

Year 2 Maths

Pack—Position

and Direction

Please Note: Extensions and ideas in the 'notes and guidance' and 'mathematical talk' areas are optional not essential.

New guidance when each part of the learning changes is included to assist parents with each lesson.

Guidance and Ideas For Parents:

Describing Movement

Notes and Guidance

Children use language 'forwards', 'backwards', 'up', 'down', 'left' and 'right' to describe movement in a straight line.

Children will practically follow and give directions with a partner before writing directions for routes and recording routes on 2-D grids. Teachers need to discuss the direction objects are facing, in order to correctly complete left and right movements.

Mathematical Talk

How far have you/has your partner moved?

In what direction have you/has your partner moved?

What direction are we facing in at the start? Why is this important?

Can you describe the movements made by ____?

How could we record these movements?

Lesson 1 Monday 27th April:

Activity 1:

Work with a brother/sister/parent/grandparent and give each other directions. Tell your partner where they need to go to using the language 'left', 'right', 'forwards' and 'backwards'. You could do this by hiding something in the house or garden and giving each other instructions where to find the 'treasure'.

Activity 2:

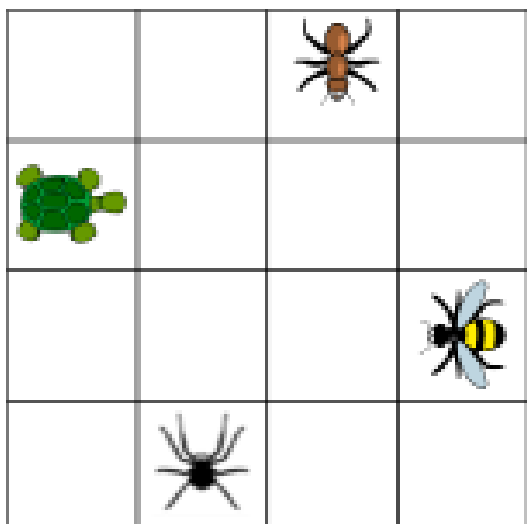
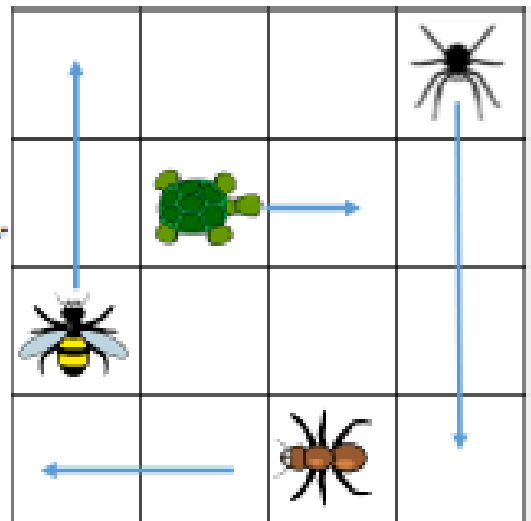
Complete the stem sentences to describe the movements made.

The  has moved 1 square _____.

The  has moved ___ squares _____.

The _____ has moved 2 squares up.

The _____ has moved ___ squares down.



Record these movements on the grid using arrows.

The  moves 1 square right.

The  moves 3 squares forward.

The  moves 1 square down.

The  moves 1 square up.

