

UP, DOWN, OVER,



THROUGH

Jane Godwin

Kim Drane

TEACHERS RESOURCES

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Teachers Resources by Robyn Sheahan-Bright

Introduction	3
Themes & Curriculum Topics	3
<i>Humanities & Social Sciences (HASS)</i>	
<i>English Language & Literacy</i>	
<i>Visual Literacy</i>	
<i>Creative Arts</i>	
<i>Learning Technologies</i>	
<i>Mathematics</i>	
Further Topics for Discussion and Research	5
Conclusion	5
Author's Notes	6
About the Author	6
About the Illustrator	6
Worksheets	7
Bibliography	10
About the Author of the Notes	12

INTRODUCTION

Swinging high, swinging low. Up the steps, stop and go!

This is a bright, simple and engaging picture book set over a morning in a playground where two young children spontaneously meet and play together. As they do, they explore early spatial concepts – up, down, over, through!

With pitch-perfect read-aloud text from highly awarded and respected children’s author Jane Godwin, and bright and exuberant illustrations from Kim Drane, this book is bound to engage students in a fun-filled learning experience about spatial language and its relationship to play.

THEMES & CURRICULUM TOPICS

Several themes are covered in this book which might be related to the Australian Curriculum, including:

HUMANITIES & SOCIAL SCIENCES (HASS)

<<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/>>

SPATIAL CONCEPTS

Discussion Point: Invite students to make a list of words that describe spatial concepts such as above, over, under, beside, next to, etc.

Activity: Use any of these words in a sentence. [See Worksheet 2.]

PLAY

Discussion Point: Take students to a playground and encourage them to use words to describe their actions as they climb ‘over’, or go ‘under’ or ‘up’ or ‘down’, or crawl ‘through’ or spin ‘around’. Encourage them to observe how spatial words relate to their games.

MAPPING

Discussion Point: Discuss the concept of spatial relationships with regards to maps and mapping. Examine a map of your local suburb or town or city and discuss words to be used to describe the relationship between landmarks.

ENGLISH LANGUAGE AND LITERACY

<<https://www.australiancurriculum.edu.au/f-10-curriculum/english/>>

The text of this book might be studied in relation to the following aspects:

Activity: Rhyming is used in this book, for example: asleep/sheep Through/Boo!; hooray!/way; tree/3; go/slow; door/dinosaur; tall/fall; pull/full; now/how; Below/slow; play/day; sleep/sheep; kiss/this. Invite students to think of words that rhyme with any of these pairs. [See Worksheet 3.]

Activity: Encourage students to write a simple text describing themselves playing and to employ spatial words within that text.

Activity: Test your students' comprehension by asking them questions about the written and visual text. [See also Author's Notes below.]

VISUAL LITERACY

<<https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/>>

The visual text of a book combines with the written text to tell the story using the various parts of the book's design and illustrations, as explored below:

Activity: The cover of a book is an important part of its message. This cover is illustrated in bright primary colours and depicts two children playing on playground equipment. Encourage students to think of other situations where spatial concepts might be used, for example, at the beach. Then invite them to design another cover for this book.

Discussion Point: During your reading of this and other picture books, invite students to describe the location of objects or characters in the images using spatial language words such as above, behind, beside, below, etc.

Activity: The medium or style employed is 'doodling' and drawing, and then 'finessing' using digital techniques and employing bright primary colours throughout the book. Kim Drane describes her illustration process for another book here: 'Behind the book: Lucy Loves Bugs' Bright Agency <https://thebrightagency.com/us/case-studies/behind-the-book-lucy-loves-bugs-87cfaa54-dbc3-4b04-9d13-5066b4a2a42e>

On her website Kim says that she 'draws inspiration from the weird, the wonderful, and the everyday magic that often goes unnoticed, crafting work that invites readers of all ages to see the world through a more curious lens.' What unusual details did you notice in this book?'

Activity: Invite students to draw, paint, or collage the simple text they wrote above, describing themselves playing. Create a classroom mural using all the images. [See also Worksheet 1 below.]

CREATIVE ARTS

There are many creative activities suggested by this text:

1. Invite the students to perform the text of Michael Rosen and Helen Oxenbury's classic picture book *We're Going on a Bear Hunt* (Walker Books, 2023, 1989) which uses spatial concepts.
2. Invite students to create a map of the school playground locating themselves on it and how they relate spatially to other objects or people on the map. Have them describe their relationship to others in short phrases or sentences.
3. Create an obstacle course for students to navigate. Use storage crates, cushions, stools, large cardboard boxes, and other objects readily available to make the obstacle course.
4. Create a poster to advertise this book.
5. Give students Lego or other types of connecting blocks to create a landscape that demonstrates spatial concepts.

LEARNING TECHNOLOGIES

Activity: Research the topics above online.

Activity: Research the author and illustrator online. [See Bibliography.]

MATHEMATICS

Activity: Have fun counting objects or creatures (eg birds, bugs and butterflies) that appear more than once in this book.

FURTHER TOPICS FOR DISCUSSION AND RESEARCH

- Research the work of Jane Godwin. Compare this to her other books.
- Research the work of Kim Drane. Compare this to her other books.
- Students might research this book in comparison to reading other picture books such as those listed in the Bibliography.
- Investigate any other topic not covered in these notes which you consider is suggested by this text.

CONCLUSION

This playful text encourages children to employ spatial language to describe their play. It teaches them to employ words appropriate to each situation. It also encourages them to observe their surroundings and to be aware of the relationship between themselves and other objects and people. It offers them some appropriate words with which to navigate more accurately the spaces they inhabit.

