



Position and Movement Home Information Sheet
First Level (c)



Maths Pathway Cross Section

Time MNU 1-10a MNU 1-10c	Displaying Data MTH 1-21a	Position and Movement MTH 1-18a MTH 1-17a	Chance MNU 1-22a	Planning the Year MNU 1-10b
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I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position.
MTH 1-18a.

In order to achieve the above your child should:

(Tick when you feel your child can do this)

Consolidation of Previous learning outcomes:

- Know where, how and why grid reference systems are used in everyday contexts, e.g. maps, seating plans, warehouses.
- Understand that each square or section is identified uniquely by two symbols.
- Know and be able to use the terms – up, down, left, right, across, above, below.
- Know where, how and why grid reference systems are used in everyday contexts, e.g. maps, seating plans, warehouses.

Useful Activities on the web

- www.woodlands-junior.kent.sch.uk - Maths – Coordinates – “Insect Coordinates” & “Billy Bug”
- b-bot app (free to download)

Ways to assess your child for understanding

- **Find The Fib** – Say three facts, one being incorrect, the child has to spot the wrong piece of information.
- **Exit Pass** – The child must say a fact related to the theme to leave, go out to play etc.

- **Be The Teacher** – *The child has to teach the adult a piece or pieces of information related to the theme.*

Things to chat about and do at home:

- Use of Sat Nav. devices - listen to directional instructions.
- Maps – trace a familiar route.
- Use positional language when giving instructions to one another.
- Play “Simon Says” – using positional language.
- Blind fold and direct one another around the room.

Home Activities

- **Picture maps** Ask children to make a picture map of a room in their home. Tell them to start by drawing the outline of the room’s floor (e.g. a rectangle) and indicate where the key objects are, e.g. chair, table, TV etc. They could imagine they are a bird or fly near the ceiling, and try to imagine what it can see.
- **Shoes and gloves** Ask children to draw a pair of shoes or gloves (either their own, or a pair they would like to have) and label them left and right as appropriate.
- **Robot directions** Ask children to draw a simple plan of a room at home (e.g. kitchen, garden, bedroom). They write directions to program a robot to go from one place in the room to another (e.g. from fridge to sink). Encourage children to think carefully about the way they are facing.
- **No directions?** Ask children to imagine what life would be like without directions. They record in any way they wish (write down, draw, talk about) some situations, which would be very difficult if there were no direction words.