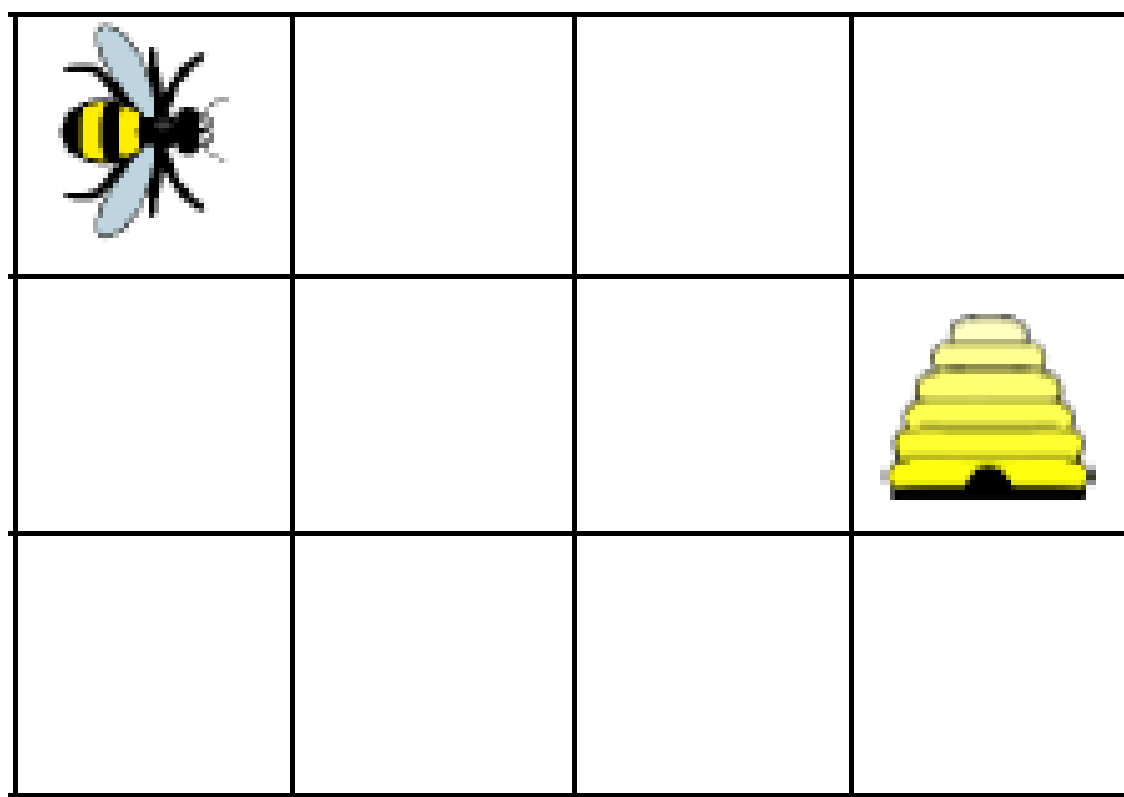
Lesson 2 Tuesday 28th April:

Recap on the language 'left', 'right', 'forwards' and 'backwards'. Demonstrate each movement together.

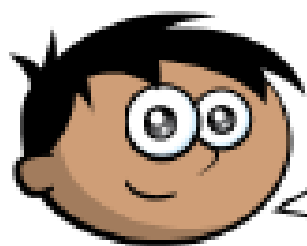
Activity 1:

How many different routes can you write for the bee to get to the hive?

Use the words forwards, backwards, left and right.

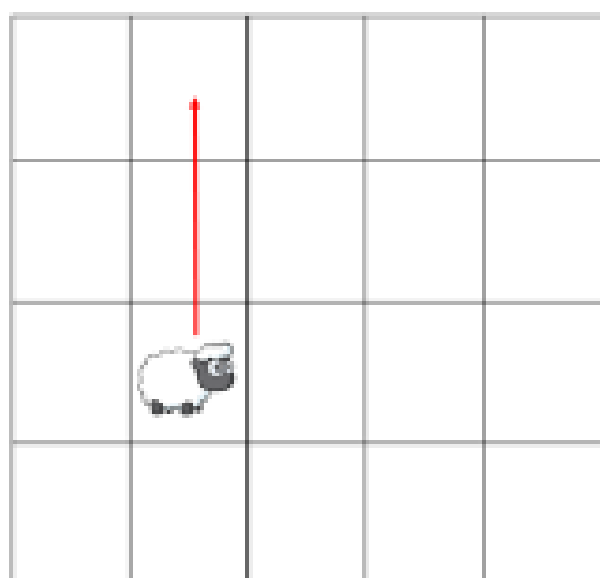


Extension:



The sheep has moved 2 squares forward.

