

# Summer term week 7

## Maths:

(NB continual work to practise multiplication tables (2, 3, 5 and 10) and learning to tell the time: o'clock, quarter past, half past, quarter to the hour; challenge - to five minutes)

All these strategies can be found on Brookside TV.

<https://brooksideleics.primarysite.media/playlist/year-2>

This week we are going to be doing working with position and direction!

### Practical activities:

There are loads of different ways that you can have fun with position and direction in a practical way. Any games or activities that involve positional language can be helpful, for example: Where's Wally?, Guess Who?, Hide and Seek, obstacle courses, den building, Lego etc. etc.

There is some language that is specific to position and direction in year 2 that the children need to learn and be confident using (I have included a game or activity that you could play to reinforce the vocabulary with each one):


- Backwards and forwards - What's the time Mr Wolf?
- Up and down - Snakes and Ladders
- Left and Right - going for walk and describing the turns that you will take
- Full turn, quarter turn, half turn, three quarter turn, clockwise, anticlockwise - Simon Says - Simon Says

### Describing movement

Can you describe different types of movement in a straight line? Try to use the words 'left', 'right', 'up' and 'down'.

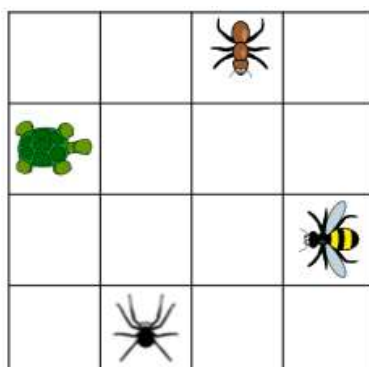
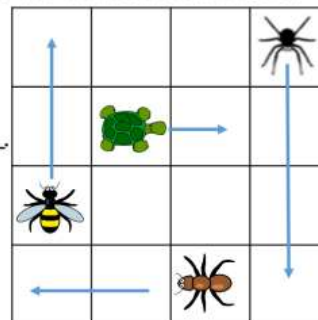
Complete the stem sentences to describe the movements made.

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.

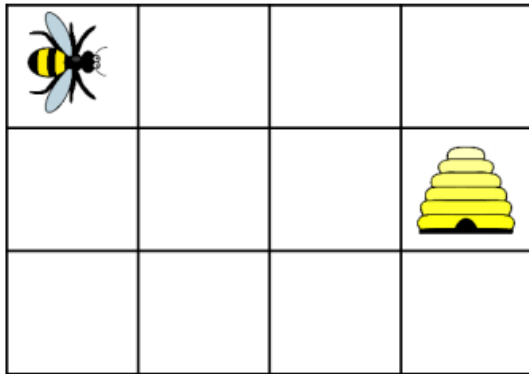
The  moves 1 square right.

The  moves 3 squares forward.

The  moves 1 square down.

The  moves 1 square up.

### Solving a problem:



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

Use the words forwards, backwards, left and right.

### Describing turns

Children describe turns using the language 'full turn', 'half turn', 'quarter turn', 'three-quarter turn', 'clockwise' and 'anticlockwise'.

It is important to encourage the children to take into consideration which direction the object/person is facing to begin with.

Match the turn to the description.



A full turn.

A quarter turn clockwise.

A half turn anticlockwise.

Describe how the triangle has turned each time.



The triangle has made a \_\_\_\_\_ turn \_\_\_\_\_.

The triangle has made a \_\_\_\_\_ turn \_\_\_\_\_.

The triangle has made a \_\_\_\_\_ turn \_\_\_\_\_.

### Solving problems:

Look at the number shape below:



## Always, Sometimes, Never

If two objects turn in different directions they will not be facing the same way.

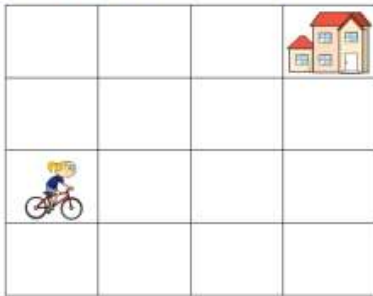
How could the number shape have turned?