AUTHOR'S NOTES

'As someone who spends a lot of time with young children, I am often observing them in an outdoor setting. I admire the free, spontaneous and generous way many children connect and play.

So much of this outdoor play is about children navigating their surroundings and making sense of spatial concepts and connection. Where is their body in relation to other people and objects? How can they navigate their surroundings? What is their body capable of?

Distance, direction, size and shape are all opportunities for children to learn and develop spatial skills through play. I found when I was engaging with kids in the playground I was always using spatial language – up, down, over, through – and these words started to form a rhythm of their own, which eventually became the text of this book!

As I was working on the book, coincidentally several early childhood teachers mentioned to me that they felt there was a need for a book focusing on spatial concepts for young children, which was reassuring to hear. Hopefully this book will play a part in children's spatial learning.'

– Jane Godwin

ABOUT THE AUTHOR

Jane Godwin is the highly acclaimed and internationally published author of many books for children and young people, across all styles and ages. Children's Publisher at Penguin Books Australia for many years, Jane's books include her novels *A Walk in the Dark*, *Falling From Grace*, *As Happy as Here* (a CBCA Notable Book) and *When Rain Turns to Snow* (shortlisted for the CBCA Book of the Year for Older Readers and for the Prime Minister's Literary Awards), and picture books *Tilly*, (illustrated by Anna Walker and shortlisted for the CBCA Picture Book of the Year Award) and *The Best Hiding Place* (illustrated by Sylvia Morris). Jane is dedicated to pursuing quality and enriching reading and writing experiences for young people, and spends as much time as she can working with them in schools and communities and running literature and writing programs.

janegodwin.com.au

Instagram: @janiegodwin

ABOUT THE ILLUSTRATOR

Kim Drane is a neurodivergent illustrator and storybook author based in Melbourne, known for her bold, colourful designs and playful storytelling. She began her creative journey as a 2D animator before pivoting to picture books, where her love of narrative continues to shine. Her work on *The Phonobet* earned her a CBCA New Illustrator shortlist nomination, and she has written and illustrated her own book, *Lucy Loves Bugs*. Embracing the weird and wonderful, Kim brings a unique, joyful energy to every project.

kimdrane.com

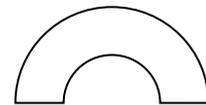
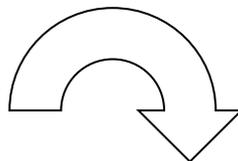
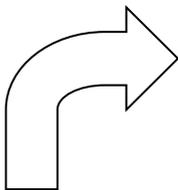
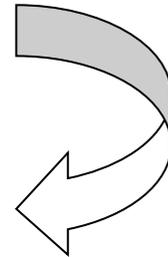
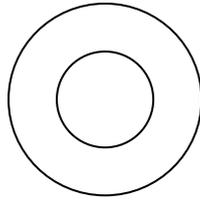
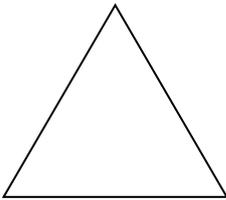
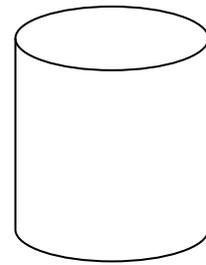
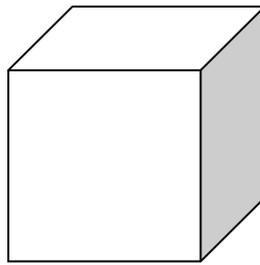
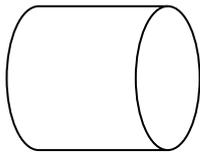
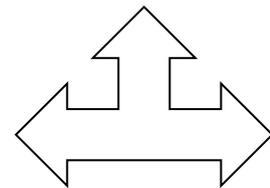
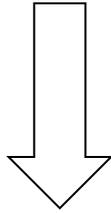
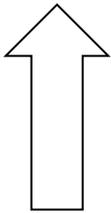
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WORKSHEETS

WORKSHEET 1. COLLAGE THIS IMAGE

Discuss possible spatial language words to match these shapes. Then invite students to colour them in, in bright colours, cut them out, and glue to a sheet of chart paper to make a collage picture of a playground, and then to add drawings of children. (You might enlarge the sheet before colouring it to make the images larger. Students might also colour more than one sheet to give them more shapes to work with.)



WORKSHEET 2. SPATIAL LANGUAGE

Write a sentence using each of these words:

Above	
Under	
Below	
Beside	
Behind	
Around	
Next to	
In between	
Left	
Right	
Underneath	
Beyond	
Far away	
Backward	
Forward	
Through	
In front of	
Inside	
Outside	
In front of	

WORKSHEET 3. RHYMING

Add words that rhyme with any of these pairs to the second column.

asleep/sheep	Eg leap
through/Boo!	
hooray!/way	
tree/3	
go/slow	Eg flow
door/dinosaur	
tall/fall	
pull/full	
now/how	
Below/slow	
play/day	
sleep/sheep	
kiss/this	

Make up a sentence using some of these sets of rhyming words.

Eg The sheep were asleep when the cow took a leap.

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ABOUT THE AUTHOR OF THE NOTES

Dr Robyn Sheahan-Bright AM operates justified text writing and publishing consultancy services, and is widely published on children's literature, publishing history and Australian fiction. In 2011 she was the recipient of the CBCA (Qld Branch) Dame Annabelle Rankin Award for Distinguished Services to Children's Literature in Queensland, in 2012 the CBCA Nan Chauncy Award for Distinguished Services to Children's Literature in Australia, and in 2014, the QWC's Johnno Award. In 2021 she was appointed a member of the Order of Australia.