

Position

National Curriculum attainment target

- Use mathematical vocabulary to describe position

Lesson objective

- Describe and find the position of a square on a grid of squares with the rows and columns labelled

Previous related lessons

none

Prerequisites for learning

Pupils need to:

- describe position using everyday language: above, below, left, right

Vocabulary

position, point, square, grid reference

Future related lessons

Unit 3, Week 3, Lesson 4; Unit 9, Week 3, Lessons 1–4

Success criteria

Pupils can:

- describe the position of a square on a grid of squares with the rows and columns labelled
- find the position of a square on a grid of squares with the rows and columns labelled



Getting Started

- Choose an activity from Geometry – Position and direction.

Collins
Connect
Year 2, Unit 3,
Week 3

Teach

Resources

mini whiteboard, pen and eraser (per child)

- Say: **Today we will be learning how to be very accurate when we describe where things are, or what their position is.**
- Say: **Tell your partner words you already know to describe position.** (above, below, left, right)
- Say: **Show me these positions with your hands: above, below, left, right.** Encourage children to indicate positions and correct any misunderstandings between left and right.
- Display: Slide 1. Say: **This is a map of a safari park. It is on a grid. This helps us find exact places on the map.**
- Say: **If we look along the bottom and down the side, we can see numbers and letters. These are useful because they help us locate exact places on the map. The letters along the bottom tell us how far left or right a certain position is, while the numbers on the side tell us how far up or down that position is. We need them both to describe and find one of the squares on the grid.**
- Say: **Let's find which animal is in (C3).** Model counting along the bottom of the grid first to C and then up 3 places. Say: **It is useful to remember 'along the bottom and up' as we are always given the 'along' part first. We can see the zebras are here.**

↓ You may wish to remind children to think of the hand they write with and use that to help them with left and right.



↓ Children may find it beneficial to come up to the board and physically trace up from C and along from 3 to locate square (C3).



↑ Extend the activity by asking children to give you a position, for example, '3 spaces above the car', so that they are visualising different focus points on the map.



- Say: **Together with your partner, work out which animal is in (E4).** (giraffe) Ask the class more questions about what they can find in different squares on the map to gauge understanding.
- Say: **On your whiteboards, write down the position of where we can find the gorilla.** (F2)
- Ask children to work in pairs to tell you the different positions on the map.

Individualised Learning

Refer to Activity 3 from the Learning activities on page 179.

Activity Book 2A: – Page 36: Shape grid

Resources: coloured pencils (per child)

Progress Guide 2: – Support, Year 2, Unit 3, Week 3, Lesson 3:
Build your own safari

Resources: scissors (per child); glue (per child)

Plenary

Resources

masking tape (per class); 8 pieces of scrap paper (per class); chalk and metre stick – (per class – optional); mini whiteboard, pen and eraser (per child)

i Alternatively, mark the grid up outside with chalk and a metre stick.



↑ Ask children to come up with a position that it would be impossible to stand in.

- Use masking tape to create a 4 by 4 grid at the front of the class. Use scrap paper placed along the vertical and horizontal axes to indicate letters (horizontal axis) and numbers (vertical axis).
- Say: **I am going to stand in (D2).** Walk along until you reach D and then up 2 spaces.
- Ask: **Am I standing in the correct position? (yes) How do you know?**
- Repeat the procedure above with another position but get it wrong by 1 square. Invite the children to check whether you are in the correct position and adjust as necessary.
- Choose four children and give them the following positions to stand in: (B1) (B2) (B3) (B4).
- Say: **Tell your partner what you notice about the position of our volunteers.** (They are in a line because they all have 'B' as their first position.)
- Choose two children to come and stand on the grid and ask: **Where are [Child A] and [Child B] standing? What are their positions?** The rest of the class must write down their positions on their individual whiteboards.
- Repeat the above activity with different positions.