

Position & Direction

Master The Curriculum



1

Fluency Teaching Slides

Describe Turns

1



Fluency Teaching Slides

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Activity 1

Describe Turns

You will have some instructions using the language 'quarter turn', 'half turn', 'three quarters turn' and 'full turn'. You will then work in pairs to give and follow directions.

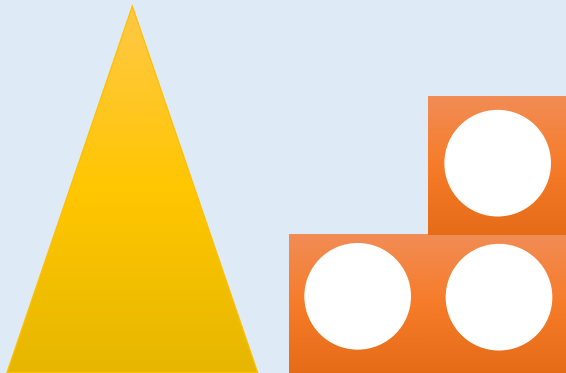


What is each turn called?

Activity 2

Describe Turns

Draw what each shape will look like once it has turned a:



- quarter turn
- half turn
- three-quarter turn
- full turn

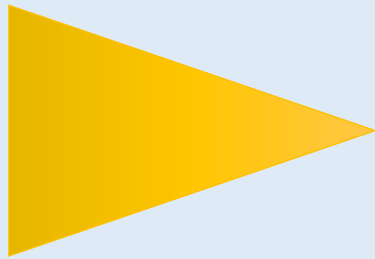


Does it make a difference which way the shape / object / person is turned?

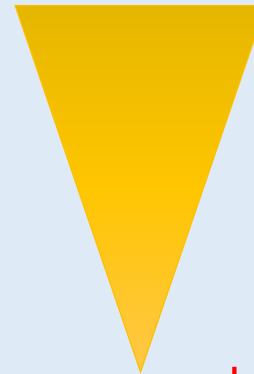
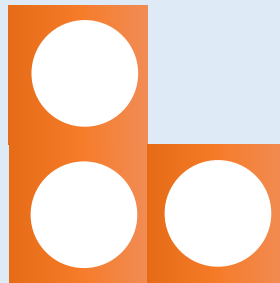
Activity 2

Describe Turns

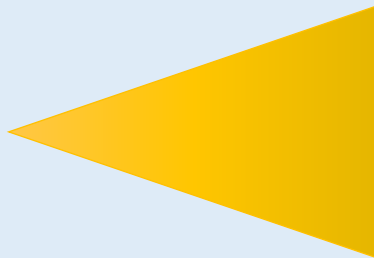
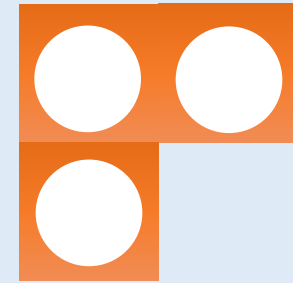
Draw what each shape will look like once it has turned a:



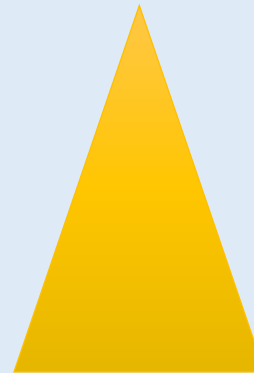
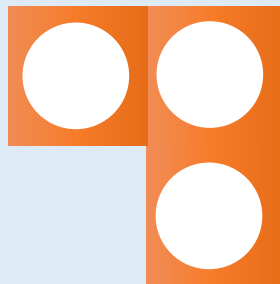
quarter turn



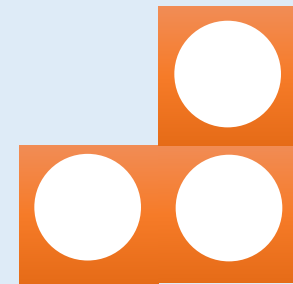
half turn



three-quarter turn



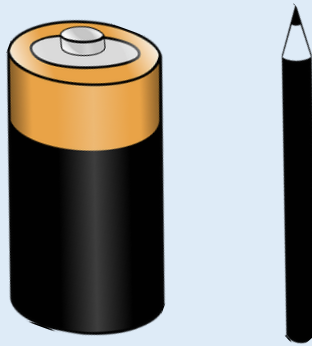
full turn



Activity 2

Describe Turns

Draw what each object will look like once it has turned a:



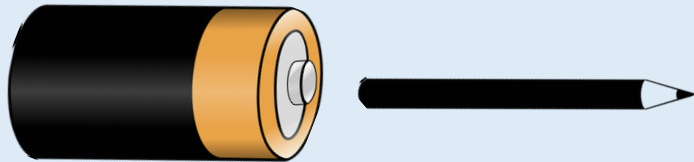
- quarter turn
- half turn
- three-quarter turn
- full turn



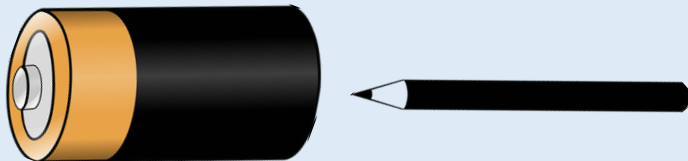
Activity 2

Describe Turns

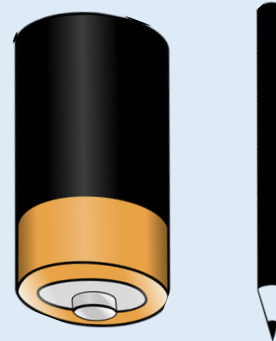
Draw what each object will look like once it has turned a:



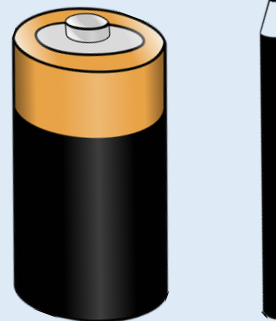
quarter turn



three-quarter turn



half turn



full turn



Activity 2

Describe Turns

Draw what each shape will look like once it has turned a:



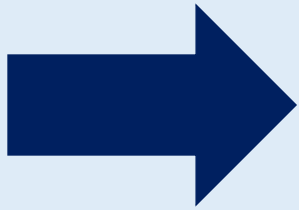
- quarter turn
- half turn
- three-quarter turn
- full turn



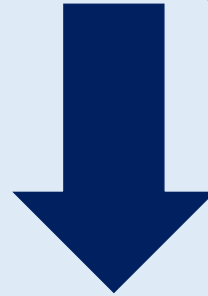
Activity 2

Describe Turns

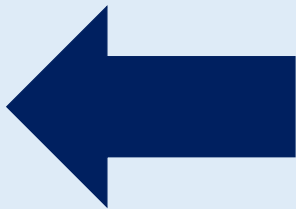
Draw what each shape will look like once it has turned a:



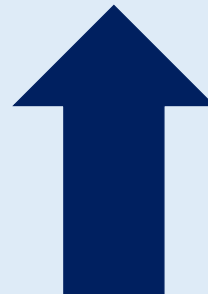
quarter turn



half turn



three-quarter turn



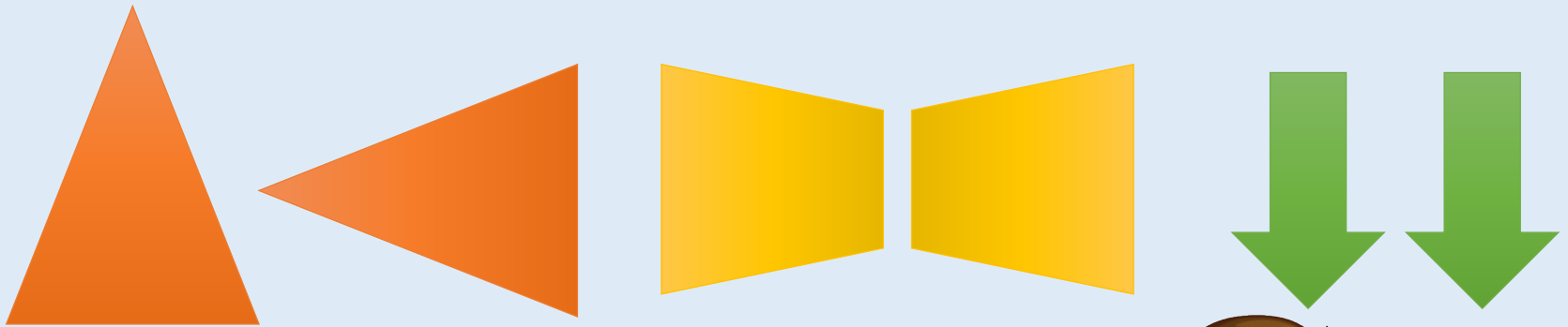
full turn



Activity 3

Describe Turns

Complete the sentence to describe the turns these shapes have made.



The shape has turned a _____ turn.

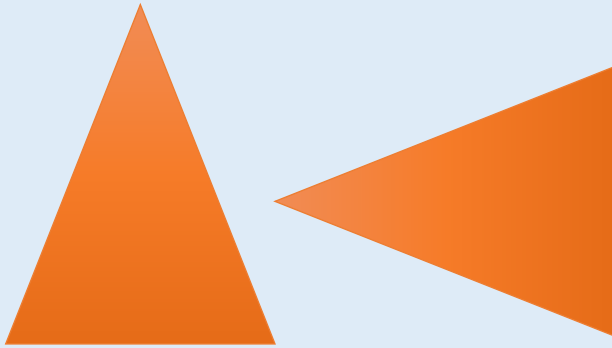


What will the shape/object look like before or after the turn?

