

Unit 15: Position and direction

Describing turns

→ pages 60–62

- monkey
 - monkey
 - quarter turn or three-quarter turn
- Answers from top to bottom: True, False, True
- Yes. Children could have given different explanations, e.g.
Two quarter turns in the same direction are the same as a half turn.
If you turn a quarter turn and then another quarter turn, you will end up facing in the opposite direction to the one you started in. This is what Josh has done.
- S
 - S

Reflect

Children could have chosen any of the turns to draw and explain to their partner, e.g.

Whole turn: You will turn all the way round and end up facing in the same direction as when you started.

Quarter turn: There are two directions you can turn in. You end up facing in a different direction to when you started. You would need to make 4 quarter turns to end up back where you started. If you start facing North and turn a quarter turn clockwise, you will end up facing East.

Describing positions (I)

→ pages 63–65

- Children should have circled the following words:
 - left
 - right
 - right
 - left
- Children should have drawn a smiley face in the left-hand square.
- Children should have put the following numbers next to the directions:
Turn 1 quarter turn right: 2
Walk 6 steps forwards: 3
Walk 8 steps forwards: 1
Turn 1 quarter turn left: no number
- First walk 10 steps forwards.
Then, turn 1 quarter turn left.
Next, walk 3 steps forwards.

- Half turn left. Children could have given different explanations, e.g.
If the tractor had turned a half turn then it would have ended up facing in the opposite direction to the one it started in.

Reflect

Children should have ended up facing the teacher again.

Describing positions (2)

→ pages 66–68

- Children should have circled the following words:
 - above
 - right
 - below, right
- The finished grid should contain pictures arranged as follows:
Top row: tree, car, blank
Bottom row: pond, house, bicycle
- The three most likely answers are as follows: The socks are below the T-shirt. The socks are to the right of the shoes. The socks are to the left of the trousers.
- c
 - a
 - k
 - e

Reflect

Children could have chosen any shape and used a range of positional language to describe its position to their partner, e.g.

Square: It is above the pyramid. It is to the left of the cuboid in the middle row. It is below the cube.

End of unit check

→ pages 69–70

My journal

There are four possible paths:

Go forwards 1 square; make a quarter turn right; go forwards 2 squares; make a quarter turn left; go forwards 1 square.

Make a quarter turn right; go forwards 1 square; make a quarter turn left; go forwards 2 squares; make a quarter turn right; go forwards 1 square.

Go forwards 1 square; make a quarter turn right; go forwards 1 square; make a quarter turn left; go forwards one square; make a quarter turn right; go forwards 1 square.



Make a quarter turn right; go forwards 1 square; make a quarter turn left; go forwards 1 square; make a quarter turn right; go forwards 1 square; make a quarter turn left; go forwards 1 square.

Power puzzle

