

**STEPPING STONE**

Observe and use positional language.

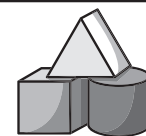
**EARLY LEARNING GOAL**

Use everyday words to describe position. (MD)

**ASSESSMENT**

Do the children understand the symbols 1st, 2nd, 3rd and 4th? Are they able to follow them in the correct sequence?

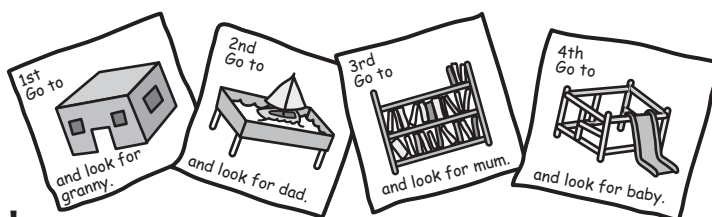
# Family treasure hunt

**What you need**

Four pieces of card; felt-tipped pens; four small world characters.

**Preparation**

Hide the four characters (to represent a family) in various places, indoors or outdoors, without the children seeing. Draw a simple picture on each piece of card to give a clue about where each one is hidden. Label the cards '1st', '2nd', '3rd', '4th', and write the name of the appropriate family member on each (see illustration).

**What to do**

Explain to the children that the toy family has got lost and needs to be found. Show them the cards in turn and explain that the numbers represent the order in which they must look for the toys. Ask them to identify the picture symbol for the place where the toy is hidden, and help them to read the name of the family member. Mix up the cards and ask the children to sequence them correctly. Can they find the toys in the correct order? Support them if necessary. When the children return with the toys, ask them to sequence the cards again and place the correct toy on top.

**Discussion**

Make sure the children understand the ordinal aspect of numbers by asking them to form a line and call out their respective positions. Ask them to identify the place pictured on each card and then point to it as it is recognised. Invite the children to describe the place where they are searching, using as much positional language as possible and to describe the exact position of the toy when it is found.

**Follow-up activities**

- Repeat the activity in other locations with new sets of cards to retain the children's motivation.
- Set up an obstacle course with large apparatus, such as benches, planks, tunnels and barrels, and plan out a route with the children using positional vocabulary.

**Differentiation**

Reduce the number of cards and toys to simplify the activity for less able or younger children. Invite more able children to design their own treasure hunt, inventing new picture symbols to represent places in their environment.