Activity 3

Describe Turns

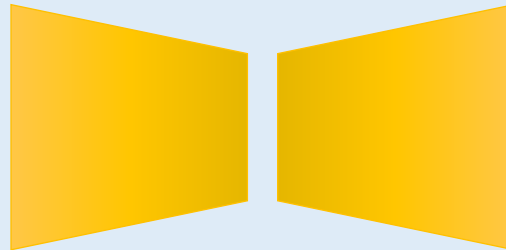
Complete the sentence to describe the turns these shapes have made.



The shape has turned a three-quarter turn.



The shape has turned a full turn.



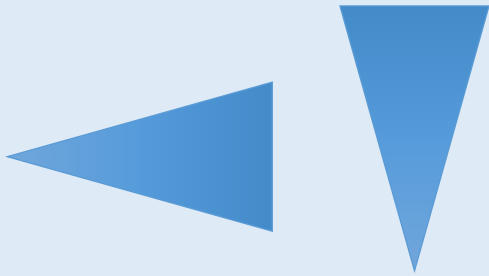
The shape has turned a half turn.



Activity 3

Describe Turns

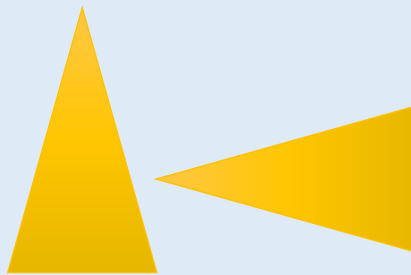
Complete the sentence to describe the turns these shapes have made.



The shape has turned a _____ turn.



The shape has turned a _____ turn.

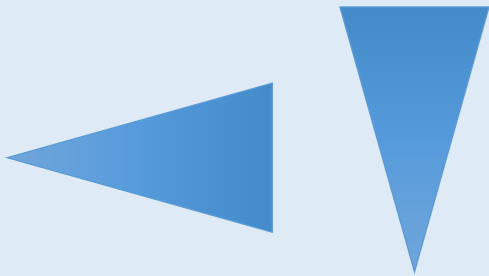


The shape has turned a _____ turn.

Activity 3

Describe Turns

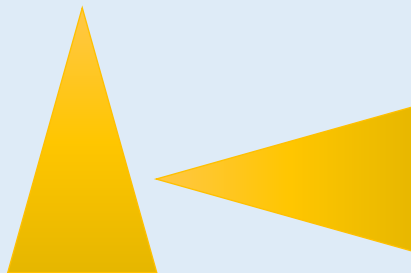
Complete the sentence to describe the turns these shapes have made.



The shape has turned a three-quarter turn.



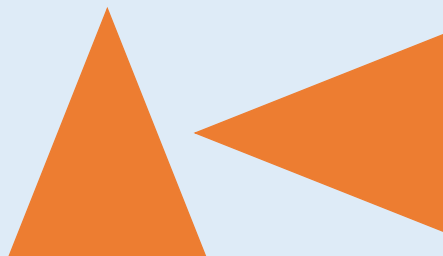
The shape has turned a half turn.



The shape has turned a three-quarter turn.

Are these statements correct?
Is there more than one answer?

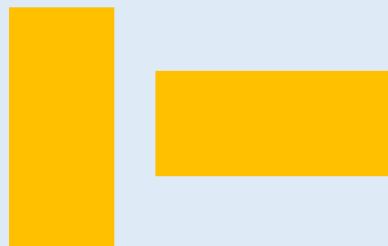
The shape has made a quarter turn.



The shape has made a half turn.



The shape has made a three-quarter turn.



Explain how you know.



Are these statements correct?
Is there more than one answer?

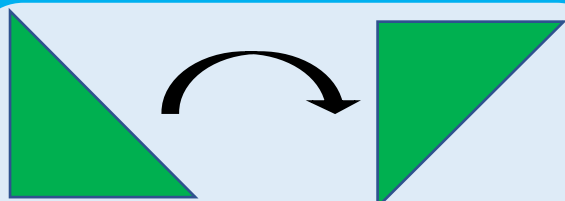
Correct in either direction. It could also be a three-quarter turn in either direction.

Correct in either direction.

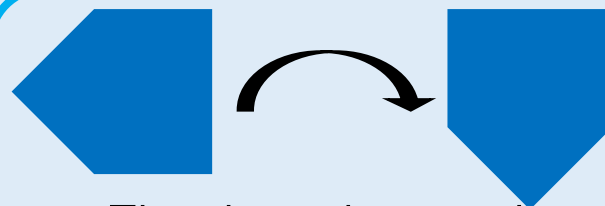
The shape could have made a three-quarter turn clockwise or a quarter turn anti-clockwise.



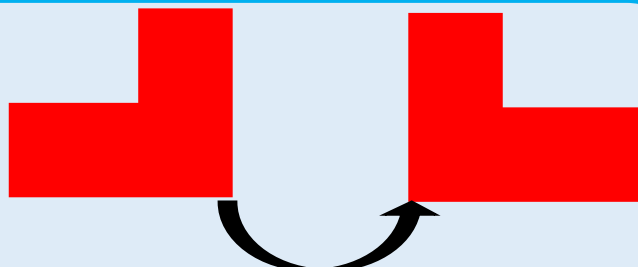
Are these statements correct?
Is there more than one answer?



The shape has made a three quarter turn.



The shape has made a quarter turn.

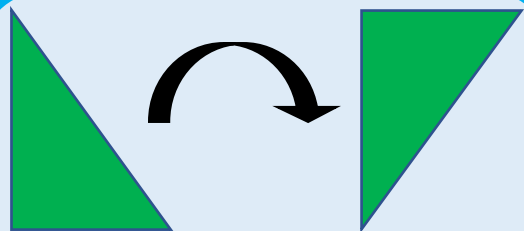


The shape has made half a turn.

Explain how you know.



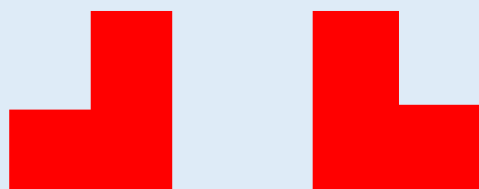
Are these statements correct?
Is there more than one answer?



The shape has made a three quarter turn.

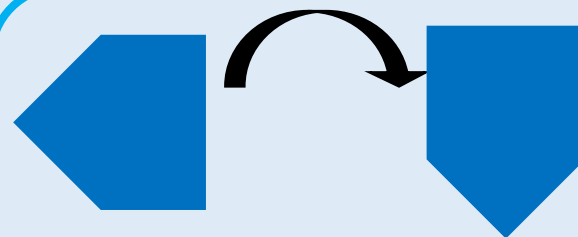
Incorrect.

Following the direction of the arrow the shape has made a quarter turn.



The shape has made half a turn.

Correct.



The shape has made a quarter turn.

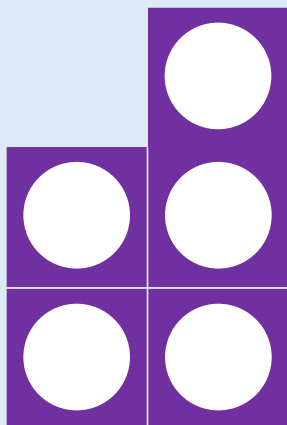
Incorrect.

Following the direction of the arrow the shape has made a three quarter turn.





Zach turns his number shape and it finishes facing this direction.



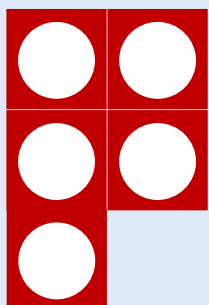
What direction could it have started facing?

What turn could it have made?

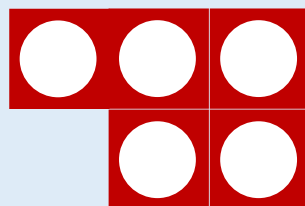




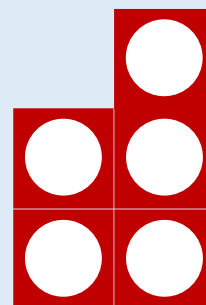
Zach turns his number shape and it finishes facing this direction.



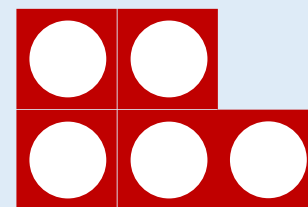
half turn



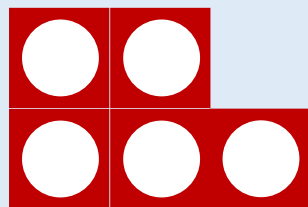
quarter turn



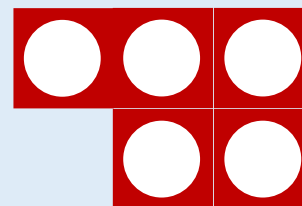
whole turn



quarter turn



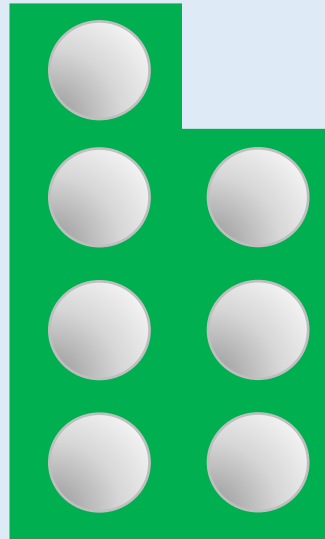
three-quarter turn



three-quarter turn



Esin turns her number shape and it finishes facing this direction.



