

To be able to describe positions (2)

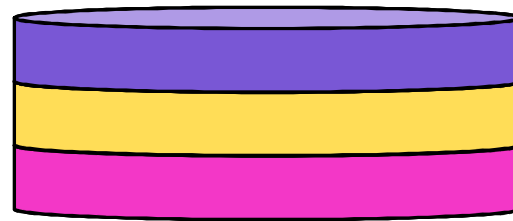
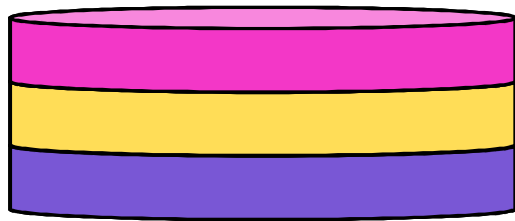
Success criteria:

- ✓ I can use terms like “left”, “right”, “forwards” and “backwards”, as well as the additional terms “top”, “bottom”, “in between”, “above” and “below”, to describe a person’s position, a shape’s position or an object’s position

To be able to describe positions (2)

Starter:

Look at the sets of counters below. What's the same? What's different?

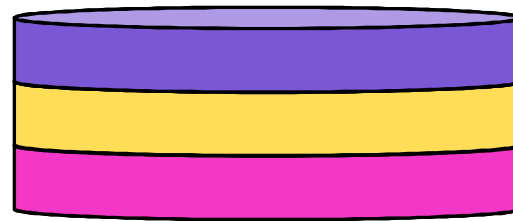
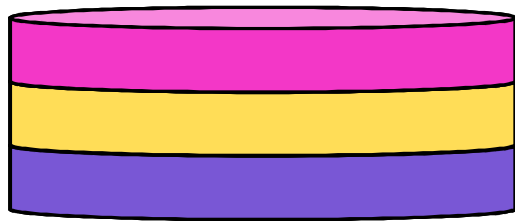


Explain your answer.

To be able to describe positions (2)

Starter:

Look at the sets of counters below. What's the same? What's different?

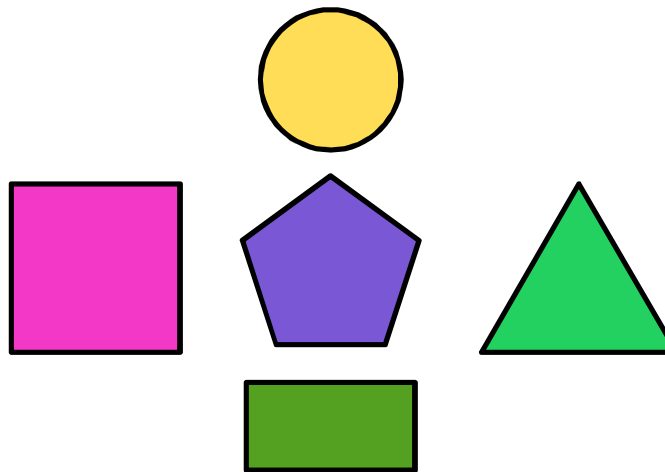


Both sets of counters have a yellow counter in the middle. The left-hand set has a purple counter on the bottom and pink on top; the right-hand set has a pink counter on the bottom and purple on top. (Also discuss above/below each.)

To be able to describe positions (2)

Talking Time:

Referring to the shapes shown, complete the sentence below.

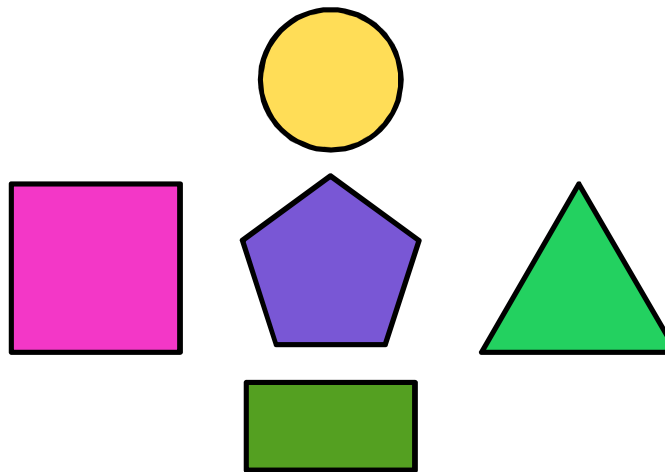


The triangle is to the of the pentagon.

