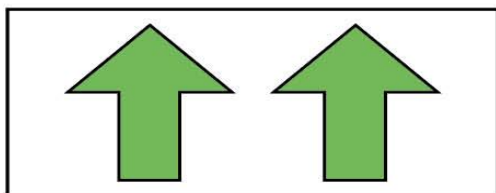
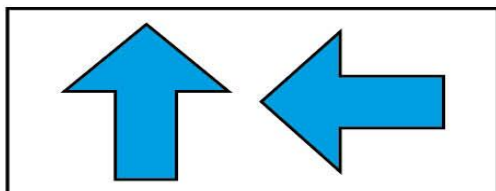
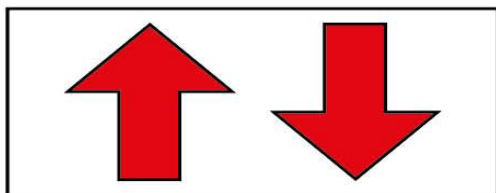


# Week 8 maths

This week we will be learning about positions and directions. Each activity on the next slides can be achieved practically. For our EYFS children each activity with the shapes can be undertaken practically. They can also play a game with you where you ask them to turn and move in different ways – pretending to be a robot. They could also ask you to move using the moving terminology. Our Year 1 children can play this game as well.

## Describe turns

**I** Match the shapes to the turns.



quarter turn

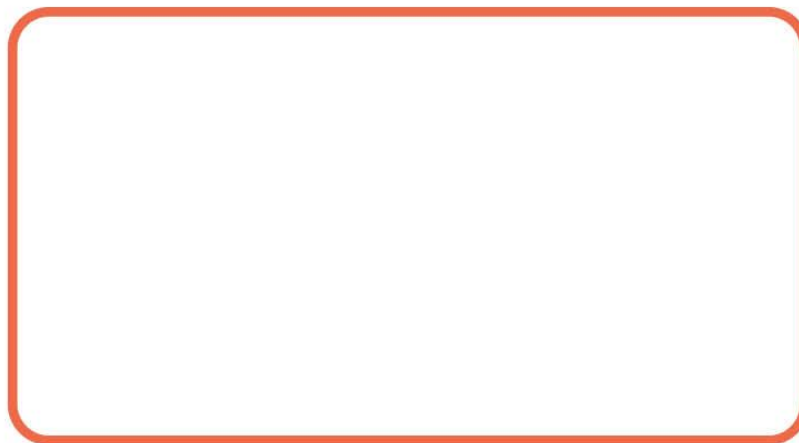
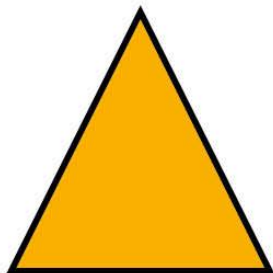
half turn

full turn

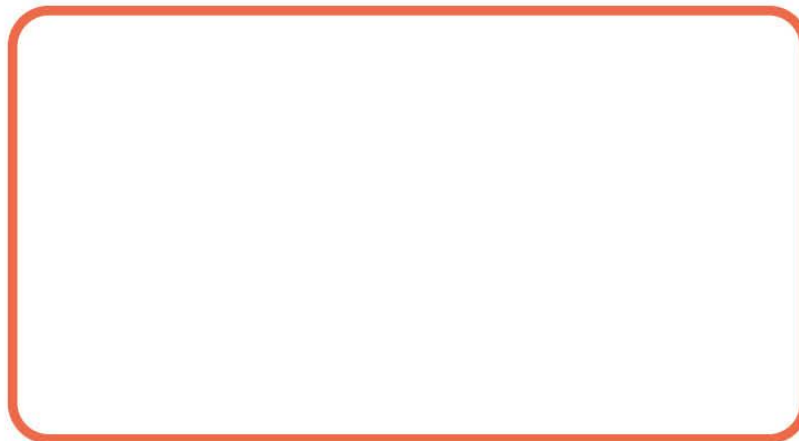


**2** Draw what the shapes will look like after each turn.

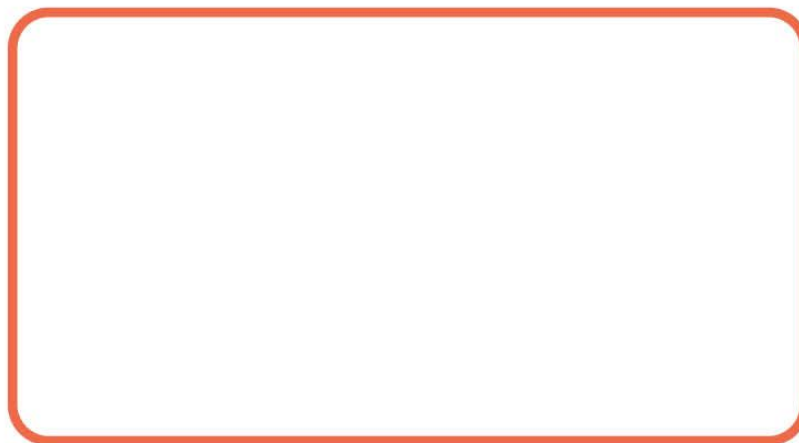
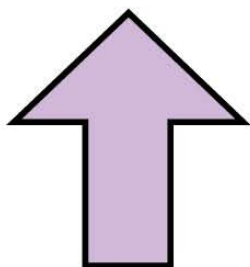
**a)** a half turn