What direction could it have started facing?

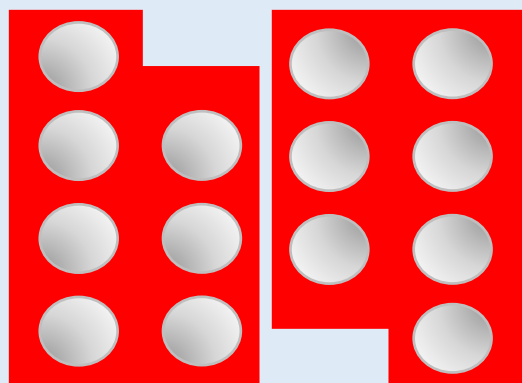
What turn could it have made?

Reasoning - 2

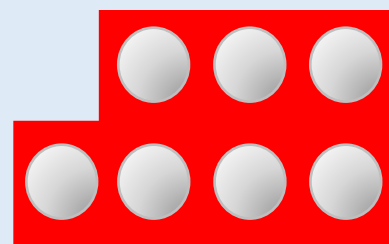
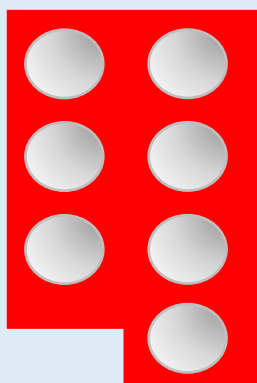
Describe Turns



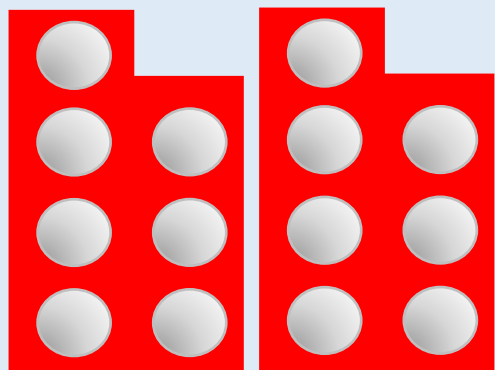
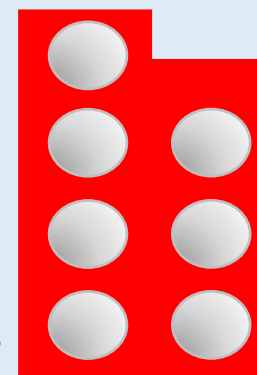
Esin turns her number shape and it finishes facing this direction.



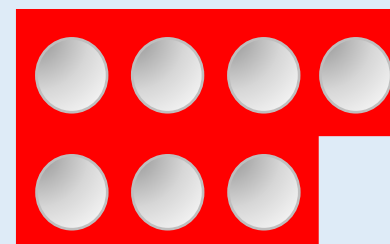
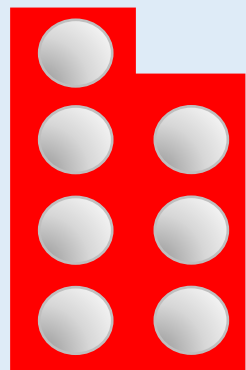
Half a turn



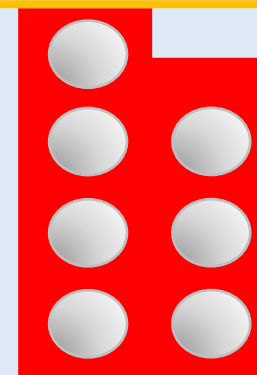
Quarter of a turn



Full turn



Three quarters
of a turn



What is each turn called?

Is there only one direction shapes/objects can move in?

Does it make a difference which way the shape / object / person is turned?

What part of a whole has the shape/object turned?

What will the shape/object look like before or after the turn?

Describe Position (1)

1



Fluency Teaching Slides

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Activity 1

Describe Position (1)

Use cones to mark out a route for a partner.
Describe the route your partner needs to take using the words
'left', 'right', 'forwards' and 'backwards'.

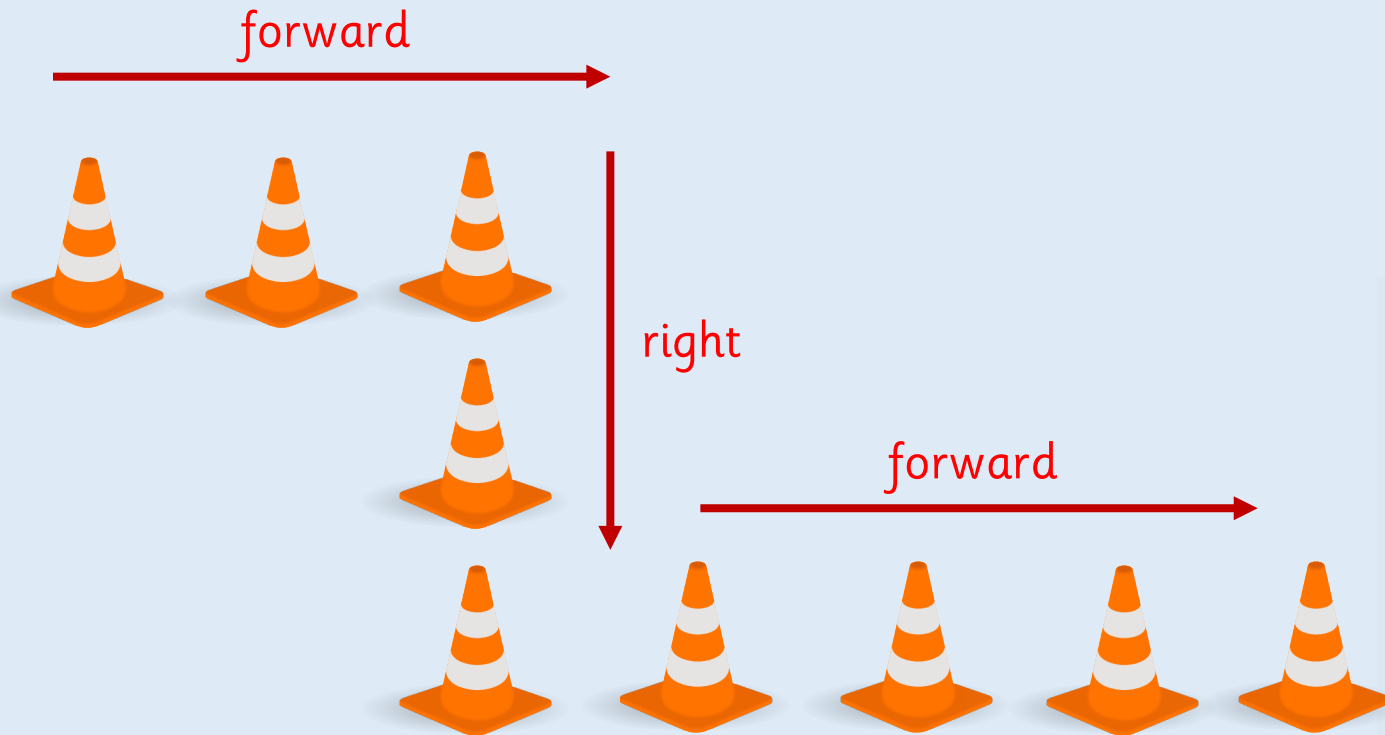


What are the different directions we can move in?

Activity 1

Describe Position (1)

Use cones to mark out a route for a partner. Describe the route your partner needs to take using the words 'left', 'right', 'forwards' and 'backwards'.



Activity 1

Describe Position (1)

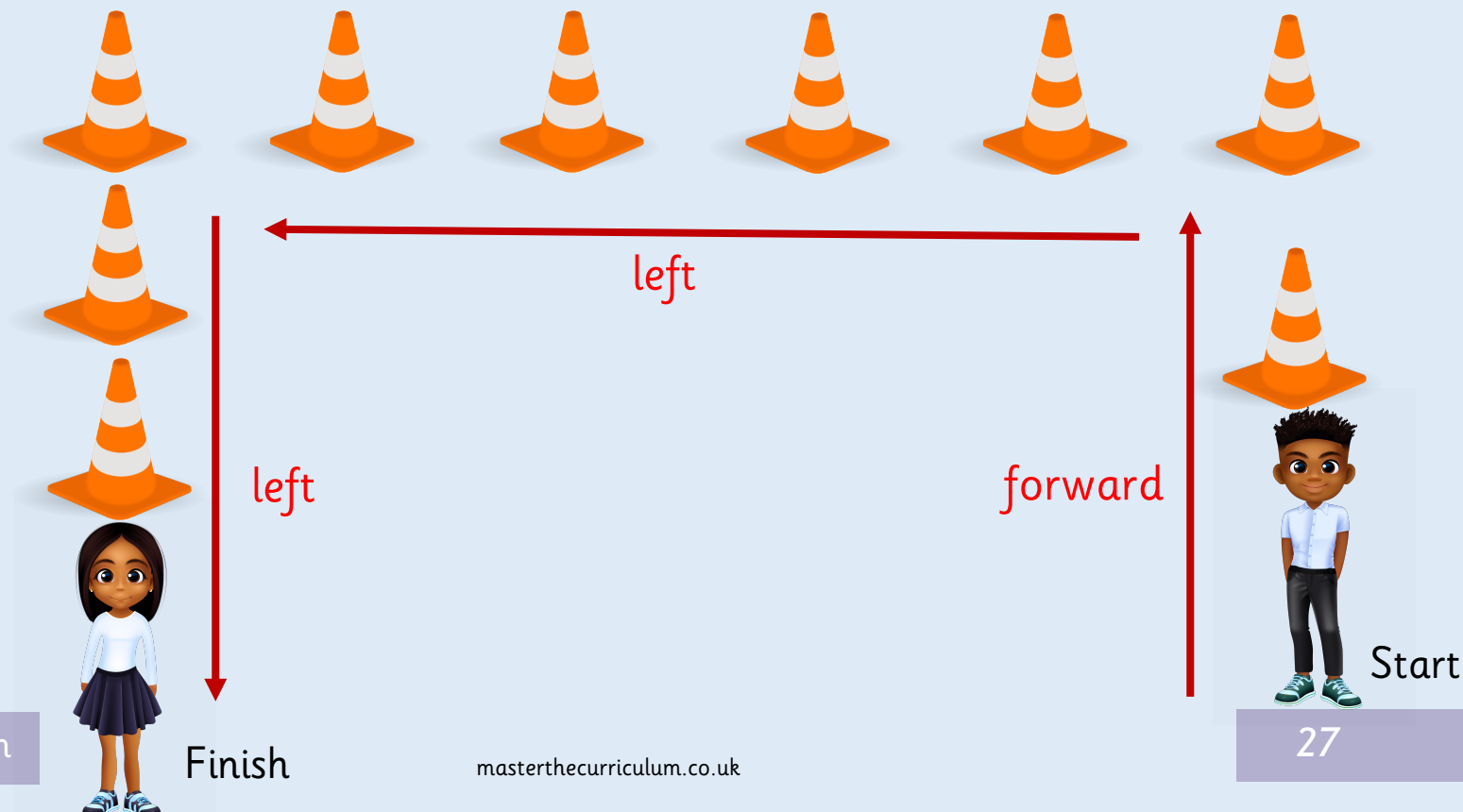
Use cones to mark out a route for a partner.
Describe the route your partner needs to take using the words
'left', 'right', 'forwards' and 'backwards'.