To be able to describe positions (2)

Talking Time:

Referring to the shapes shown, complete the sentence below.

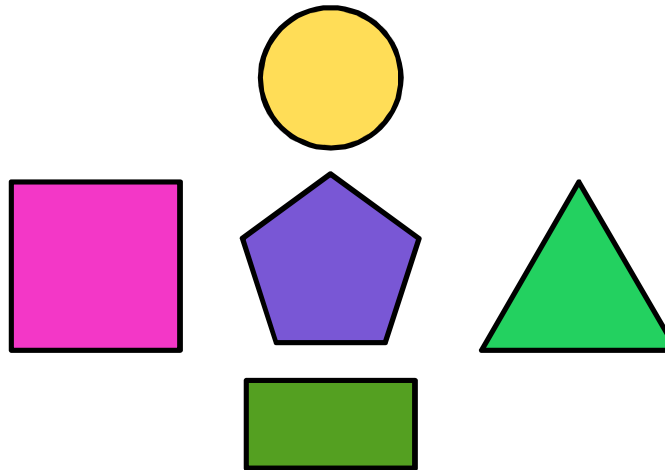


The triangle is to the right of the pentagon.

To be able to describe positions (2)

Talking Time:

Referring to the shapes shown, complete the sentence below.

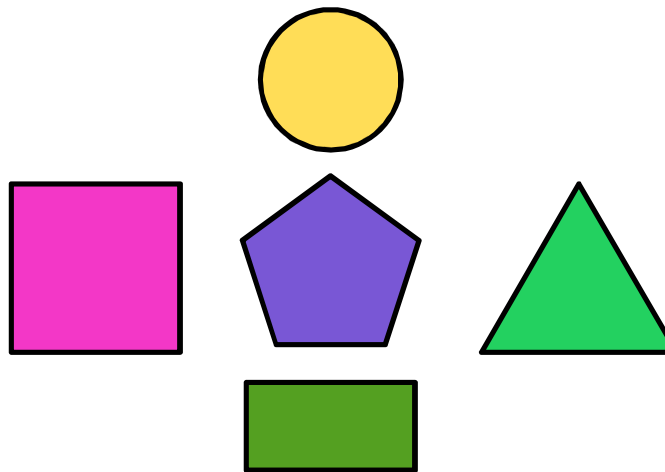


The square is to the of the pentagon.

To be able to describe positions (2)

Talking Time:

Referring to the shapes shown, complete the sentence below.

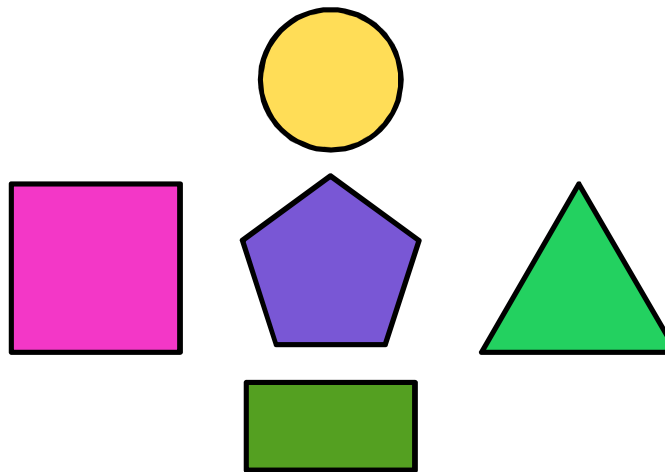


The square is to the left of the pentagon.

To be able to describe positions (2)

Talking Time:

Referring to the shapes shown, complete the sentence below.

