

**CORE SKILL:** To have good spatial awareness

**Working towards curriculum ambition:** To be able to use apparatus and equipment confidently

**Possible sequence of learning:**

- Children explore their surroundings
- Understand what a space is
- Develop understanding of other people around them and personal space
- Build 3D models
- Complete puzzles
- Uses bikes and scooters effectively/safely
- Follows an obstacle course
- Take part in spatial sports
- Children explore and use their surroundings safely

**Things adults can do:**

- Allow children time to explore their surroundings
- Explain what personal space is
- Provide children with activities such as building blocks and puzzles
- Provide children opportunities to use bikes and scooters to follow a track
- Set up obstacle courses for children to follow
- Teach children what is meant by 'a space'
- Teach children how to play spatial sports

**Possible literacy opportunities linked to this activity zone:**

- Introduce explicit vocabulary to describe movements and use directional language

**Links to statutory framework:** ELG: Gross motor skills:

- Negotiate space and obstacles safely with consideration for themselves and others
- Demonstrate strength, balance and co-ordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**Links to MAGIC:**

- **Motivation and gumption**