVID-19 when doing these or not is up to you. When I did these activities with my child we talked a little bit about how he might see some of these changes when he returns to his setting and how we can use these changes to have fun and to play. With another child I might link it more to COVID-19 and again with a different child I might take it as far as to explaining that these are rules and they will need to be followed.

### Assault Course

We did this as an assault course and he stayed at each activity square for as long as he wanted. On the 'wait lines' he did the activity whilst I asked him to wait and then he could move on. We kept the markers up though and changed up the activities in them throughout the week so that we could embed his experience of seeing them.

### Setting Up

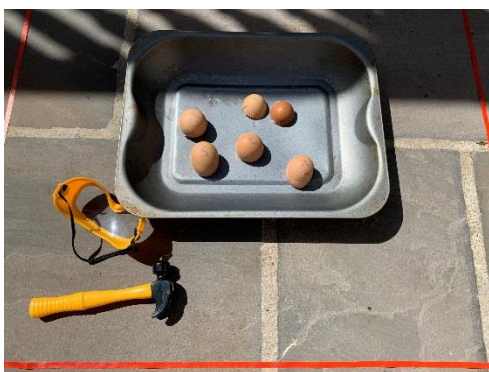
#### What you will need:

- Tape/Chalk/String for the markers. Washi Tape works best as you can stick it anywhere and pull it up without leaving any marks or stickiness but you can use other tape just test it on your surfaces to avoid any damage.
- Toys/Activities. Try to use ones that can be wiped clean as this would replicate what would be available at the setting. Make sure they could be played with/completed within that space.

### Structure

- I made each square or wait line 2 metres apart so that he could begin to have a concept of this distance. How much you choose to mention that is up to you.
- You need to look at your space and how a one way system would work best. It's useful to consider one that can go outside too but it doesn't have to.
- In terms of the size of the square or line consider the size of your child and what you want them to do within that box.
- Any activity is useful to do within a space. Some of your spaces could be tables.
- I would suggest starting with things they like and will want to do in order to intrigue them.
- For the first go we also had a small prize at the end. This isn't necessary but it got my child interested in the first place and then he loved each bit anyway.

I hope you enjoy the activities on the next few pages! Please do change them up how works for you as a family and in your space.



### Box Activities

Set up activities where there's something clearly to do.

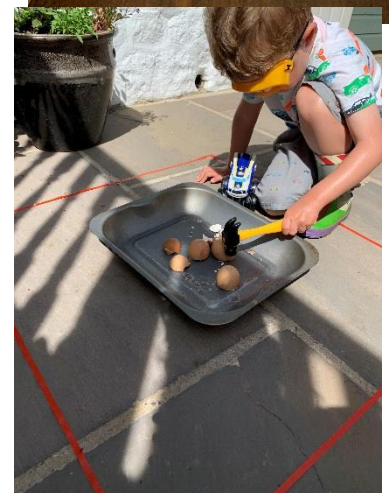
Use reminders that the aim is to try and complete it within the box.

Don't rush them on from an activity in a box.

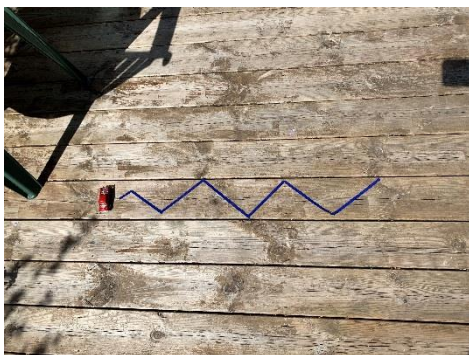
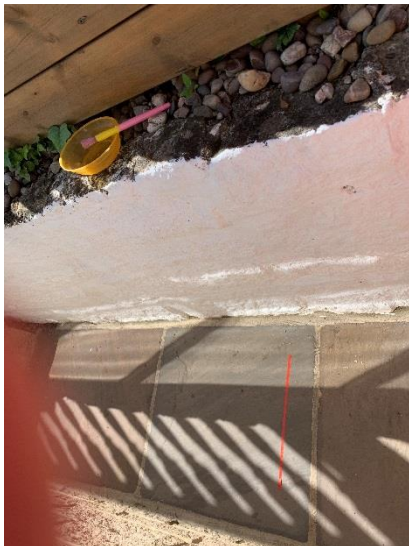
I think it is useful to be able to see the arrow **and** the next activity to encourage them to follow it.

Mr Potato Head is a set activity but the cars are more free to see what they would choose to do with it. You could, if appropriate, suggest ways to use the box for the cars.

The eggs is a learning activity we do any way and I now use the set square each time we do the eggs whether we are doing phonics/number/name order to embed the feeling of space.







### Wait Lines

Try and make sure these are 2 metres apart or 2 metres away from a box activity.

You can discuss that space in as much or a little detail as you like as appropriate to your child.

In terms of one way systems it is useful to be able to see the next wait line or activity in order to begin to understand space.

I did the activity on the next wait line at the same time so he could see that we each have our own space and what he would get to do once he had waited.