Activity 1

Describe Position (1)

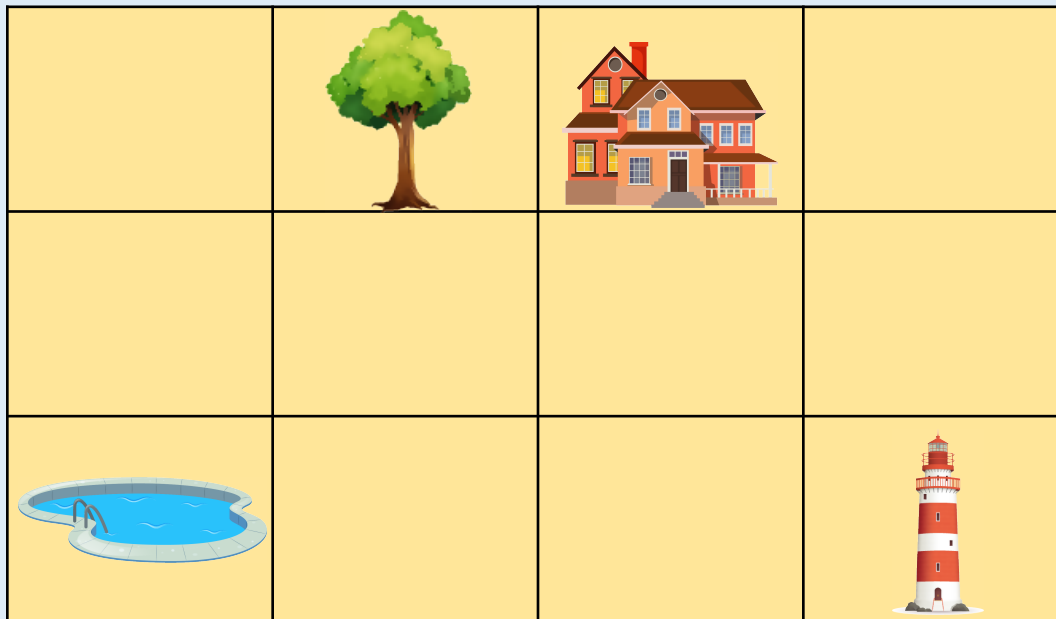
Use cones to mark out a route for a partner. Describe the route your partner needs to take using the words 'left', 'right', 'forwards' and 'backwards'.



Activity 2

Describe Position (1)

Use a grid to move a bot to different places. Use the words 'left', 'right', 'forwards' and 'backwards' to describe the movements.

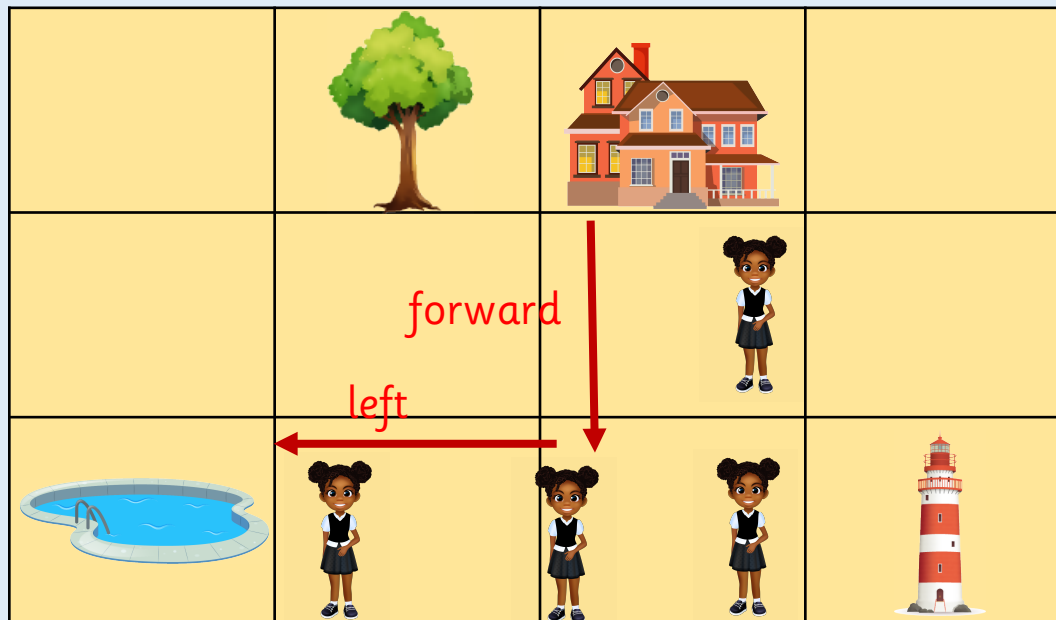


How could you describe the movement?

Activity 2

Describe Position (1)

Use a grid to move a bot to different places. Use the words 'left', 'right', 'forwards' and 'backwards' to describe the movements.



Activity 2

Describe Position (1)

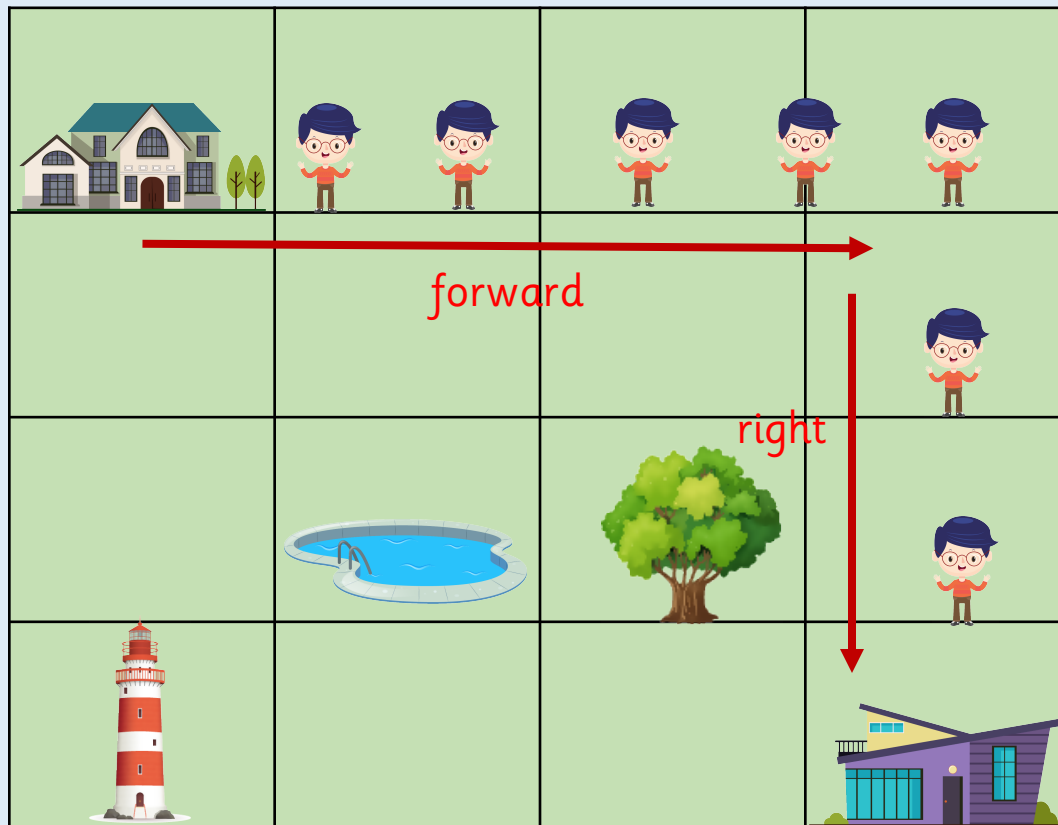
Use a grid to move a bot to different places. Use the words 'left', 'right', 'forwards' and 'backwards' to describe the movements.



