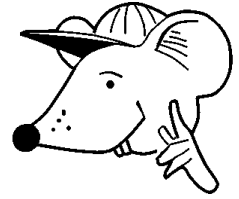


MATHEMATICS



N.S. Yr. 1 P.86

Describe positions and directions.

Equipment

Paper, pencil, colouring pencils

MathSphere

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Concepts

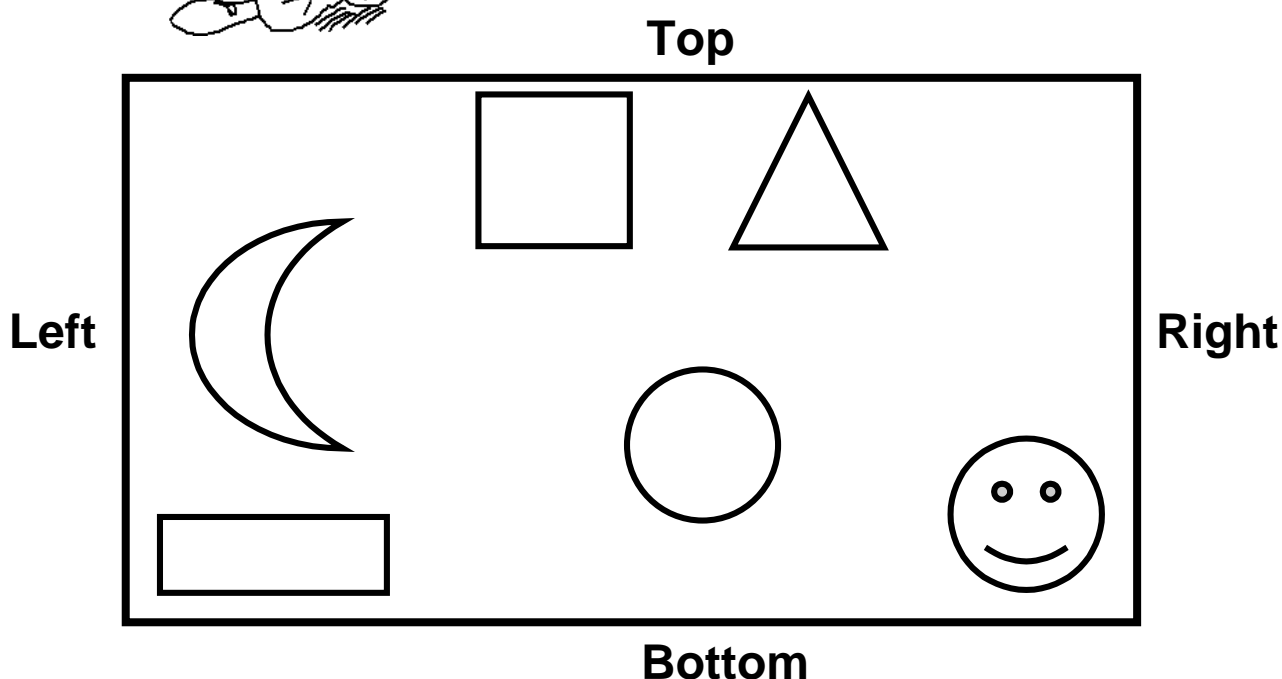
Children should understand and be able to use in practical contexts the following words:

position, over, under, underneath, above, below, on, in, outside, inside, in front, behind, beside, before, after, next to, opposite, between, close, far, apart, middle, centre, edge, corner, top, bottom, side, direction, left, right, up, down, forward, backwards, sideways, across, along, around, through, to, from, towards, away from, journey.

Most of the work associated with this topic should be oral and practical and be carried out in general discussion, in dealing with physical objects in the classroom and home, and in P.E. or movement lessons. We give some ideas for this work later in this module.

The first sheets involve quite complicated instructions and these will need to be read to the child.

Here are some shapes on a board.