**2** b) a quarter turn



c) a three-quarter turn



**3** Complete the sentences to describe the turns.

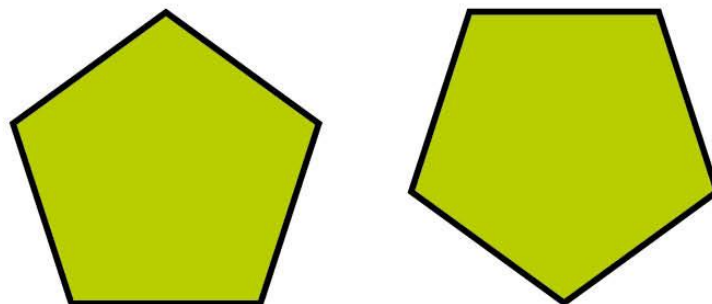
quarter

half

three-quarter

full

**a)**



The pentagon has turned

a \_\_\_\_\_ turn

3

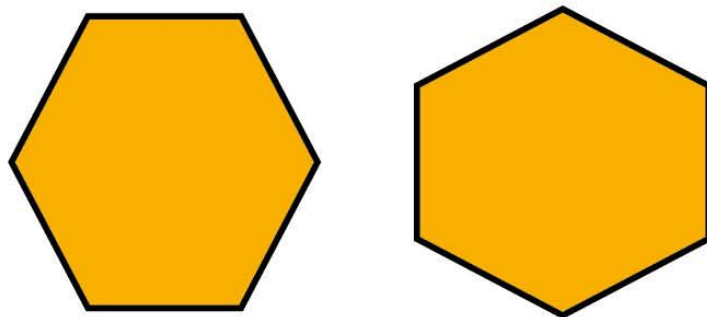
quarter

half

three-quarter

full

b)



The hexagon has turned

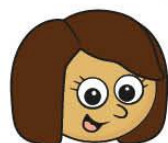
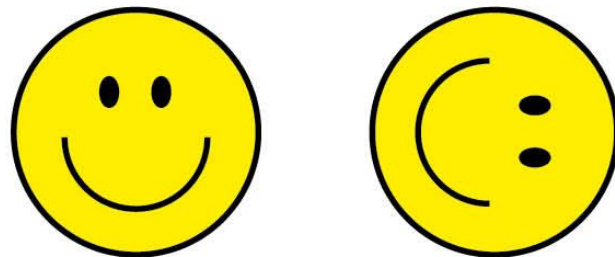
a \_\_\_\_\_ turn

Is there more than one answer for each shape?





4 Kim and Mo are describing turns.



Kim

This is a  
quarter turn.



Mo

This is a  
three-quarter turn.

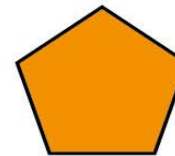
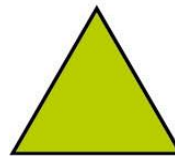
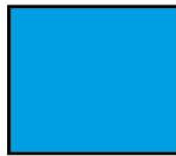
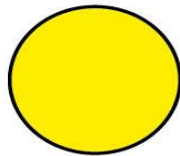
Who do you agree with? \_\_\_\_\_

Talk about it with a partner.



## Describe position (1)

**I** Here are some shapes.



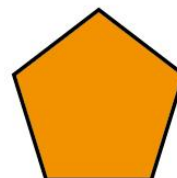
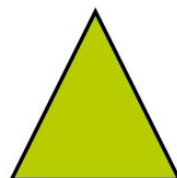
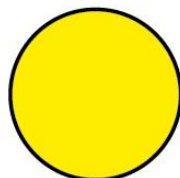
Use the words to complete the sentences.

left

right

- a) The circle is to the \_\_\_\_\_ of the square.
- b) The pentagon is to the \_\_\_\_\_ of the triangle.