Activity 2

Describe Position (1)

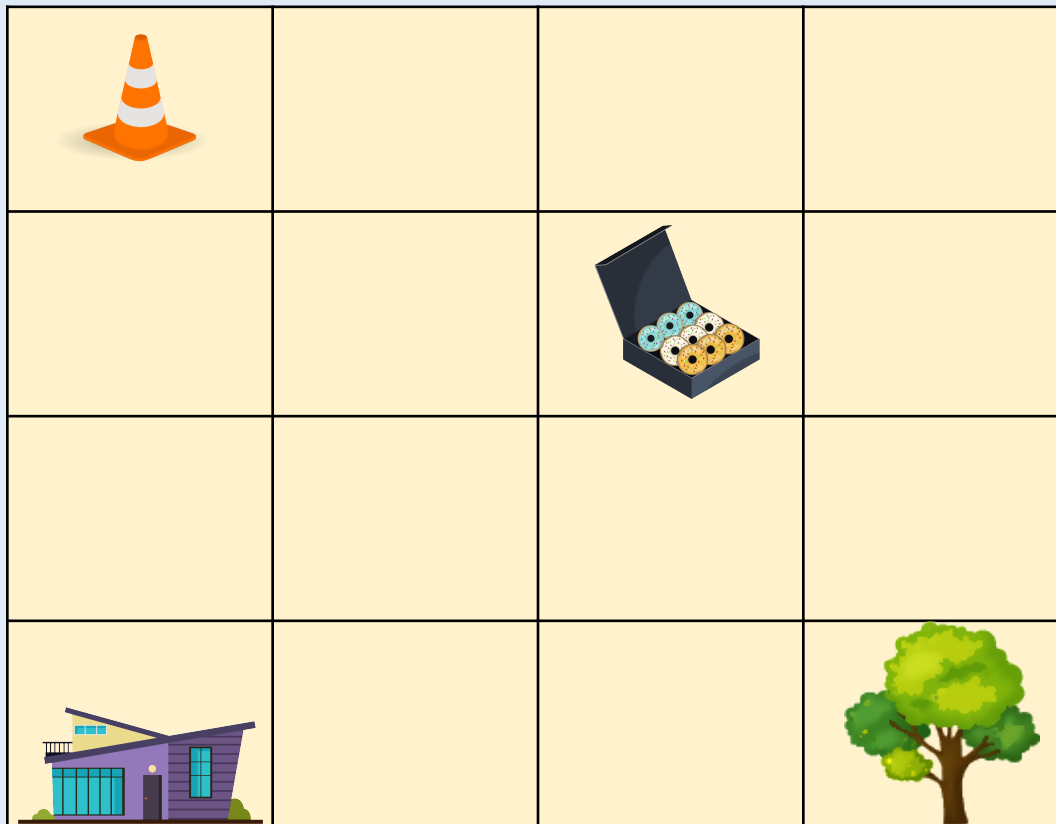
Use a grid to move a bot to different places. Use the words 'left', 'right', 'forwards' and 'backwards' to describe the movements.



Activity 2

Describe Position (1)

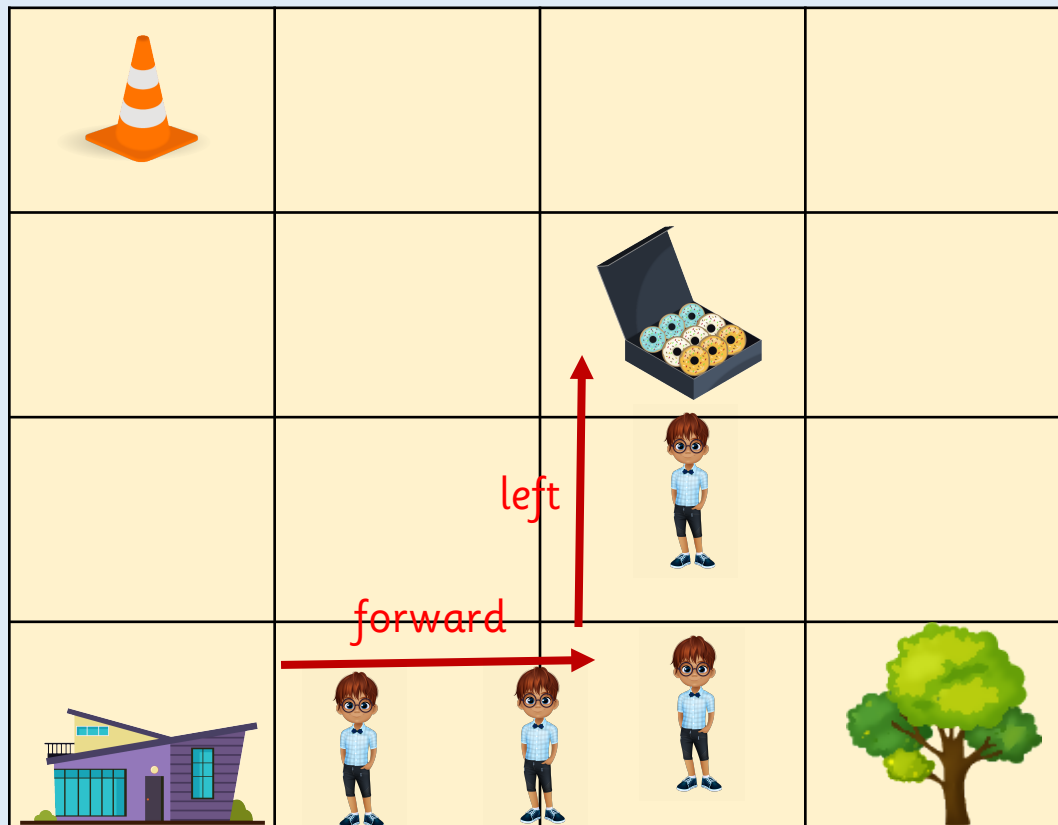
Use a grid to move a bot to different places. Use the words 'left', 'right', 'forwards' and 'backwards' to describe the movements.



Activity 2

Describe Position (1)

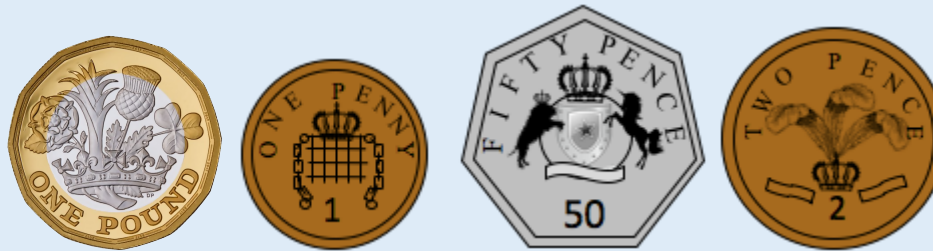
Use a grid to move a bot to different places. Use the words 'left', 'right', 'forwards' and 'backwards' to describe the movements.



Activity 3

Describe Position (1)

Complete the sentences using 'left' and 'right' to describe the position of the coins.



The £1 coin is to the _____ of the 1p coin.

The 50p coin is to the _____ of the 1p coin.

The 2p coin is to the _____ of the 50p coin.

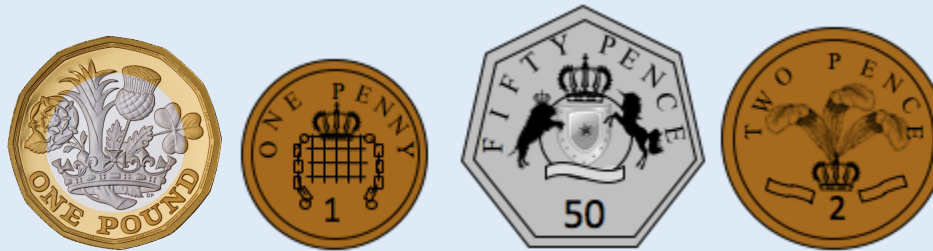


How would I get from the to the?

Activity 3

Describe Position (1)

Complete the sentences using 'left' and 'right' to describe the position of the coins.



The £1 coin is to the left of the 1p coin.

The 50p coin is to the right of the 1p coin.

The 2p coin is to the left of the 50p coin.



Activity 3

Describe Position (1)

Complete the sentences using 'left' and 'right' to describe the position of the coins.



The £1 coin is to the _____ of the 50p coin.

The 1p coin is to the _____ of the 2p coin.

The 2p coin is to the _____ of the £1 coin.



Activity 3

Describe Position (1)

Complete the sentences using 'left' and 'right' to describe the position of the coins.



The £1 coin is to the right of the 50p coin.

The 1p coin is to the right of the 2p coin.

The 2p coin is to the right of the £1 coin.



Activity 3

Describe Position (1)

Complete the sentences using 'left' and 'right' to describe the position of the heroes.



Spiderman is to the _____ of Spider girl.
Bat girl is to the _____ of Spider girl.
Superman is to the _____ of Spiderman.



