Year 2 Maths Planning : Position and Direction Week 2

Dates: 2 weeks 1: 08.03.21
2: 15.03.21

Prior learning:

Position and Direction Y1:

- Describing turns
- Describing position (forwards, backwards, left and right)
- Describing position (top, in between, bottom, above, below)
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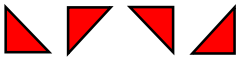
Vocabulary quarter turn, half turn, three-quarter turn, whole turn clockwise, anticlockwise forwards, backwards left , right up, down turn middle position pattern above, below top, bottom between

Unit Objectives: Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)

Representations : concrete pictorial and physical movement representations

Elicitation:

	Small step/LO	Rehearsal/revision of facts	Teaching activity	Activities/ tasks	Opps for assessment
1			**PUMA ASSESSMENT TEST**		
2	**Describe movement and turns using mathematical vocabulary**	Ask children to stand up and perform various instructions	Work through Ppt to slide 9 recapping concepts from last week. Model task on WB – stress importance of direction facing at the start. Children give the instructions from start point ● to finish **X** point clockwise and anticlockwise.	On grids work out and then record the instructions to get from ● to **X** L ab: work with TA. use squared cards, counters and WB pens if needed to	Ask children to come to front facing IWB and to carry out instrucs on card. Rest of class write movements on WB.
3	**Investigate and explain different routes using mathematical vocabulary**	Class discussion Ppt slides 10-14 Can we find the shortest route? Compare poss routes given which is shortest?	https://vimeo.com/430109634 At first pause : Show PPT slide 15 – maze can you direct me? Maze sheet and little figures- partner work. Can you give directions to get the figure out of the maze? Use forwards, back, left, right, clockwise, anticlockwise and turn vocab in your explanations to your partner. Continue video – making a mark to show starting point from turns made.	Movement and turns – sheets giving directions from a starting point to finish.	Observe paired maze task and verbal directions given
4	**Recognise and describe rotation of shapes**	Recap: Rotating shapes task last week – importance of marking /knowing where the shape started https://apps.mathlearningcenter.org/pattern-shapes/ Show a shape being rotated in various ways. Ask children to describe the rotation using clockwise/ anticlockwise and amount for turn.	Ppt 16-21 - work through slides *What is happening in the pattern?* *What will come next / before? How do you know?* *What method did you use to work out the missing shape?* *Is there another way the pattern can be described?*	Patterns with shapes task – fill in missing shapes in sequences and describe rotations taking place	https://apps.mathlearningcenter.org/pattern-shapes/ Create patterns on the board. For example:  What comes next? show on Wboards

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5	**Identify 'rule' for shape pattern** **Describe rotation pattern in sequence of shapes**	Children draw a pattern based on step-by-step instructions, e.g. *1) Draw a triangle.* *2) Rotate it a quarter turn clockwise, etc.* Show completed pattern Repeat with other shapes/ instructions.	Work through Ppt 22-28 What will come next in the pattern? Explain…How do you know? Share reasoning about the true false statements justifying their ideas	Build repeating shape patterns using shapes and grids. What is happening to the shape each time? **L Ab** – 2 D shapes **M Ab** -3D shapes Take photos of patterns and 'rule' for turns on IWB Or Cut and stick patterns (glue delivery dependent!!)	Extension task for some (Go through and discuss in plenary) Challenge cards – Week 3 *Assessment task next Monday?*