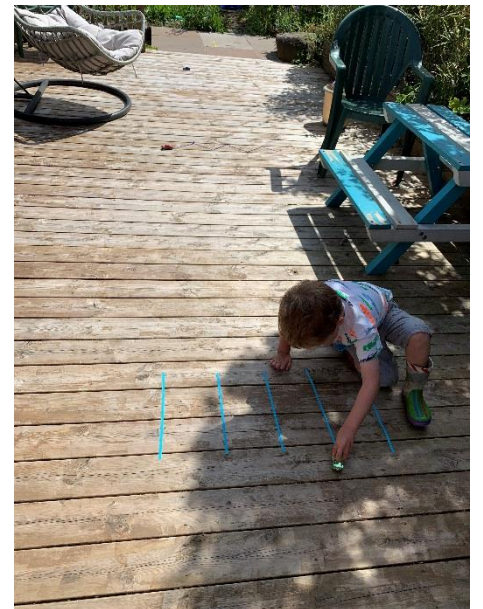
Again if it's activity they are engaging with you don't have to move them on from the wait line.

I would always have something to do on a wait line and would hope that schools also do for those who need it.

For waving the sound wand and the cars, that is a set activity that can be completed in the time.

For drawing and painting the deck with water, that could go on as long as they wanted.

If you do the activities left to right it will also help with pre-writing.





### One Way Systems and Transitioning One Place to Another

Make sure arrows are bright.

They shouldn't be too close together so they create some excitement about where they go next.

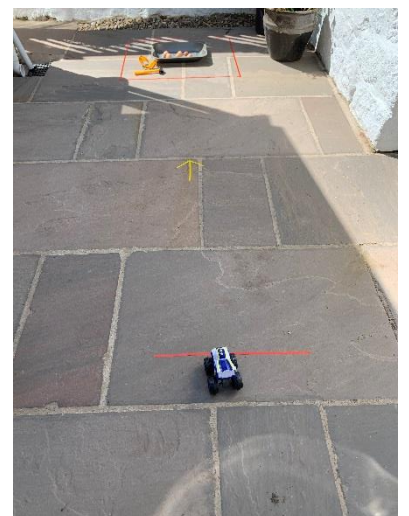
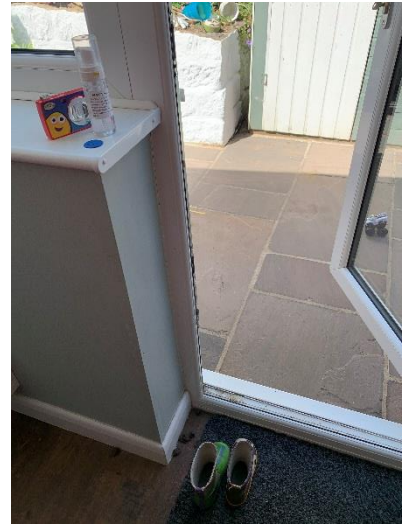
It's useful if you can see the arrow from the activity you are doing.

Get in the habit of having some hand sanitizer stationed where they might go outdoors or moving to another space like the toilets.

Initially I put an intriguing toy that he hadn't seen for a while next the hand sanitizer so he could play with that while I did it. It has now become more habit and I've removed the toy.

I had his wellies set up so he could see that the arrows meant to go outdoors.

See previous pictures for the arrows near activity boxes/wait lines.



## Other Resources That Might Be Of Use

**A video about 2 friends who can't hug but can find ways to play together:**

<https://m.youtube.com/watch?feature=youtu.be&v=2PnnFrPaRgY>

**A selection of social stories about returning to school:**

<https://senresourcesblog.com/2020/05/29/11-resources-to-help-children-settle-back-into-school-after-lockdown-plus-a-free-downloadable-social-story-for-returning-to-school-after-lockdown/>

<https://www.senresourcesource.co.uk>

[https://www.twinkl.co.uk/resource/returning-to-school-social-situation-t-s-2548814?utm\\_source=facebook&utm\\_medium=social&utm\\_campaign=inclusion](https://www.twinkl.co.uk/resource/returning-to-school-social-situation-t-s-2548814?utm_source=facebook&utm_medium=social&utm_campaign=inclusion)

<https://sendsuccess.org.uk/preparing-to-come-out-of-lock-down-social-narratives/?print=pdf>

<https://reachoutasc.com/resources/transition-to-new-class>

**A story about worries:**

<https://en.calameo.com/read/000777721945cfe5bb9cc?authid=Xu9pcOzU3TQ>  
[x](#)

**Workbooks for completing around the idea of returning to school:**

<https://www.talesofmebooks.com/products/the-tale-of-going-back-to-school-after-the-covid-19-lockdown>

<https://www.talesofmebooks.com/products/the-tale-of-going-back-to-nursery-pre-school-after-the-covid-19-lockdown>



### Finally...

Remember this is a new and confusing time for everyone.

It is also a changing picture and we don't know exactly how things will be.

So try and have fun with it and use it as an understanding of space with the added bonus that any social distancing would feel less of a shock.