Activity 3

Describe Position (1)

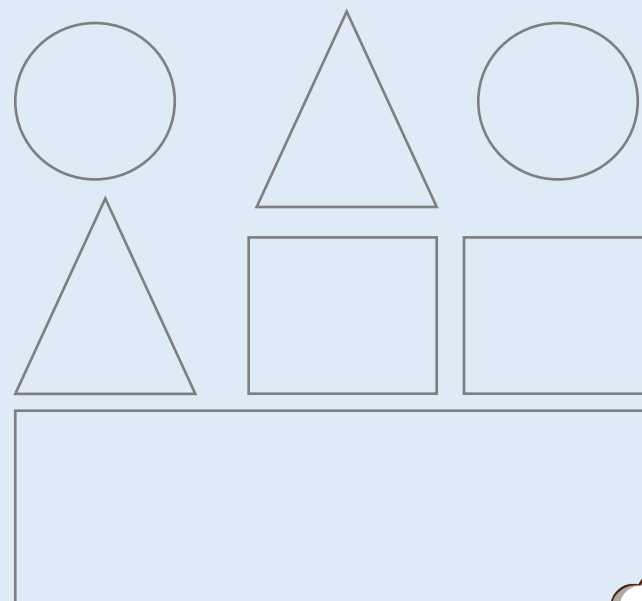
Complete the sentences using 'left' and 'right' to describe the position of the heroes.



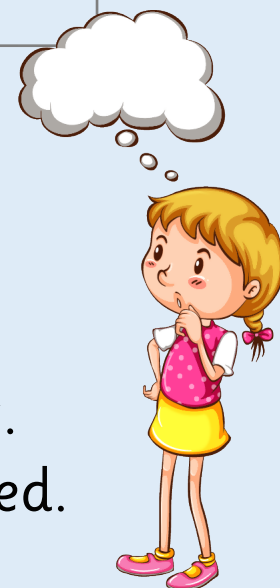
Spiderman is to the right of Spider girl.
Bat girl is to the left of Spider girl.
Superman is to the right of Spiderman.



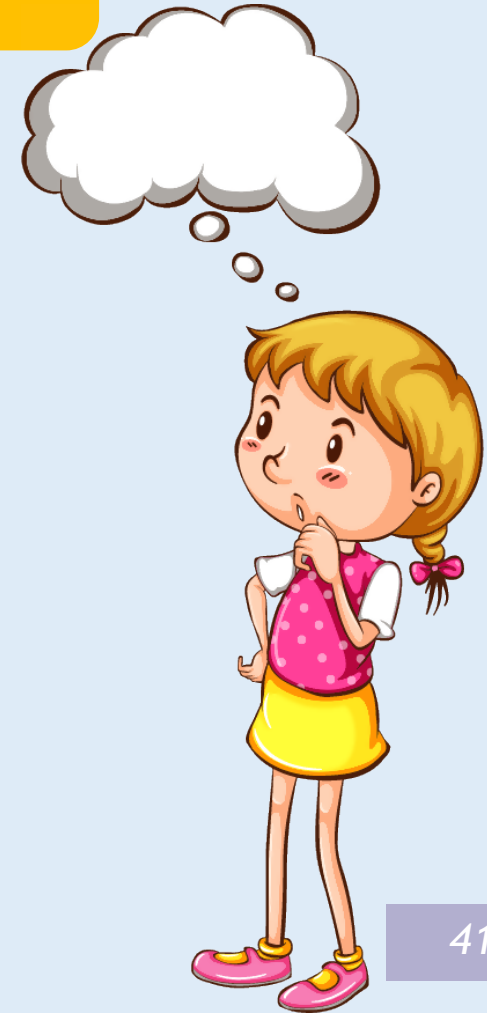
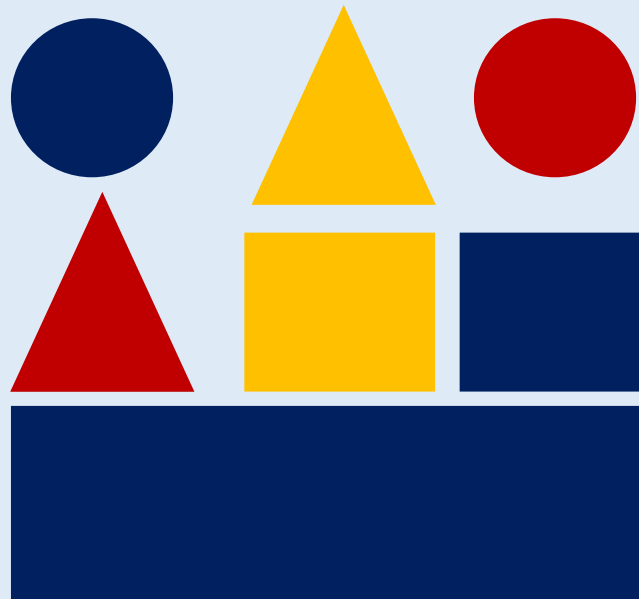
Use the clues to colour the shapes.



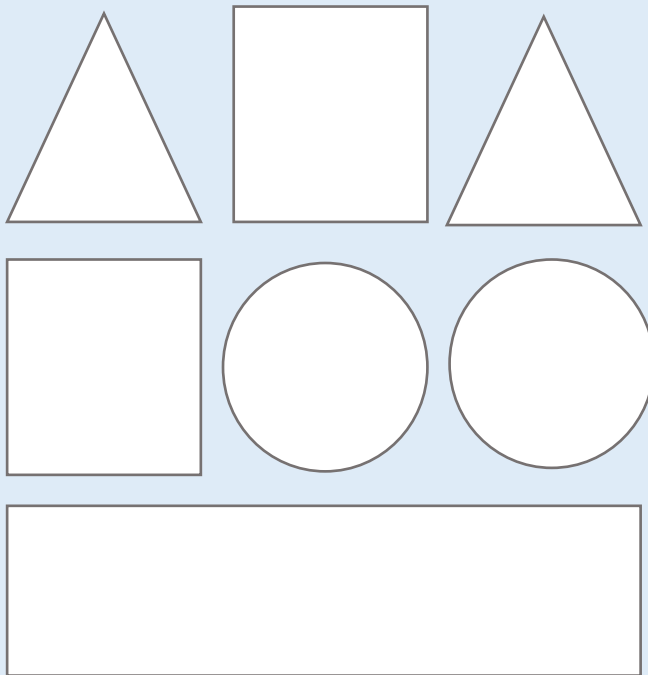
- The square in the middle is yellow.
- The square on the right is blue.
- The shape up from the right square is red.
- The shape down from the squares is blue.
- The triangle to the left of the red circle is yellow.
- The three-sided shape up from the rectangle is red.
- The circle on the left is blue.



Use the clues to colour the shapes.



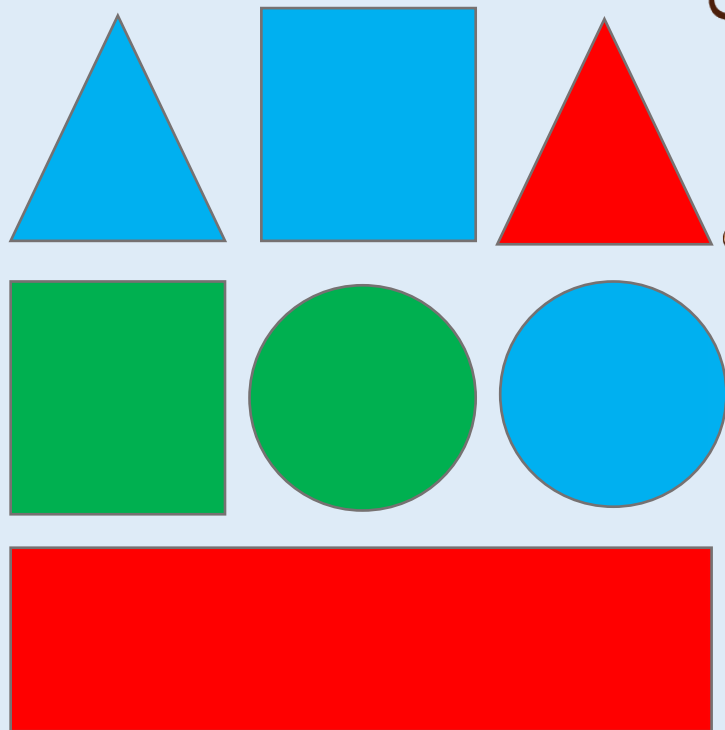
Use the clues to colour the shapes.



- The middle circle is green.
- The shape up from the right circle is red.
- The shape down from the right triangle is blue.
- The shape down from the circles is red.
- The square to the left of the red triangle is blue.
- The shape up from the rectangle is green.
- The remaining shape is blue.



Use the clues to colour the shapes.



Reasoning - 2

Describe Position (1)

Malachi



The white doughnuts are
on the left.

The white doughnuts are
on the right.



Tia



Who is correct?
Explain how you know.

Malachi



The white doughnuts are
on the left.

The white doughnuts are
on the right.



Tia

Both children could be correct because they have not stated what the white doughnuts are left or right in relation to.

The white doughnuts are on the left of the yellow doughnuts and the white doughnuts are on the right of the blue doughnuts.

Reasoning - 2

Describe Position (1)



The blue ice creams are on the left.



The blue ice creams are on the right.



Who is correct?
Explain how you know.



Zach

The blue ice creams are
on the left.

The blue ice creams are
on the right.



Leanna

Both children could be correct because they have not stated what the blue ice creams are left/right in relation to. The blue ice creams are on the left of the pink ice creams and the blues ice creams are on the right of the green ice creams.

What are the different directions we can move in?

How would I get to the?

How could you describe the movement?

How could we record the movement?

How would I get from the to the?

Describe Position (2)

1



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Activity 1

Describe Position (2)

Think about where you are sitting in the classroom. What can you see around you? Complete the table.

In front of me	Behind me	To the left of me	To the right of me



?

Where is the _____ in relation to you?

Activity 1

Describe Position (2)

Think about where you are sitting in the classroom. What can you see around you? Complete the table.



In front of me	Behind me	To the left of me	To the right of me
A girl with yellow hair	Boy with red hair	Girl with red hair	Girl with black hair

Activity 1

Describe Position (2)

Think about where you are sitting in the classroom. What can you see around you? Complete the table.



