

# Worlds Tuff Spot Playmat



Town

## Product Code

### AW10

Use this Active World Town Scene Mat to build your own town. Add messy materials to represent features such as the fountain, road works etc. Visit the shops, the post office, the bank etc. Look for street furniture.

Fits snugly into our standard Active World Tray.

### Aims and Objectives:

- Children learn best when they are actively involved and enjoying what they are doing. Active Worlds enable children to experience learning through a multi-sensory approach. They provide learning opportunities for a wide range of curriculum areas, where children can freely explore materials within the confines of the tuff spot.
- There will be elements of consolidation, exploration, investigation and fun in every activity.
- All the activities can be free play, where the children explore independently, or adult directed, where children are given specific tasks to undertake.
- This mat gives children a wonderfully practical introduction to basic geography.

### Links with Foundation Stage:

Ø Links can be made with every area of the Foundation Stage. We have merely highlighted those links with the area Knowledge and Understanding of the World. Others are included generally in the next section.

### Knowledge and Understanding of the World:

#### Geography

- Ø Learn more about places and environment; use geographical vocabulary – road, shops, market, church, pavement etc. It is useful to learn about street furniture e.g. signs, post box etc.
- Ø Learn more about the human features in a town environment; learn about the different uses that buildings are put to. E.g. Take the Playmobil person round the town – what shops are they visiting, what are they going to buy at each shop? Where would you buy a stamp, a hat, get married etc.

### Can investigate objects and materials by using all their senses as appropriate.

Ø E.g. Have a tape of traffic sounds playing – can they identify the traffic light 'beeps'; the cement mixer?; road work sounds?; a siren from a fire engine? Use artificial grass or coloured rice as grass; Put a margarine tub with water in it and make a statue as a feature at the centre of the roundabout; use split peas as 'cobblestones' in the churchyard.

### Can build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary.

Ø E.g. Make their own shops, market stalls, other buildings to go in the town centre. Construct their own fountain/statue to go in the centre of the roundabout. What difference does it make to the 'tub' they

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use if they use lametta or iridescent shred instead of water? Make their own fruit and vegetables to be sold in the open air market. There could be roadwork's with the pupils using sand and rocks.

**Can select tools and techniques they need to shape, assemble and join the materials they are using.**

Ø E.g. Use scissors, tape, glue, paper fasteners to join the constructions together. Use a range of tools with play dough to give different effects for the fruit and vegetables.

**Ideas for use and links with National Curriculum areas:**

**Mathematics:** Opportunities for using number names in order in familiar contexts – count the number of cars waiting

at the traffic lights. Use language such as 'smaller', heavier' or 'lighter' to compare quantities – Weigh out the fruit and vegetables at the market stall. Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes – look at the shapes in the town – the roundabout, the steeple on the church, the shape of the roofs, buildings, tables in the outdoor café. How much do you think things would cost? Plan shopping journeys by writing a list and buying the relevant items.

**Personal and Social:** Is interested, excited and motivated to learn through his hands on experiential approach. Can work as part of a group taking turns, sharing, and collaborating. They can be encouraged to try new activities, initiate ideas and speak with their peers in a familiar group. They could act out a wedding ceremony in the church – complete with confetti! Talk about different marriage ceremonies in other religions, and stress the need for treating different cultures and beliefs with respect. The town is also a good place to learn about safety and looking after people. The mat could also initiate a conversation about litter and keeping places tidy.

**Creative Development:** Exploring colour, texture, shape form and space. Create a range of different roles – they could be the traffic warden, the market stall owner, the fire fighter, the hair dresser, the waiter in the café, the shopper etc. Use a range of different media to decorate the buildings they have constructed. They can explore colour, texture, shape, form and space in two or three dimensions. They could design posters, advertising events.

**Communication, Language and Literacy:** Uses language to imagine and recreate their own stories about the town – promoting imaginative discussion. Interacts with others, negotiating plans and activities and taking turns in conversations. Extend their vocabulary through contextual experiences e.g. near, far, travel, journey, routes, features, attractive, buildings, offices, church, shop, flats, car park, traffic lights, roundabout and road signs. They can link sounds to letters and use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words – read the various signs around the town – can they think of any more that might be needed, then write their own? Use this town as a stimulus for stories set in towns – or make up their own!

**Physical Development:** Develop fine motor control – push the cars along the roads; Use a range of small equipment –

e.g. using scissors in constructing the buildings. Handle tools, objects, construction and malleable materials safely and with increasing control.

**Resources: (Here are some ideas of what could be used – this is just the beginning!)**

Cars (FCAR)

Diggers for road works (FCONS)

Play people

Iridescent shred (FIRI)

Artificial grass matting (FTURF2)

Sand and gravel for road works (FPEGR – pea gravel)

Fire engine (FEVS – everyday vehicle set)

Oasis with leaves in it for trees/bushes... (FOWET)

Street furniture (FTS – set of trees & lights) **Improvisation – Make your own resources!**

Statue from play dough

Tub with water

Pulses for cobbles

Grass – from paper/ribbon

Boxes for shops, market stalls etc.

Food on stalls – salt dough

Letters for Post Box

**Care Instructions**

Use damp cloth to wipe surface.



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We would recommend that you roll rather than fold your mat after use, with the picture facing outwards. Any wrinkles can also be removed by wafting a warm hairdryer over the mat. Ideally to avoid creases store in a warm environment.