Amir



Is Amir correct?

Explain your reasoning.

Guidance and Ideas For Parents

Describing Movement & Turns

Notes and Guidance

Children use their knowledge of movement and turns to describe and record directions.

They need to be aware of the direction the object is facing before it is turned.

Children may explore movement and turns further using ICT or during P.E.

Mathematical Talk

Which direction is ____ facing to begin with? Why is this important?

Is ____ moving or just changing direction? How do you know?

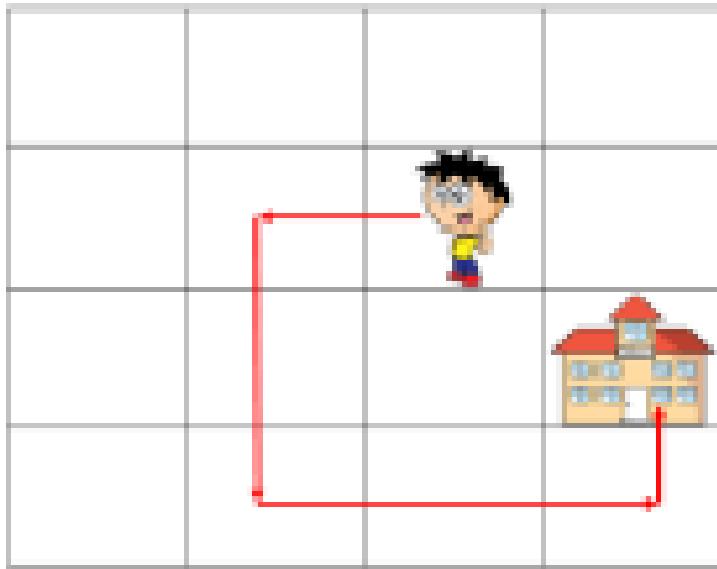
How can we record the directions given?

Are there any other routes that could be taken?

Lesson 3 Wednesday 29th April:

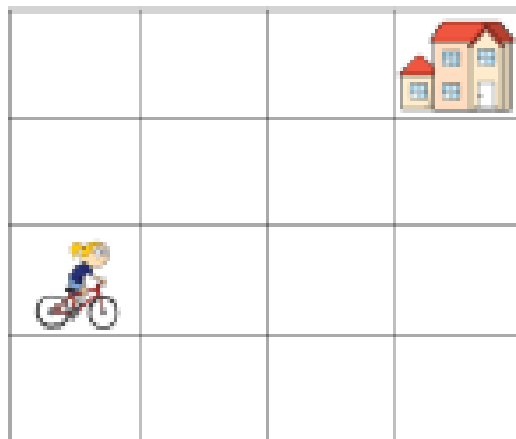
Activity 1:

Describe the route Dennis takes to school.



Activity 2:

Draw the route to show these directions.



Forward 1 square. Turn left.

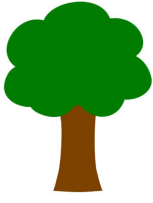
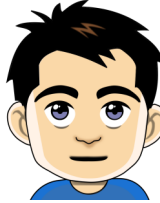


Forward 1 square, quarter turn anti-clockwise.

Forward 1 square. Make a quarter turn clockwise.

Forward 1 square. Make a three quarter turn anti-clockwise. Forward 3

Extension:

Write directions for Dennis to get to each place on the map.

Lesson 4 Thursday 30th April:

Activity 1:

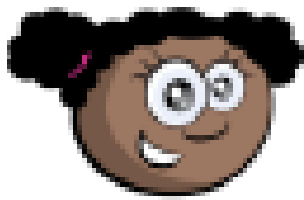
How many different routes can you find to get from start to finish.

Use the words 'forwards', 'backwards', 'clockwise', 'anti-clockwise' and 'quarter turn'.