In front of me	Behind me	To the left of me	To the right of me

Activity 1

Describe Position (2)

Think about where you are sitting in the classroom. What can you see around you? Complete the table.



In front of me	Behind me	To the left of me	To the right of me
No one	Girl with black hair	Girl with yellow hair	No one

Activity 2

Describe Position (2)

Use objects in your classroom or outside area to complete the sentences. Use the words: 'top', 'middle', 'bottom', 'above' and 'below' to describe the position.

The _____ is above _____. The
_____ is below _____. In between
_____ and _____ is _____.
Above _____ is _____ and
_____. There is nothing between
_____ and _____.



Activity 2

Describe Position (2)

Use objects in your classroom or outside area to complete the sentences. Use the words: 'top', 'middle', 'bottom', 'above' and 'below' to describe the position.

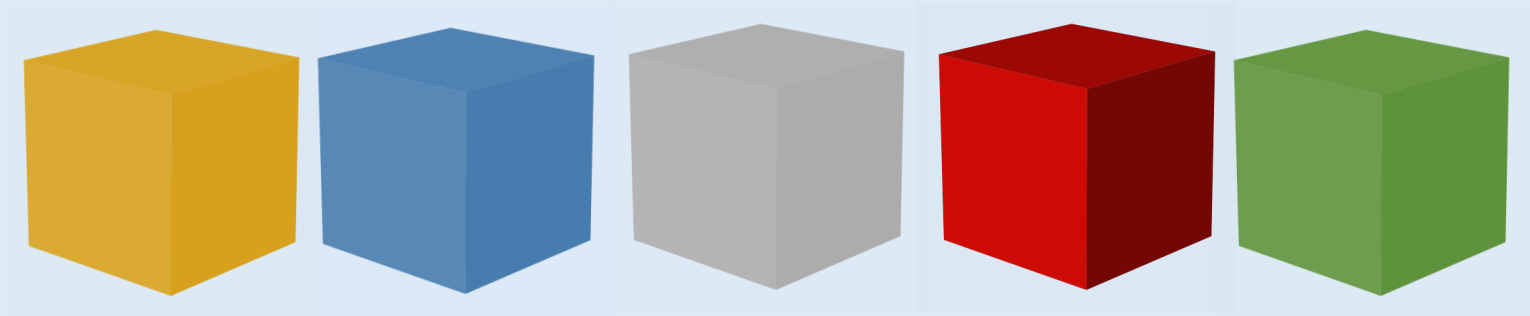
The telescope is above cabinet. The owl toy is below the first box in the cabinet. In between basketball and cubes is dinosaur. Above cabinet is cubes and telescope. There is nothing between car and teddy bear.



Activity 3

Describe Position (2)

Use 5 cubes to build a tower.



- Start with a yellow cube.
- Place a blue cube on top of the yellow cube.
- Place a gray cube below the yellow cube.
- Place a red cube on the top of the tower.
- Place the green cube in between the yellow and white cube.

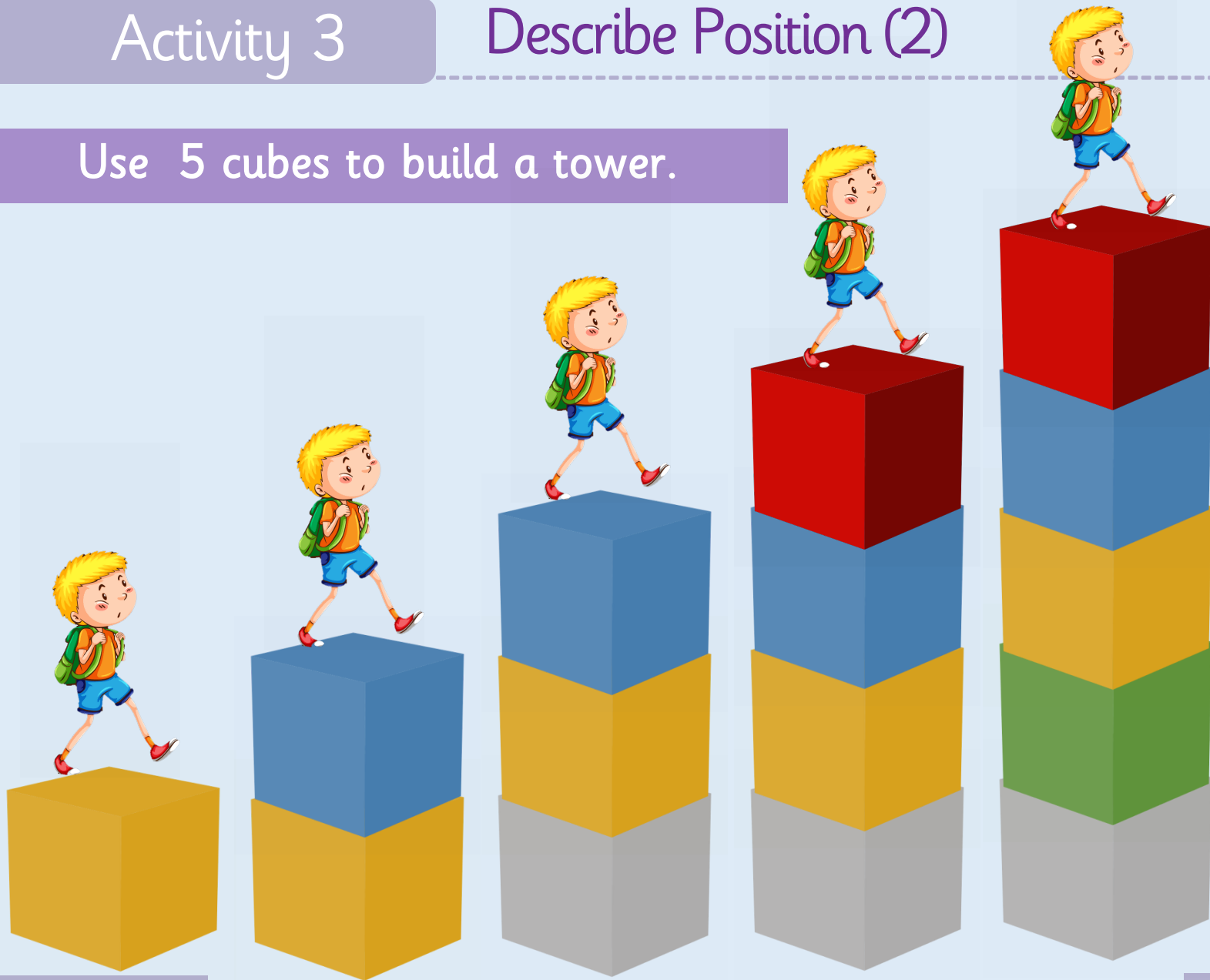


Can you create your own instructions to build a tower?

Activity 3

Describe Position (2)

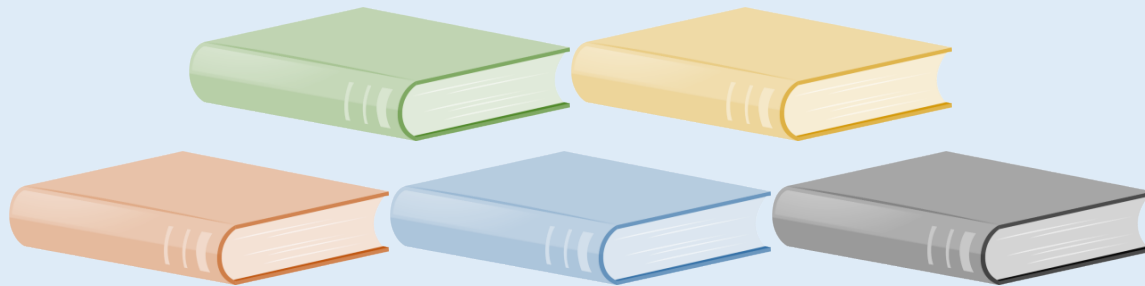
Use 5 cubes to build a tower.



Activity 3

Describe Position (2)

Use 5 books to build a tower.



- Start with a green book.
- Place a yellow book on top of the green book.
- Place a red book below the green book.
- Place a blue book on the top of the tower.
- Place the gray book in between the blue and yellow book.

Activity 3

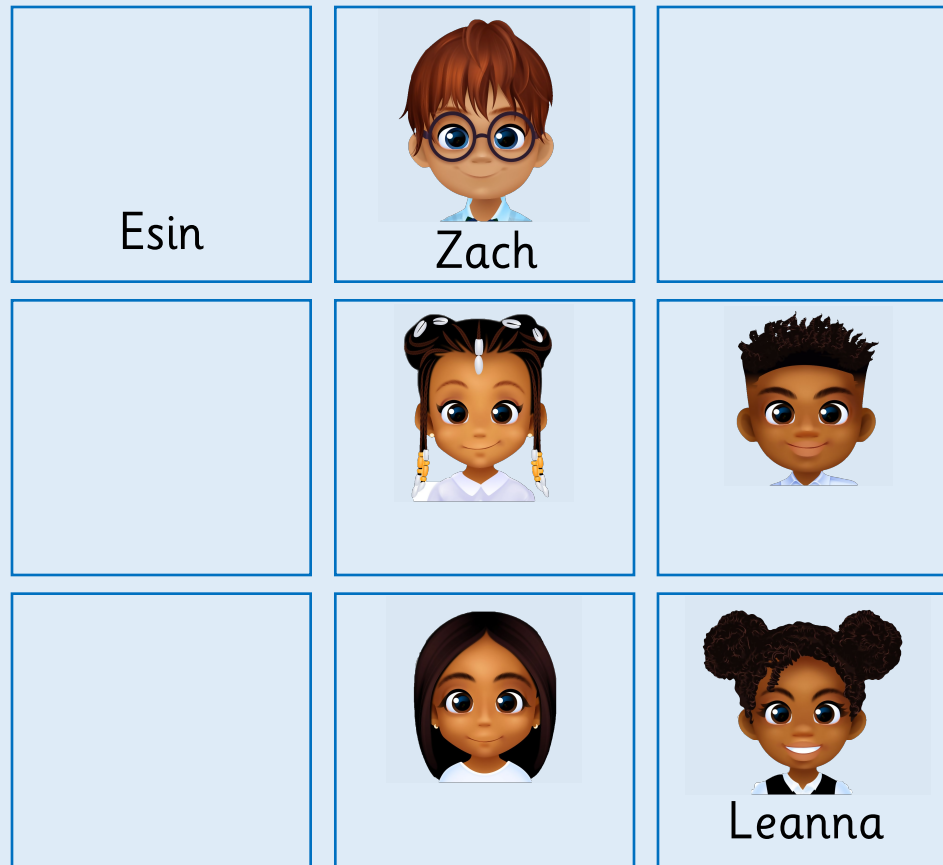
Describe Position (2)

Use 5 books to build a tower.



