

Let's Explore Position and Direction: Maths : Year 2 : Spring Term

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know how to describe and continue patterns and sequences	Children will begin by describing simple patterns within sequences. They will then use these patterns to identify what the next object in a sequence would be. In their independent work, children will continue sequences by identifying the correct shape from a given choice of three. Alternatively, children will work in pairs to describe and identify sequences.	<ul style="list-style-type: none"> Can children describe patterns? Can children identify what the next object in a sequence should be? Can children explain their choices and reasoning? 	<ul style="list-style-type: none"> Slides Shape Cards (Teaching Input) Worksheet 1A/1B/1C Pattern Strips (FSD? activity only) Pattern Identification Sheet (FSD? activity only) Photo Sheet
Lesson 2	To know how to continue sequences and identify missing objects in sequences	In this lesson, children will further their knowledge and understanding of patterns by looking at more complex sequences involving a wider range of objects, colours and orientations. They will also learn how to identify missing objects within a sequence. Children will practise and consolidate this learning in their independent activities.	<ul style="list-style-type: none"> Can children identify what the next object in an increasing range of sequences should be? Can children identify what a missing object within a sequence should be? Can children explain their choices and reasoning? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Sequence Strips (FSD? activity only) Missing Object Cards (FSD? activity only) Photo Sheet
Lesson 3	To know how to create and describe sequences	Children will begin by identifying and discussing repeating patterns in a variety of sequences. They will then use their knowledge and understanding to create and describe sequences containing repeating patterns of different lengths.	<ul style="list-style-type: none"> Do children understand that objects can be arranged into many different patterns and sequences? Can children make and describe their own patterns and sequences? Can children identify errors in patterns? 	<ul style="list-style-type: none"> Slides Shape Cards (Teaching Input) Worksheet 3A/3B/3C Blank Sequence Strips and Cover Cards (FSD? activity only) Object Cards (FSD? activity only) Photo Sheet
Lesson 4	To use vocabulary to describe direction and movement	In this lesson, children will use simple vocabulary to describe direction and movement. They will begin by reinforcing their knowledge and understanding of the terms up, down, left and right, before using them to describe various routes around grids. In their independent activities, children will describe and follow instructions using a map of a zoo. In the alternative activity, children will use their knowledge of direction and movement to play a game of 'Cops and Robbers'.	<ul style="list-style-type: none"> Do children know and understand the words associated with direction and movement? Can children follow the vocabulary of direction to move around a grid? Can children use vocabulary to give directions for movement around a grid? 	<ul style="list-style-type: none"> Slides Zoo Map Directions Cards Directions Sheet Challenge Cards & Route Cards Help Cards Zoo Animals Help Sheet Cops & Robbers Game Board (FSD? activity only) Cops & Robbers Cards and Counters (FSD? activity only) Photo Sheet
Lesson 5	To understand and describe movement as part of a turn	In this final lesson, children will recap on their knowledge of quarter, half, three-quarter and full turns, including clockwise and anticlockwise movements. In their independent activities, children will follow instructions to find out what shape is being pointed to after completing a given movement. In the alternative activity, children will move their bodies through different turns in order to find the answers to the challenges set.	<ul style="list-style-type: none"> Do children understand the terms 'clockwise' and 'anticlockwise'? Can children turn themselves and objects a whole turn, half turn, quarter turn and three quarter turn? Can children describe movement using the language of turns? 	<ul style="list-style-type: none"> Slides Movement Square and Pointer, split pins Question Sheet Worksheet 5A/5B Insect Cards (FSD? activity only) Which Insect? Challenge Sheet (FSD? activity only) Photo Sheet