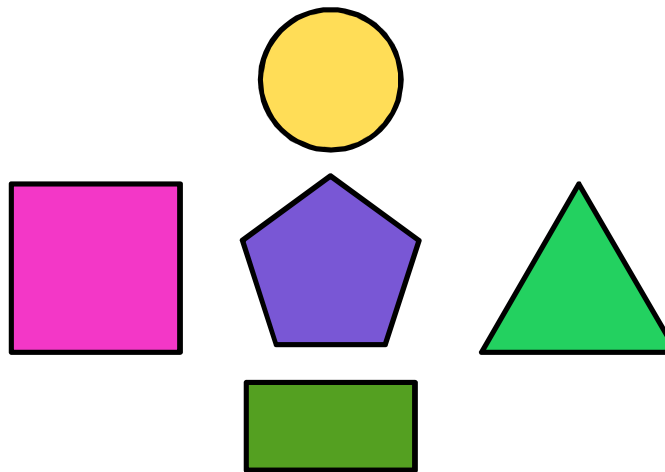


The pentagon is to the of the square.

To be able to describe positions (2)

Talking Time:

Referring to the shapes shown, complete the sentence below.

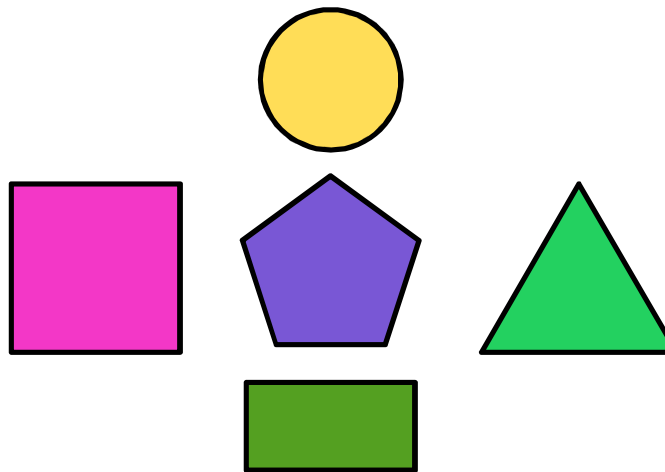


The pentagon is to the right of the square.

To be able to describe positions (2)

Talking Time:

Referring to the shapes shown, complete the sentence below.

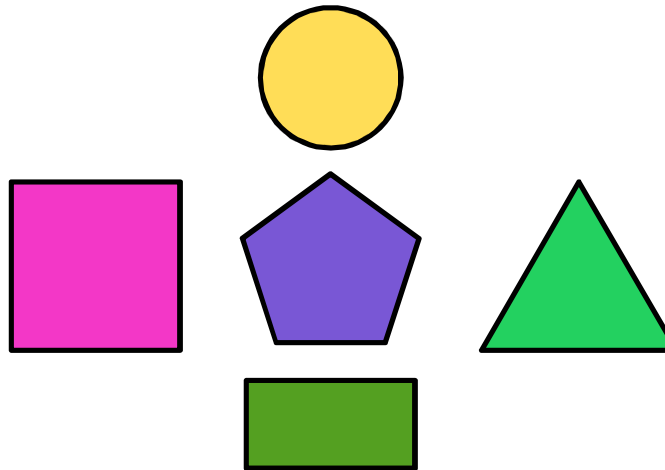


The circle is the pentagon.

To be able to describe positions (2)

Talking Time:

Referring to the shapes shown, complete the sentence below.

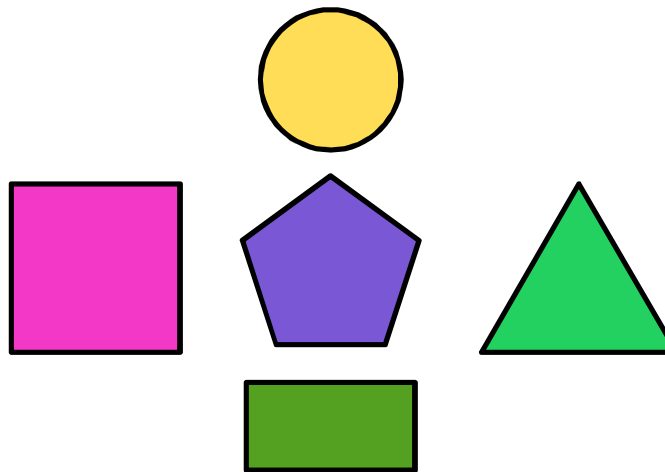


The circle is above the pentagon.

