



Strengthen Activities

MISCONCEPTION

Children may not have a secure understanding of quarter and halves in relation to turns.

STRENGTHENING UNDERSTANDING

1. Ask children to stand in a line facing the table. Ask half the children to turn half a turn. Ask the other group to rotate two quarter turns. Ask: *What's the same and what's different?* Establish that they have ended up facing the same direction, and so two quarter turns are the same as one half a turn.
2. Give children three paper circles to fold into quarters. On one circle ask children to shade in one quarter, and write '1 quarter turn', on the second circle to shade three quarters and write '3 quarter turns', on the third circle to shade half. Discuss that they could write '2 quarter turns' and '1 half turn'.
3. Ask children in pairs to take it in turns to make rotations using the circles as reference.

ASSESSMENT CHECKPOINT

Revisit Think! activity from the End of Unit Check on Textbook p97.

RESOURCES

Paper circles, pens, Textbook p97

MISCONCEPTION

Children may confuse left and right, particularly when an object is orientated differently to them.

STRENGTHENING UNDERSTANDING

1. Ask children to raise their left and right hand to assess if they are confident with their own left and right. Model checking by holding up a thumb and forefinger. On the left hand this makes an 'L' shape.
2. Children sit opposite each other in pairs. Ask them to raise their left hand. Ask: *What do you notice?* Discuss why it appears they haven't raised the same hand. Repeat, asking one partner to predict what hand their partner will raise when you ask them to raise their left/right hand.
3. Use PE equipment to create a route for children to follow using left and right. Ask children to walk the route, considering their direction and turns. In pairs, children give directions to complete the course. Stand partners opposite each other. Discuss how a change in orientation makes it more difficult.

ASSESSMENT CHECKPOINT

Can children use left and right in different orientations?

RESOURCES

PE equipment

MISCONCEPTION

Children may confuse the terms 'above' and 'below'.

STRENGTHENING UNDERSTANDING

1. Model placing one cube above another. Ask children to describe the position of the second cube in relation to the first. Repeat with a third cube, placing it below the centre cube.
2. Give each child three different cubes, slips of paper labelled 'above' and 'below' and some sticky tack. Give children instructions to place a cube above a base cube and label it 'above' and place a cube below the base cube and label it 'below'.
3. Give each child a 3×2 grid and 6 different counters. Ask children to sit back to back in pairs. One child fills all sections of their grid, and describes the pattern using above, below, left and right for their partner to recreate.

ASSESSMENT CHECKPOINT

Revisit the End of Unit Check Q2 on Textbook p97.

RESOURCES

Interlocking cubes, 3×2 grids, counters, Textbook p97