Describe all possibilities.

### Describing movements and turns together

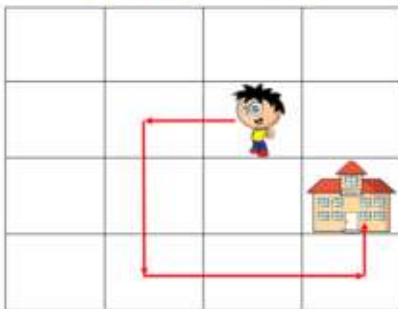
Can your children use their knowledge of movement and turns to describe and record directions? They need to be aware of the direction the object is facing before it is turned. You may want to explore movement and turns further playing games outside.

Draw the route to show these directions.

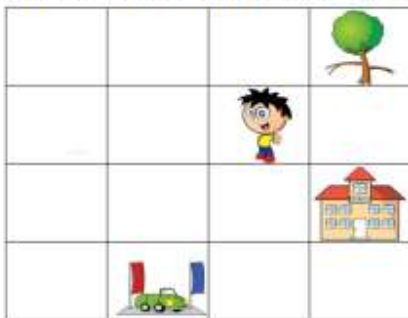


- Forward 1 square. Turn left.
- Forward 1 square, quarter turn anti-clockwise.
- Forward 1 square. Make a quarter turn clockwise.
- Forward 1 square. Make a three quarter turn anti-clockwise. Forward 3

Describe the route Dennis takes to school.



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



**Solving problems:**

How many different routes can you find to get from start to finish. Use the words 'forwards', 'backwards', 'clockwise', 'anti-clockwise' and 'quarter turn'.



Is Whitney correct?



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

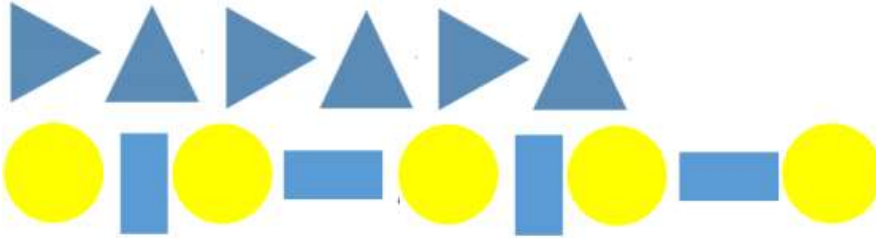
Convince me.

## Making patterns with shapes

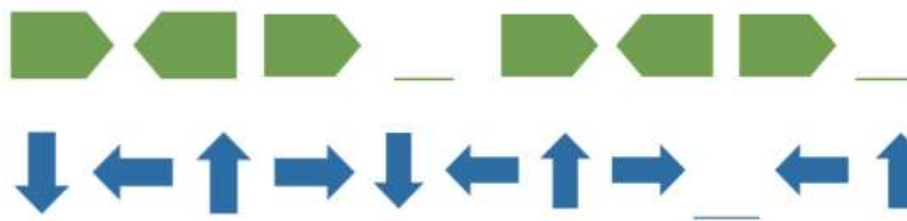
You now describe and create patterns that involve direction and turns!

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

Continue these patterns by adding the next 3 shapes.



Fill in the missing shapes to complete the patterns.



Describe the turn for each pattern.



## Solving problems:

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.




## Answers:

### Describing Movement

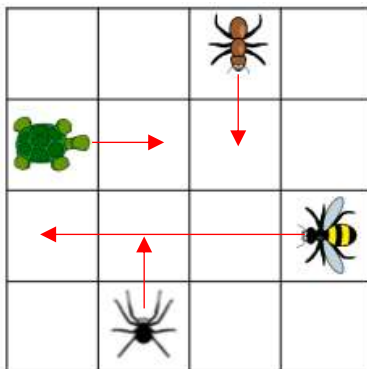
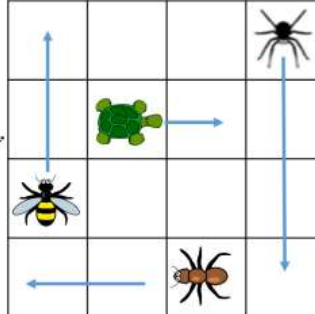
Complete the stem sentences to describe the movements made.