To be able to describe positions (2)

Talking Time:

Referring to the shapes shown, complete the sentence below.

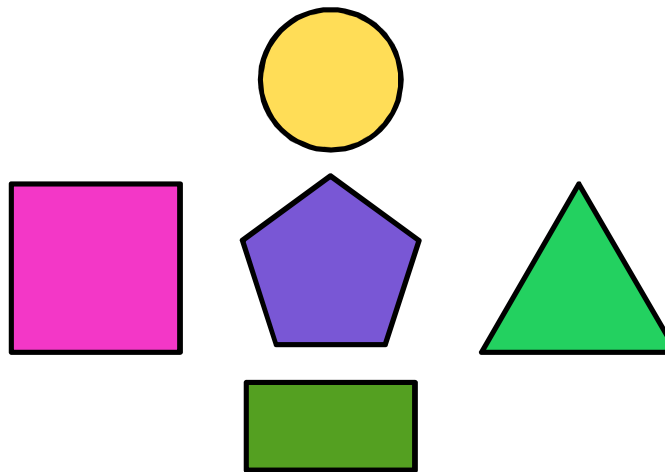


The rectangle is the pentagon.

To be able to describe positions (2)

Talking Time:

Referring to the shapes shown, complete the sentence below.

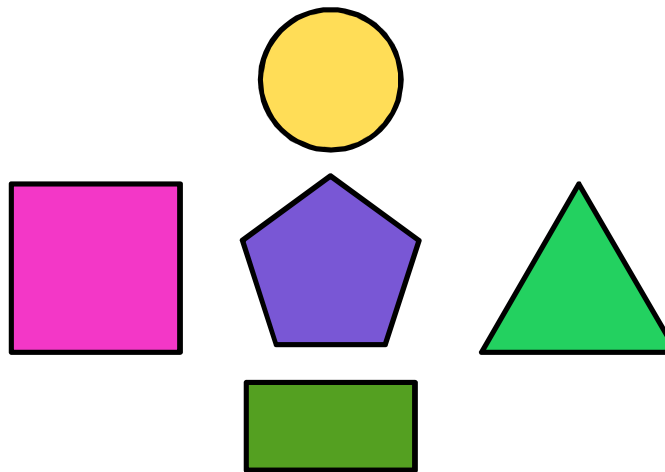


The rectangle is below the pentagon.

To be able to describe positions (2)

Talking Time:

Referring to the shapes shown, complete the sentence below.

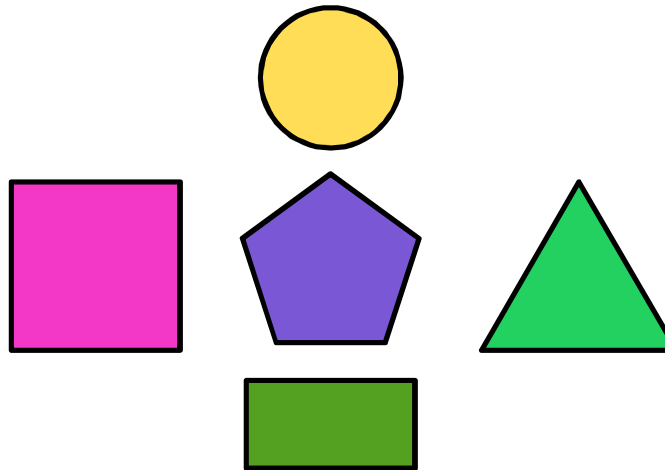


The pentagon is the circle.

To be able to describe positions (2)

Talking Time:

Referring to the shapes shown, complete the sentence below.

