

## Year 1 Maths Pack—Turns

# Describe Turns

## Notes and Guidance

Children use the language ‘full’, ‘half’, ‘quarter’ and ‘three-quarter’ to describe turns made by shapes/objects.

Children should practically turn objects, shapes and themselves in different directions but do not need to describe the direction of the turns. Children should investigate whether they can finish facing the same direction if they complete different turns.

## Mathematical Talk

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?

## Lesson 1 Tuesday 21st April:

Give the children instructions to follow using the language 'quarter turn', 'half turn', 'three quarter turn' and 'full turn'. Then allow them to give you instructions.

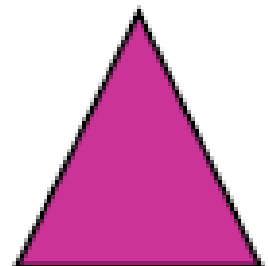
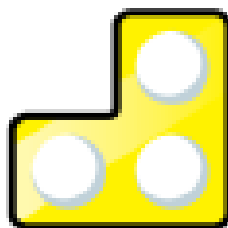
### Activity 1:

Hide an object in the house and guide each other to find it using the language which will make it into a fun game.

### Extension:

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

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

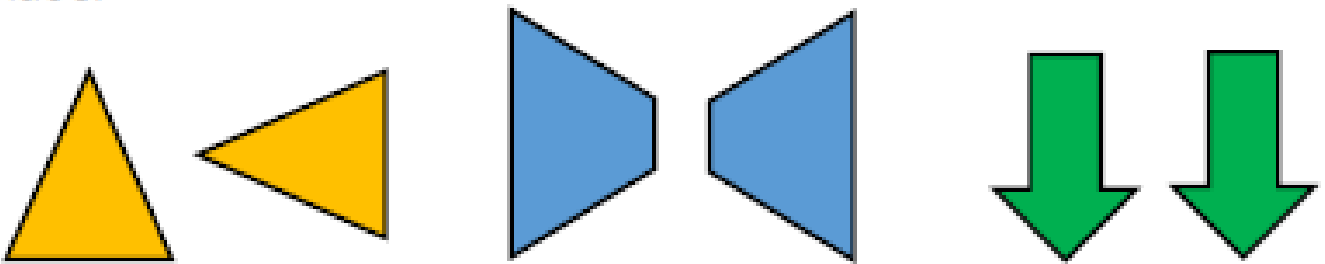


## Lesson 2 Wednesday 22nd April:

Recap on the language 'quarter turn', 'half turn', 'three quarter turn' and 'full turn'. Demonstrate each turn and allow your child to demonstrate the turns.

### Activity 1:

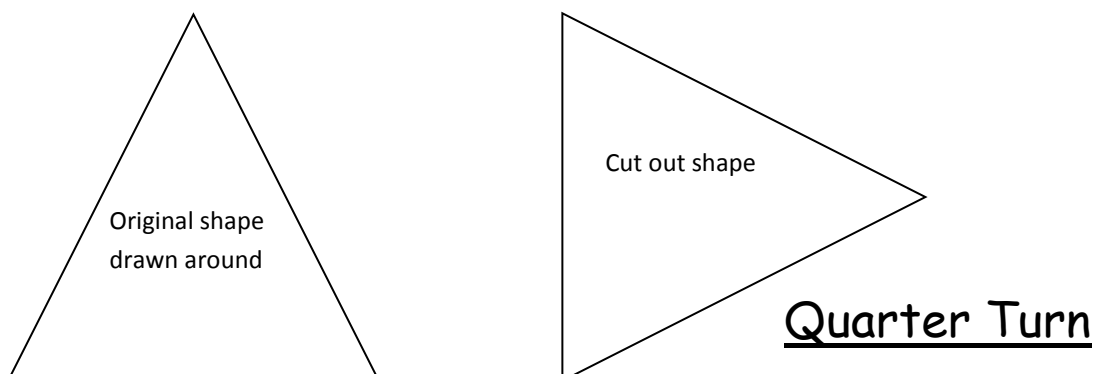
Complete the sentence to describe the turns these shapes have made.



The shape has turned a \_\_\_\_\_ turn.

### Activity 2:

Draw different shapes on a piece of paper, cut them out and then draw around the shape onto another piece of paper. When you have done that show one of the turns, stick the shape down and write the amount the shape has turned next to it. Example below:



## Lesson 3 Thursday 23rd April:

Recap on the language 'quarter turn', 'half turn', 'three quarter turn' and 'full turn'. Demonstrate each turn and allow your child to demonstrate the turns.

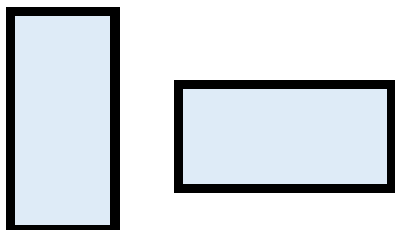
### Reasoning Questions:

Are these statements correct?

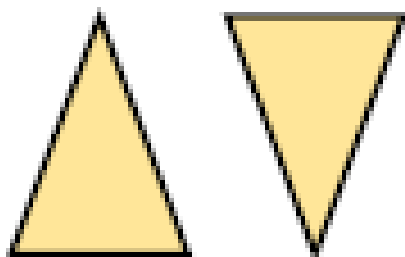
Is there more than one answer?

Explain how you know.

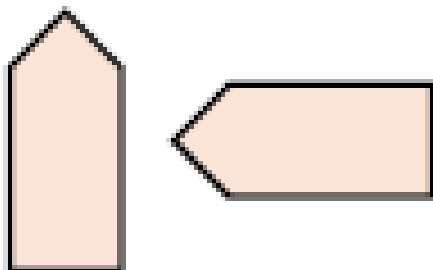
The shape has made a quarter turn.



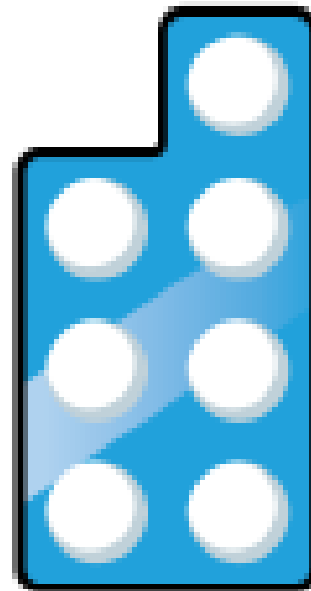
The shape has made a half turn.



The shape has made a three-quarter turn.



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



What direction could it have started facing?

What turn could it have made?

## Lesson 4 Friday 24th April:

Today is a chance to recap on anything the children didn't understand or any of the activities you haven't had the chance to do.

Therefore we should all be at the same place ready to start next week. If you have managed to keep up with each lesson then this is a chance for the children to practise:

- Counting in 1s, 2s, 3s, 5s and 10s up to 100
- Counting back in 1s from 100
- Number formation
- Activities from the maths booklet.