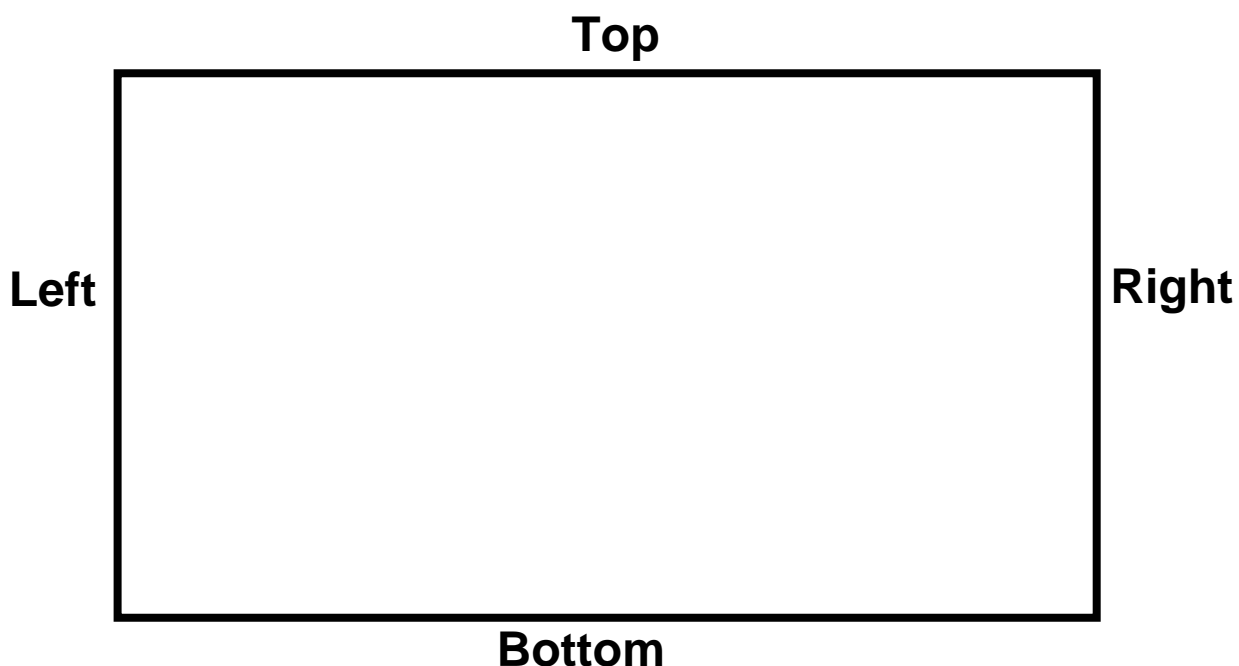
Point to a shape near the **bottom** of the board.

Point to a shape near the **top** of the board.

Point to a shape which is near the **bottom** and on the **right**.

Where is the **Moon** shape?

Where is the **rectangle**?



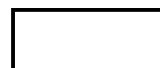
Draw a square at the **top** of the board.



Draw a circle at the **bottom** of the board.



Draw a rectangle at the **right** of the board.



Draw a triangle at the **left** of the board.



Draw a heart in the **middle** of the board.



Colour the shape on the **left** blue.

Colour the shape on the **right** red.

Colour the shape at the **top** green.

Colour the shape at the **bottom** yellow.

Colour the shape in the **middle** brown.

**dog****ladybird****clock****banana****dinosaur****house**

The **ladybird** is between the _____ and the _____.

The **dinosaur** is between the _____ and the _____.

The **dog** is on the _____ of the **ladybird**.

The **clock** is on the _____ of the **ladybird**.

The **banana** is _____ the **dog**.