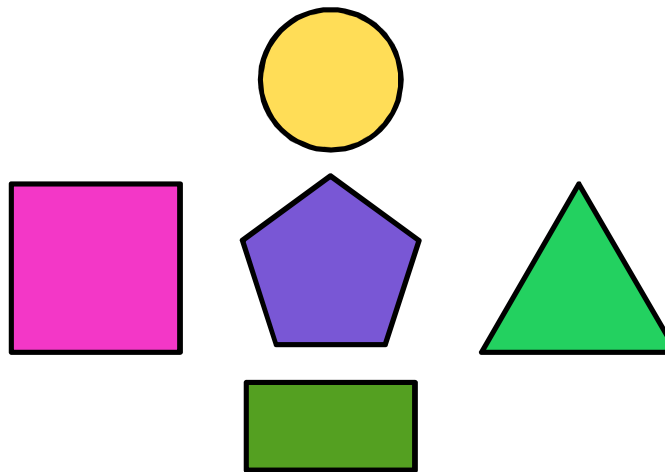


The pentagon is below the circle.

To be able to describe positions (2)

Talking Time:

Referring to the shapes shown, complete the sentence below.

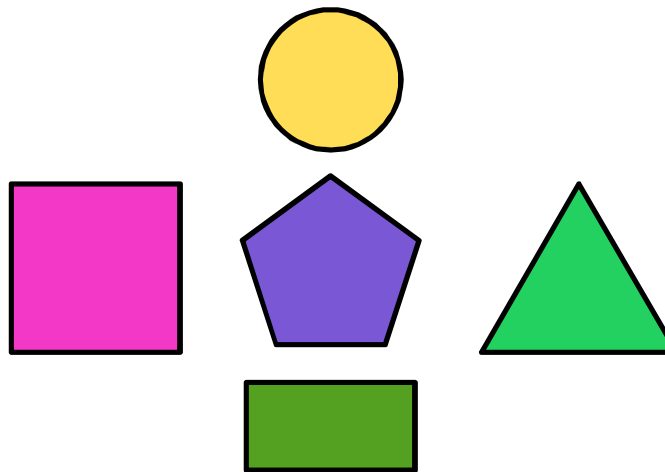


The pentagon is the rectangle.

To be able to describe positions (2)

Talking Time:

Referring to the shapes shown, complete the sentence below.

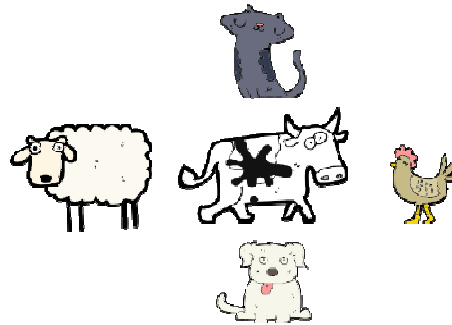


The pentagon is above the rectangle.

To be able to describe positions (2)

Activity 1:

Referring to the image shown, complete the sentences below.



a) The cat is the cow.

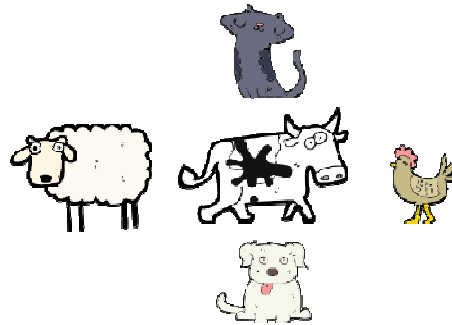
b) The cow is to the of the hen.

c) The dog is the cow.

To be able to describe positions (2)

Activity 1:

Referring to the image shown, complete the sentences below.



- a) The cat is above the cow.
- b) The cow is to the left of the hen.
- c) The dog is below the cow.

To be able to describe positions (2)

Activity 2:

Ruth has made stacks of red and yellow counters.
She says, “The top counter is red and the bottom counter is yellow.”
Circle the stack of counters that best matches Ruth’s description.



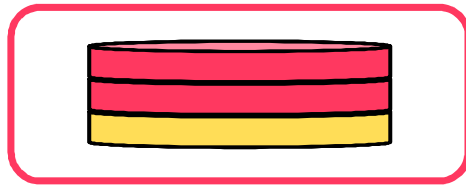
Make your own stacks of counters.

Challenge your partner to find a stack by giving them a description.