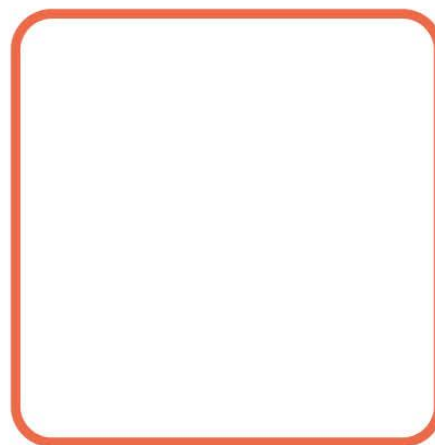
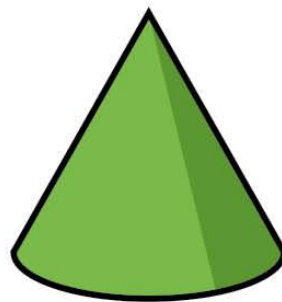
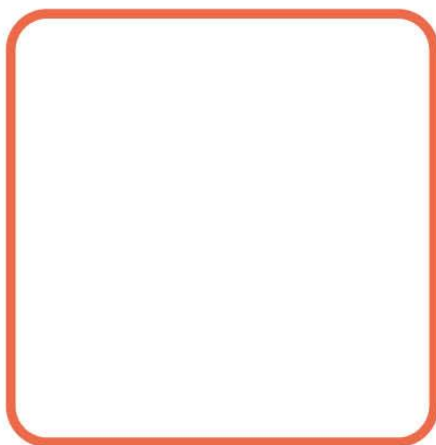
left

right

- c) The triangle is to the \_\_\_\_\_ of the circle.
- d) The square is to the \_\_\_\_\_ of the pentagon.



**2** Here is a cone.



**a)** Draw a circle to the left of the cone.

**b)** Draw a triangle to the right of the cone.



**3** Give your partner directions to move around the classroom.

Use the word bank.

forwards

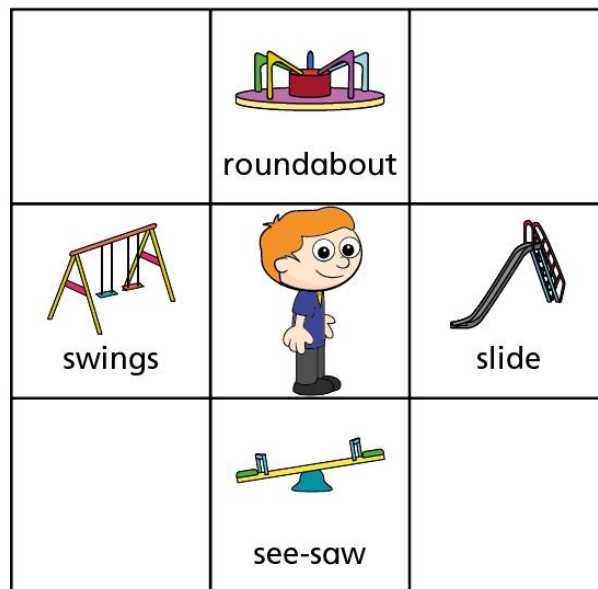
backwards

left

right



4 Ron is playing at the park.



Use the words to complete the sentences.

forwards

backwards

left

right

a) If Ron walks \_\_\_\_\_ he will get to the slide.

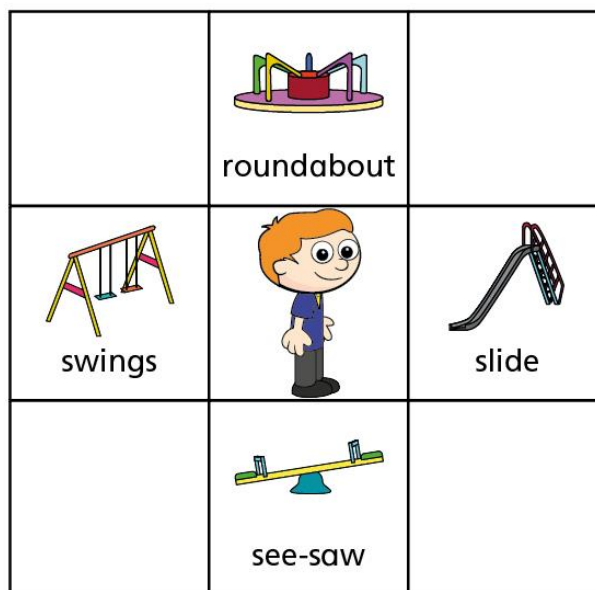
4

forwards

backwards

left

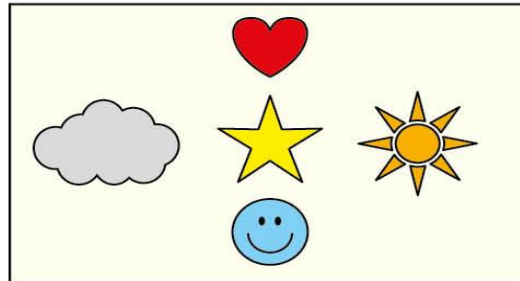
right



- b) If Ron walks to his \_\_\_\_\_ he will get to the see-saw.
- c) If Ron walks \_\_\_\_\_ he will get to the swings.