Reasoning - 1

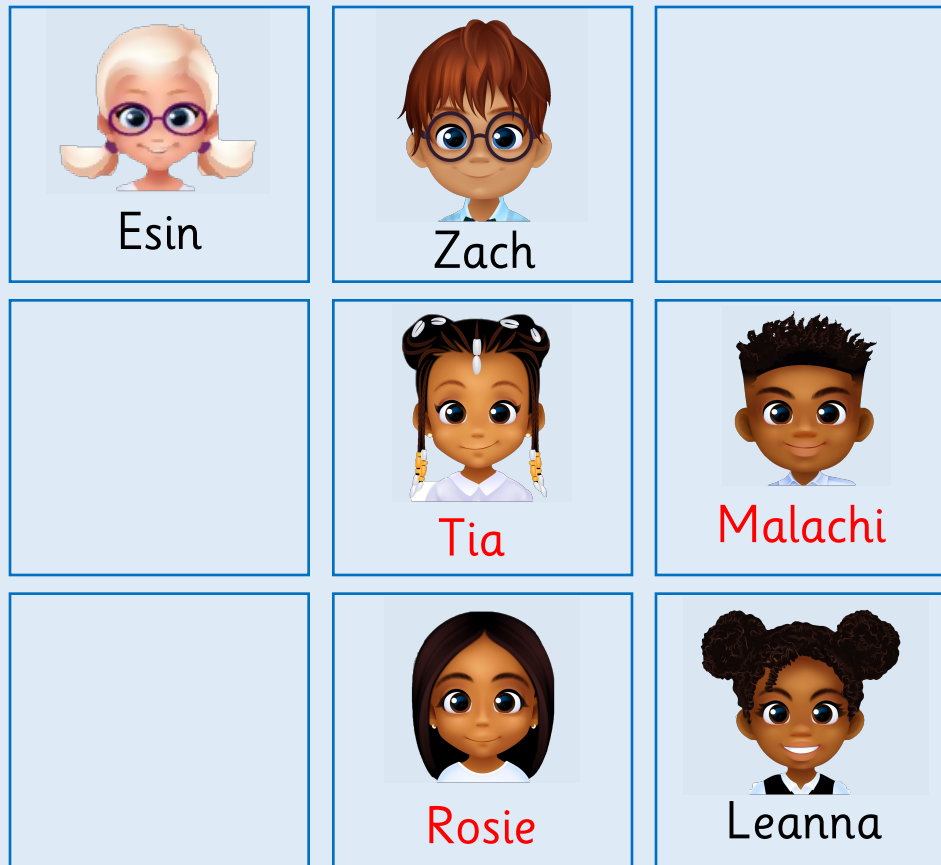
Describe Position (2)



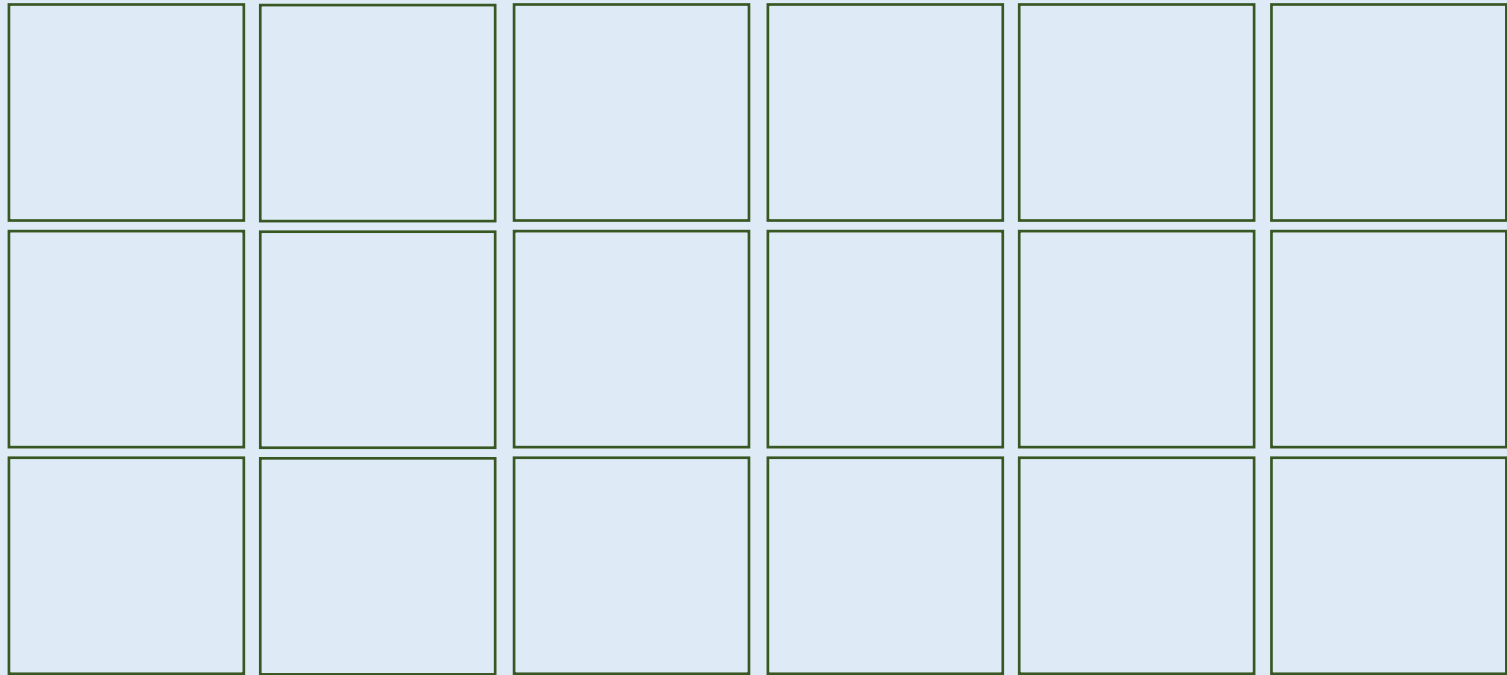
Zach is directly above Tia. Rosie is directly below Tia. _____ is to the right of Rosie. There is no-one above Malachi. What are the missing names? Add people to complete the grid and describe where they are.

Reasoning - 1

Describe Position (2)









Zach is directly above Tia. Rosie is directly below Tia. Leanna is to the right of Rosie. There is no-one above Malachi. What are the missing names? Add people to complete the grid and describe where they are.



Zach sits in the top left hand corner. Malachi sits two seats to the left of Zach. Scott sits in front of Malachi. Rosie sits to the left of Scott. Leanna sits in the bottom right hand corner. Esin sits to the right hand side of Leanna. Two seats behind Esin sits Kim. In the bottom left hand corner Tia is sitting.

Reasoning - 1

Describe Position (2)

 Zach	 Malachi		Kim		
	Scott	 Rosie			
 Tia				 Esin	 Leanna

Zach sits in the top left hand corner. Malachi sits two seats to the left of Zach. Scott sits in front of Malachi. Rosie sits to the left of Scott. Leanna sits in the bottom right hand corner. Esin sits to the right hand side of Leanna. Two seats behind Esin sits Kim. In the bottom left hand corner Tia is sitting.

Reasoning - 2

Describe Position (2)

How many different ways can you describe the position of the 2p coin?



Reasoning - 2

Describe Position (2)

How many different ways can you describe the position of the 2p coin?



Possible answers may include:

The 1 pound coin is:

Below 5p coin

Above 10p coin

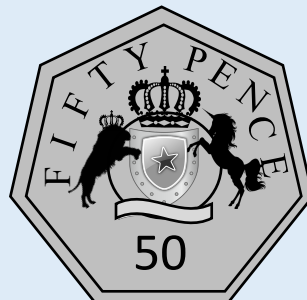
In between 50p and 2p

To the right of 2p coin

Reasoning - 2

Describe Position (2)

How many different ways can you describe the position of the 20p coin?



How many different ways can you describe the position of the 20p coin?



The 20p coin is:

- Below the 5p
- Underneath the 5p
- Under the 5p
- Above the 50p
- On top of the 50p
- Between the 2p and 10p
- To the left of the 10p
- To the right of the 2p
- Next to the 2p
- Next to the 10p



Where is the _____ in relation to you?

What is _____ of you?

What is _____ of this object?

How can we describe the position of _____?

Can you create your own instructions to build a tower?