To be able to describe positions (2)

Activity 2:

Ruth has made stacks of red and yellow counters.
She says, “The top counter is red and the bottom counter is yellow.”
Circle the stack of counters that best matches Ruth’s description.



Teacher / peer assessment

To be able to describe positions (2)

Activity 3:

Shade in the counters following the instructions below:

- ▶ The bottom counter is yellow.
- ▶ The top counter is red.
- ▶ The counter above the bottom one is green.
- ▶ The counter below the top one is blue.
- ▶ The counter in the middle is purple.

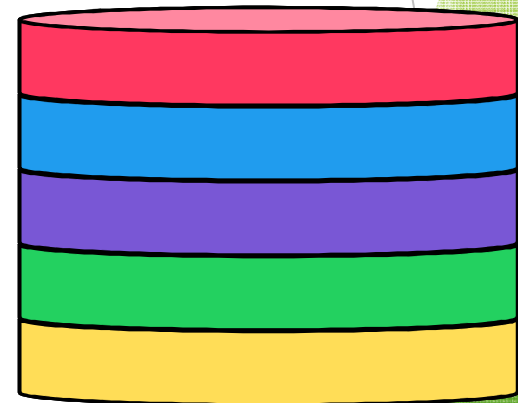


To be able to describe positions (2)

Activity 3:

Shade in the counters following the instructions below:

- ▶ The bottom counter is yellow.
- ▶ The top counter is red.
- ▶ The counter above the bottom one is green.
- ▶ The counter below the top one is blue.
- ▶ The counter in the middle is purple.

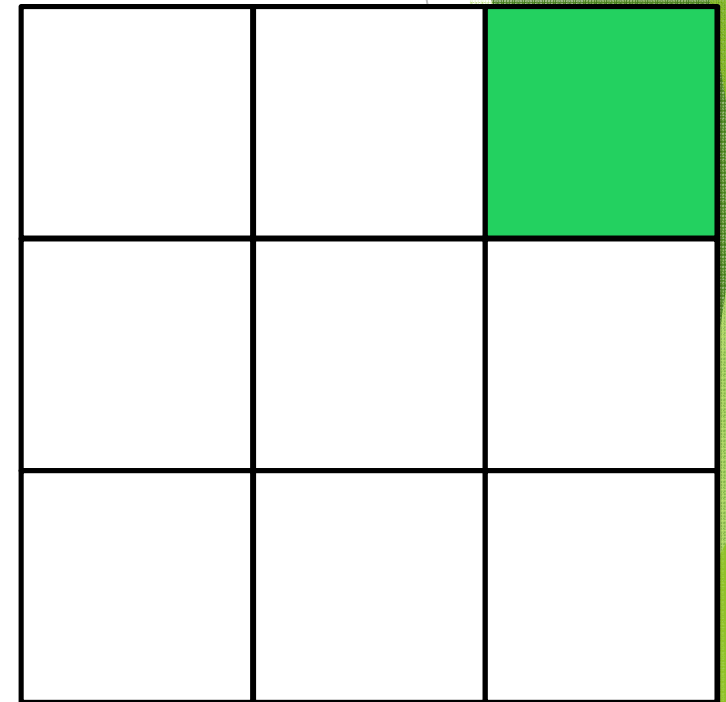


To be able to describe positions (2)

Activity 4:

Shade in the grid using the instructions below:

- ▶ The square below the green square is yellow.
- ▶ The square in the middle is orange.
- ▶ The square to the left of the orange square is purple.
- ▶ The square above the purple square is blue.
- ▶ The square below the yellow square is red.
- ▶ The square to the right of the blue square is pink.