			Finish
	Start		

Activity 2:

Is Whitney correct?



A quarter turn clockwise is the same as a three-quarter turn anticlockwise.

Convince me.

Guidance and Ideas For Parents

Making Patterns with Shapes

Notes and Guidance

Children build on previous knowledge of patterns and repeating patterns from Year 1

They now describe and create patterns that involve direction and turns.

Children use the language 'clockwise', 'anti-clockwise', 'quarter', 'half' and 'three quarters' to describe patterns.

Mathematical Talk

What is happening in the pattern?

What would the next shape look like?

How would you describe its position?

How can we work out the missing shape?

Lesson 5: Friday 1st May:

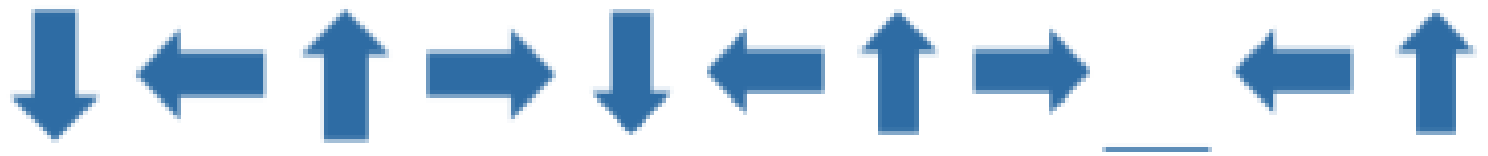
Activity 1:

Continue these patterns by adding the next 3 shapes.



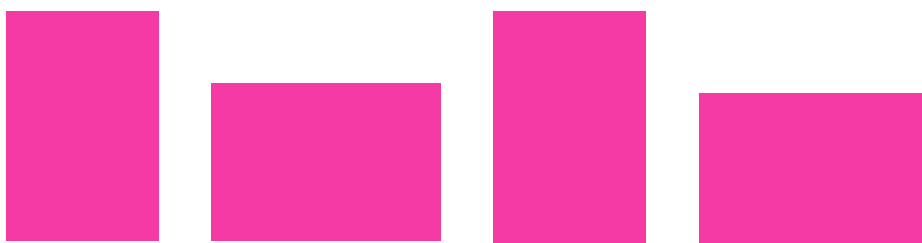
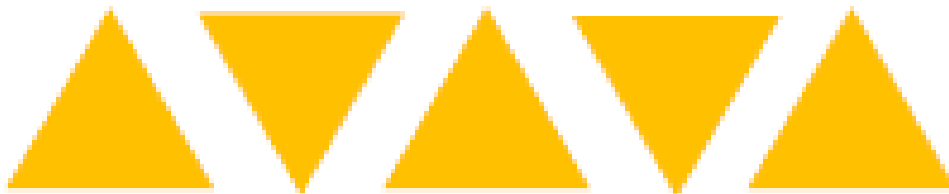
Activity 2:

Fill in the missing shapes to complete the patterns.

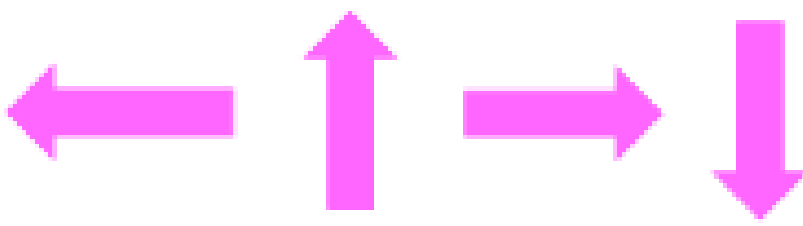


Activity 3:

Describe the turn for each pattern.



Extensions:



Eva

The rule is turn the shape a quarter turn.

Rosie

The rule is turn the shape three quarters.

Who is correct?

Spot the mistake in each pattern.

Explain why they are incorrect.