The  has moved 1 square right.


The  has moved 2 squares left.


The bee has moved 2 squares up.


The spider has moved 3 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.

Solving a problem:

Possible answers:

Forward 3, Right 1.

Right 1, Forward 3.

Right 2, Forward 3,  
Left 1.

There are more  
routes for the  
children to find.

### Describing turns

Match the turn to the description.



A full turn.

A quarter turn clockwise.

A half turn anticlockwise.

Describe how the triangle has turned each time.



The triangle has made a half turn clockwise.



The triangle has made a quarter turn clockwise.



The triangle has made a quarter turn Anti-clockwise.

Solving problems:

Possible answers:

No turn

Quarter/half/

three-quarter or

full turn clockwise.

Quarter/half/

three-quarter or

full turn

anticlockwise.

Sometimes.

It depends on how

far the objects are

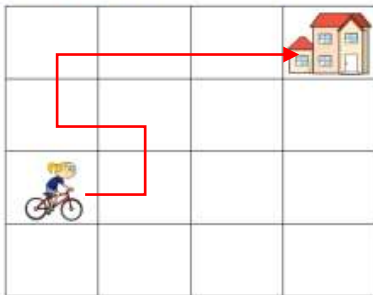
turned - quarter,

half, three quarters

or full.

## Describing movement and turns together

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

Dennis moves forward 1 square, then turns one quarter left, he moves two squares forwards, then turns one quarter anticlockwise. He moves two squares forwards then turns one quarter left. Finally he moves one square forwards (turns can be described in different ways - left or right, clockwise or anticlockwise).

Tree - Dennis turns one quarter turn right, he moves one square forwards, then he moves one quarter turn right, then moves one square forwards.

Car - Dennis moves one square forwards, then turns one quarter turn anticlockwise then moves two squares forwards.

School - Dennis turns one quarter turn left, then moves one square forwards, then turns one quarter turn left, then moves one square forwards.

Solving problems:

Children will find a range of routes.

For example:



Possible answer:  
Whitney is correct.

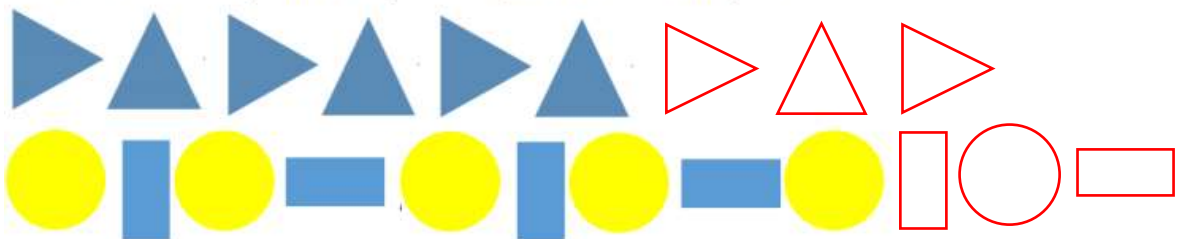
- Turn a quarter anticlockwise.
- Forward 1
- Turn a quarter clockwise.
- Forward 1
- Turn a quarter clockwise.
- Forward 3
- Turn a quarter anticlockwise.
- Forward 1

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

Children may use objects/small people to show their reasoning.

### Making patterns with shapes

Continue these patterns by adding the next 3 shapes.



Fill in the missing shapes to complete the patterns.



Describe the turn for each pattern.



The triangles turn a half turn each time.



The rectangles turn a quarter turn each time.

Solving problems:

Eva and Rosie could both be correct as no direction is given. Eva may be turning clockwise and Rosie anticlockwise.

The 4th shape should be pointing right.



The 5th shape has not made half a turn.