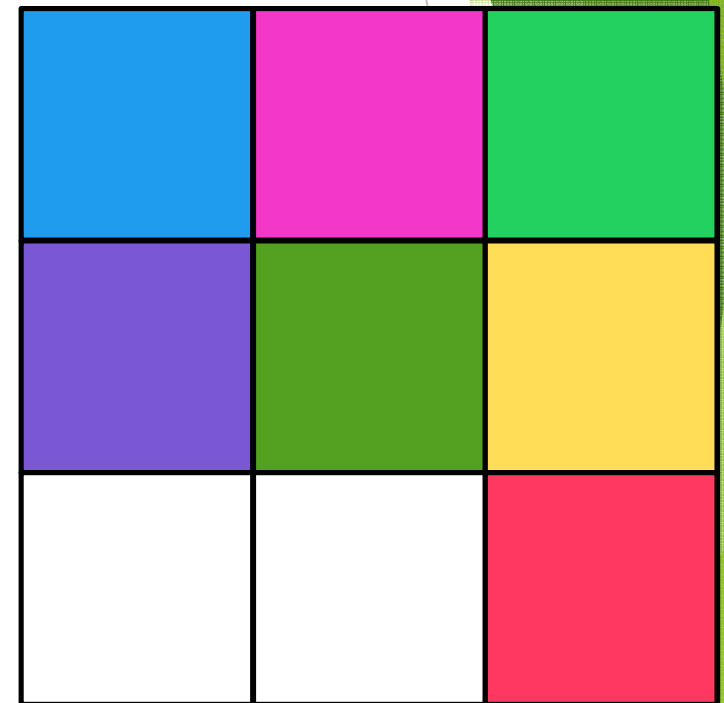


To be able to describe positions (2)

Activity 4:

Shade in the grid using the instructions below:

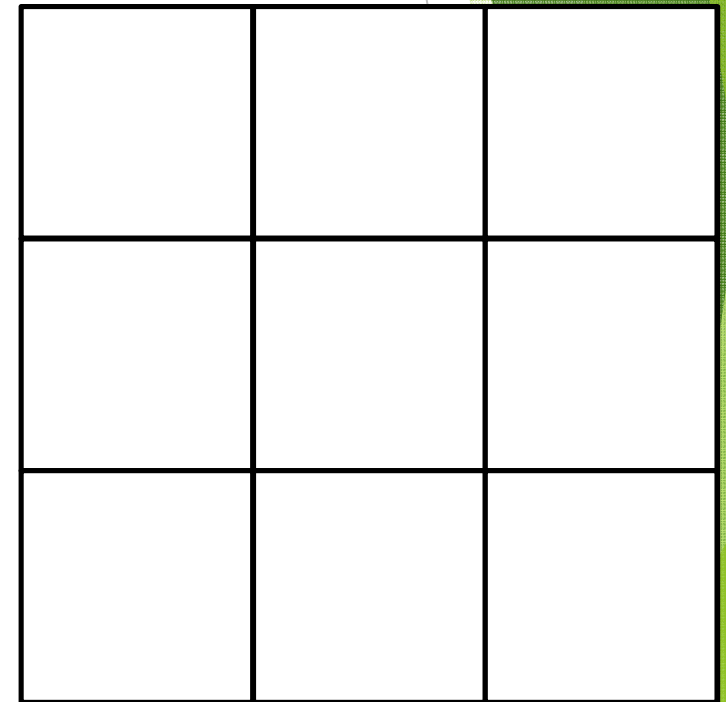
- ▶ The square below the green square is yellow.
- ▶ The square in the middle is orange.
- ▶ The square to the left of the orange square is purple.
- ▶ The square above the purple square is blue.
- ▶ The square below the yellow square is red.
- ▶ The square to the right of the blue square is pink.



To be able to describe positions (2)

Activity 5:

Create your own grid shading instructions for your partner to follow.