## Describe position (2)

**I** Here is a poster that Tom has made.



Use the words to complete the sentences.

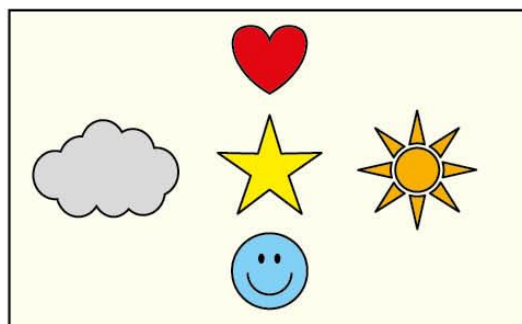
left

right

above

below

**a)** The heart is \_\_\_\_\_ the star.



left

right

above

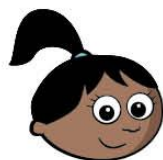
below

- b) The sun is to the \_\_\_\_\_ of the cloud.
- c) The smiley face is \_\_\_\_\_ the heart.

How many other sentences can you think of?



- 2 Sam has built a tower from purple and yellow cubes.



The top cube is  
purple and the bottom  
cube is yellow.

Which one is Sam's tower?

Tick your answer.



Make your own tower of cubes and describe it to a partner.

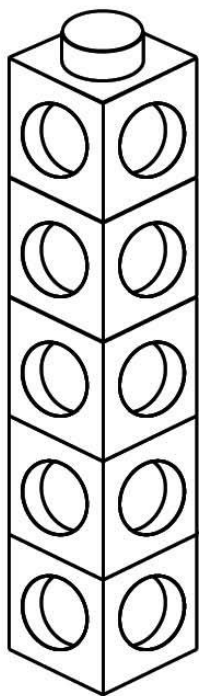
Can your partner build the tower?







**3** Colour the cubes to match the sentences.



- The top cube is blue.
- The bottom cube is red.
- The cube below the top one is green.
- The cube above the red one is yellow.
- The cube between the green and yellow cubes is purple.

Talk about your answers.



Now can you child make their own colour towers and make their own sentences to describe them.

You can also describe a cube tower for them to make. EYFS children can practically make the towers with cubes and orally describe them. If you don't have any cubes you can draw some blocks or use squared paper to make the cube towers.

- 4 Draw shapes in the grid to match the sentences.

There is a pentagon in the middle.

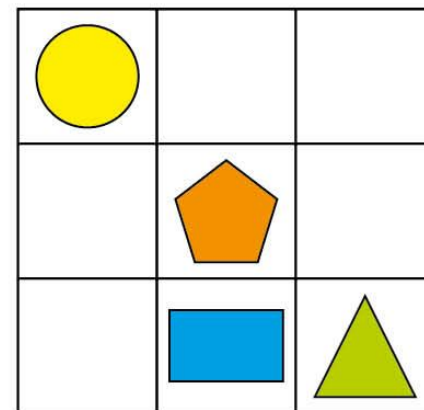
There is a star to the right of the circle.

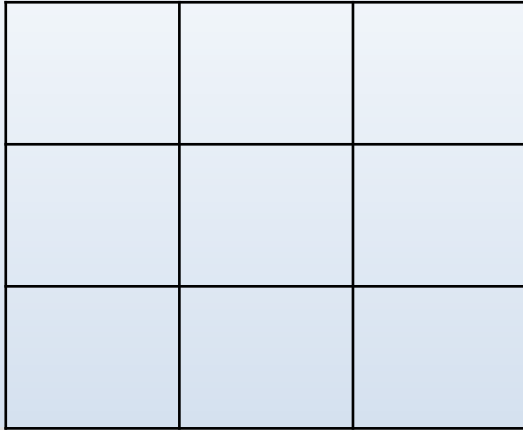
There is a smiley face to the left of the rectangle.

There is a heart above the triangle.

There is a square below the circle.

Make up your own problem like this for a partner.





Day 4

Position day...

Draw or use squared paper to make a 9 square as above. Ask your child to either draw or place items in some of the squares . Ask them to describe where the items are (EYFS children) Ask our Year 1 children to write where the items are using the positional language. You could also play a game where you describe where a shape could be and they have to listen to your instructions and place the items. Try this a few times with your child to ensure they understand the positional language. You could play a game where you describe where an item is placed and your child has to work out what shape you are describing.

# Day 5 Position

- Please visit our purple mash website.
- Go to the home page and select computing.
- Then select 2go which is an interactive positional programme.
- Give your child time to use this game and explore the different settings.