03 Where does it go?

Aim

Understand on, under and beside.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

Place a counter under a cup. Contrast on and beside using the same objects.

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. On book.
2. Under cup.
3. Beside paper.
4. Under book.
5. Beside book.

If pupils struggle

Teach one position with contrasting demonstrations.

Next challenge

Pupil gives a position instruction for an adult to follow.

Classroom link

Use the position words during a classroom tidy-up.

03 Where does it go?

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. Put a counter on the book.

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2. Put a counter under the cup.

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3. Put the pencil beside the paper.

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4. Put the ruler under the book.

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5. Put the cup beside the book.

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____