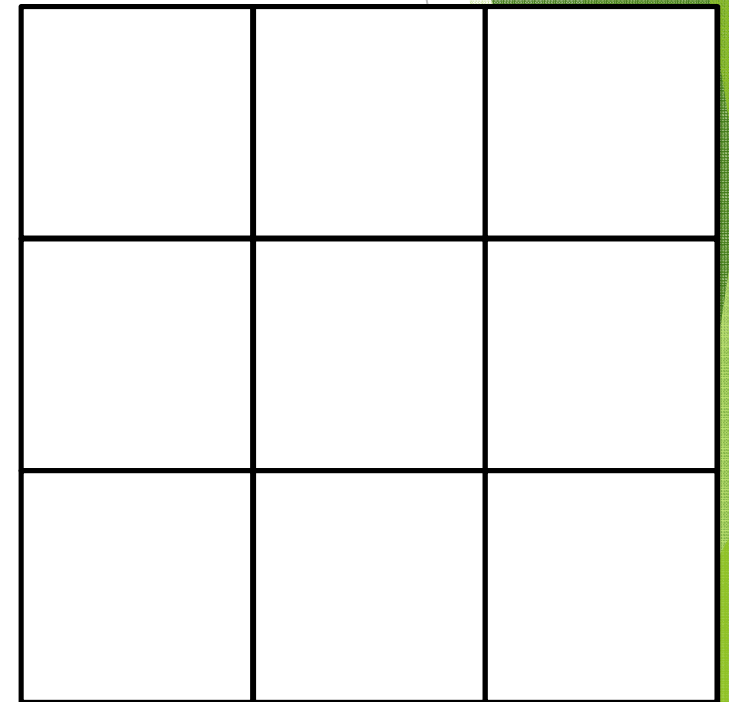


To be able to describe positions (2)

Activity 5:

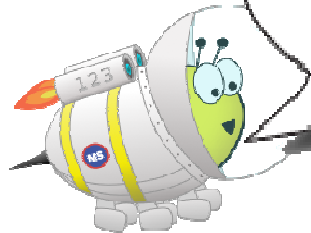
Create your own grid shading instructions for your partner to follow.

Teacher / peer assessment

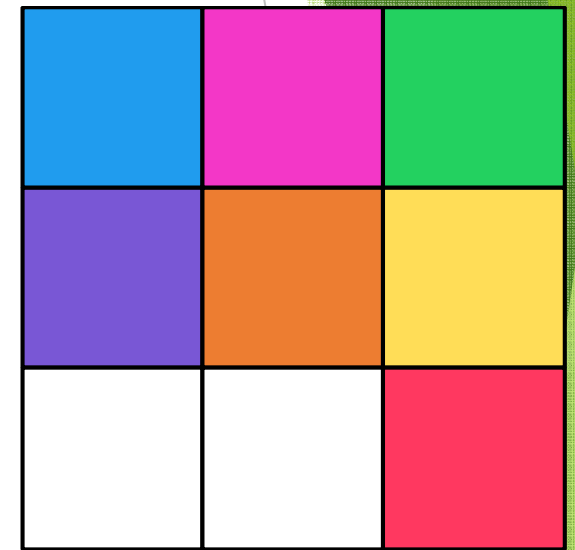


To be able to describe positions (2)

Evaluation:



The square below the
pink square is blue.

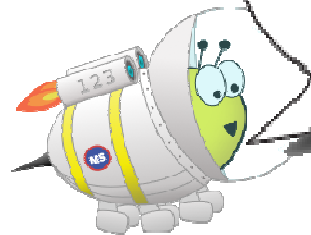


Do you agree?

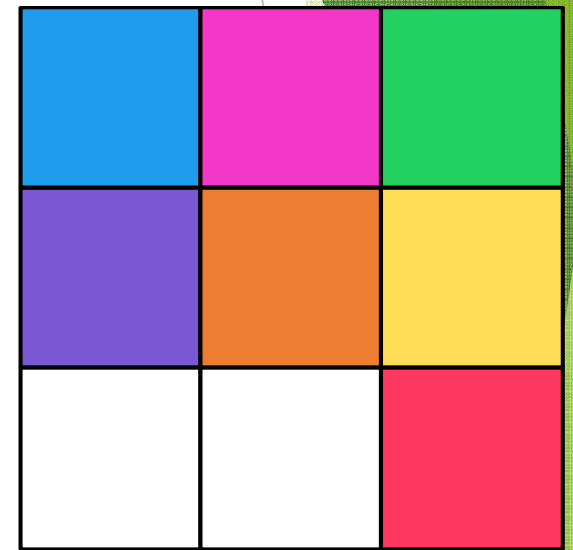
Explain your answer.

To be able to describe positions (2)

Evaluation:



The square below the
pink square is blue.



No, I do not agree. The square below the pink square is orange.
The blue square is to the left of the pink square.