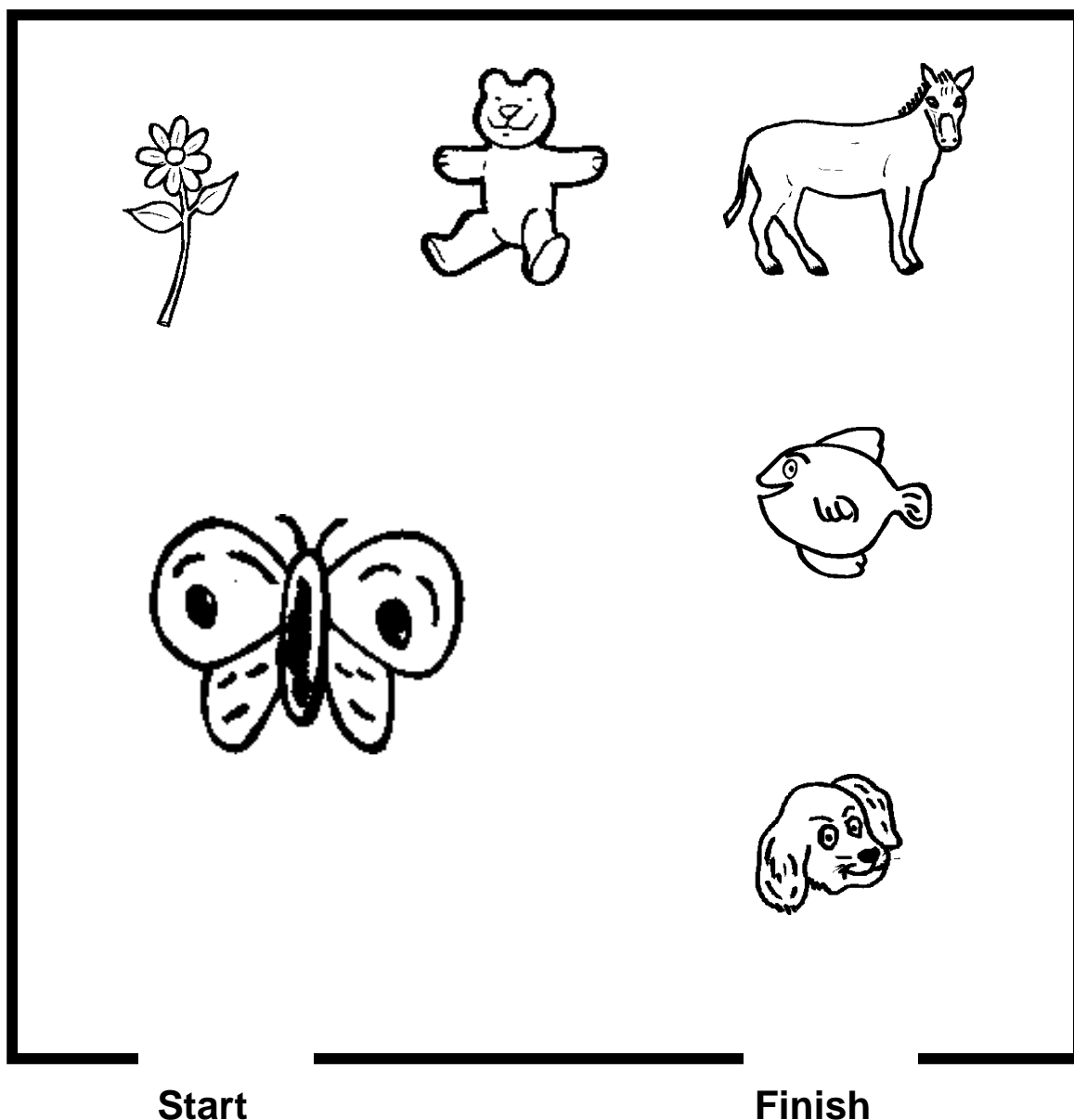
The **clock** is _____ the **house**.

Draw a circle around the **banana**.

Draw a square around the **house**.

Draw a triangle around the **clock**.

Draw a face between the **dinosaur** and the **house**.



Draw a line from **'Start'**.

Go to the **left** of the butterfly.

Go **between** the flower and the teddy.

Go **between** the teddy and the fish.

Go to the **right** of the dog.

End your line at **'Finish'**.

Here are some ideas for positional work:

It is very important that these ideas should be fun. Keep them short and laugh a lot. If the child feels self-conscious, let them use a teddy instead of themselves ('Can teddy describe the route?' etc).

- a) Blindfold a child and give him/her instructions to take a route between the furniture. Ask another child to give the instructions. Swap over.
- b) Make three sets of cards for use in the classroom/Wendy house/doll's house etc. The first is a list of small objects (teddy, iron, cup and saucer etc), the second is a list of words indicating position (on, under, beside, next to, etc) and the third is a list of larger objects (table, chair, trolley etc).

Draw one card from each pile and then ask a child to carry out the instruction implied by the three cards (put the **teddy on the table**, etc).

- c) Have two similar sets of objects such as plastic tea sets. Arrange one in a certain way and do not let the child see it. Give the other set to the child and give him/her verbal instructions that, if followed correctly, will lead the second set to be arranged in a similar way to the first. Then swap over or let another child give the instructions. Keep this simple to start with.
- d) Make up an obstacle course from whatever items you have available (hoops, balls, buckets etc). Give instructions using words such as 'through, inside, over, under' to describe the course. Have a race or two, then let the child make up the course and describe it using the correct language.
- e) Make up a simple dance in which the child has to follow a given set of instructions using positional language (walk three steps forward, turn to the left, hop four hops towards the wall, etc). Gradually increase the complexity of the dances and let the children make up and describe the rules.
- f) Make up a course on the floor several metres long. In schools this could be painted on the playground. At home lay out a hosepipe or piece of string or rope in the garden. Ask the child to follow the route and describe it.
- g) Program a 'turtle' type robot if you have one.