

Learning objectives linked to national curriculum.

- To use mathematical vocabulary to describe position, direction, and movement.
- To use language including left and right, top, middle and bottom, on top of, in front of, above and between, quarter turn, half turn.
- To use language including around, near, close and far, up and down, forwards and backwards, inside and outside.

Session 1: Monday 1st February

Learning Objective – To introduce the language of position, focusing on left and right.

Watch this video for a fun introduction to position and direction:

<https://www.bbc.co.uk/teach/supermovers/ks1-maths-position-&-direction/zhh9scw>

(This video mentions quarter turn and half turn, but we will not be learning these yet)

Discuss the key words **left** and **right**, using these questions:

Which hand do you use to write with?

Which hand do you hold scissors in?

Which foot would you kick a ball with?

Which trick could we use to remember left and right? (looking at our hands, the left side makes an L shape).



Activity:

Ask your child to take a piece of paper and a pencil. Can they follow instructions using positional language? Ask them to do the following:

1. Draw a house in the middle of the paper.
2. Draw a circle to the right of the house.
3. Draw a tree to the left of the house.
4. Draw a cat to the left of the tree.
5. Draw a flower to the right of the circle.



Session 2: Tuesday 2nd February

Learning Objective – To expand our knowledge of positional language to include on, next to, in front of, behind and under.

Watch this video from Oak Academy explaining direction and position.

<https://classroom.thenational.academy/lessons/describing-the-position-of-an-object-68v36r?step=2&activity=video>

Activity:

Follow and **complete** one of the activity sheets shown at the end of the video. (Choose one of them, but if you would like to do a challenge, do both).

Sheets do not need to be printed, instead they can be discussed with an adult.

We have added the activity sheets onto the website in case you wanted to print them off and complete them.

Session 3: Wednesday 3rd February

Learning Objective – To use positional language to give directions.

Watch this video from Oak Academy:

<https://classroom.thenational.academy/lessons/giving-directions-from-point-a-to-point-b-cmt34r?step=2&activity=video>

Activity:

Follow and **complete** the activity at the end of the video.

The sheet does not need to be printed, instead the answers can be discussed with an adult, or written on a piece of paper.

We have added the activity sheet onto the website in case you wanted to print it off and complete it.

Session 4: Thursday 4th February

Learning Objective – To increase fluency and use of positional language to solve problems.

Activity:

Follow and **complete** the worksheet describing the position of shapes.

- **Read** each clue and **colour** each shape by following the directions.

Once finished, can you **say** the names of each shape, and how about the properties of that shape?

E.g. This is a cuboid. It has 6 faces (2 square faces, and 4 rectangle faces). It has 8 vertices and 12 edges.

This is a pyramid. It has 5 faces. It has 5 vertices and 8 edges.

The sheet does not need to be printed, instead the answers can be discussed with an adult, or drawn out on a piece of paper.

We have added the activity sheet onto the website in case you wanted to print it off and complete it.

Session 5: Friday 5th February

Learning Objective – To use positional language to describe our surroundings.

Activity:

Choose a room in your house, or a space in your garden or in front of your house.

Choose an interesting place to stand on and keep your feet still.

Look carefully around you, can you **describe** what you can see **in front of you, behind you, to your left and to your right?**

Repeat this in different places and rooms around your home. You could even continue this activity if you go for a walk. Do you see different objects each time?

Children can complete the optional worksheet for this activity. The sheet does not need to be printed, instead the answers can be discussed with an adult, or drawn out on a piece of paper.

We have added the activity sheet onto the website in case you wanted to print it off and complete it.