

Year 1 L.O: To describe turns.

Must: Can demonstrate a full, half, quarter turn.

Should: Can describe using a full, half or quarter turn.

Could: Use key vocabulary to create instructions.

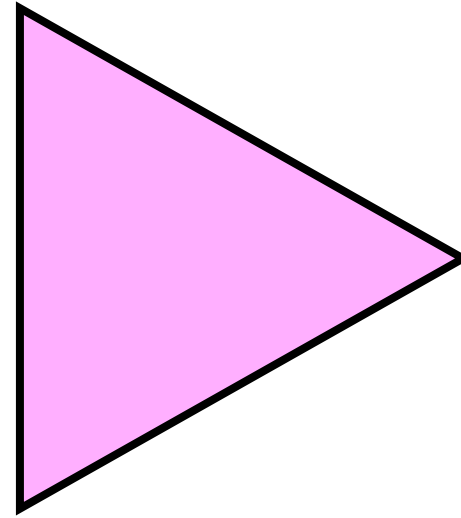
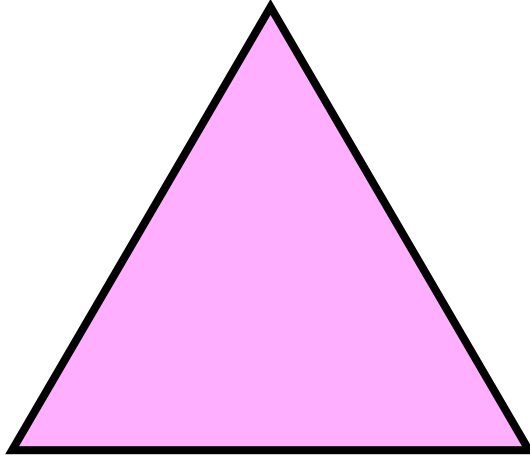
Stand up...

Make a full turn

Make a half turn

Make a quarter turn

How has the shape been turned?

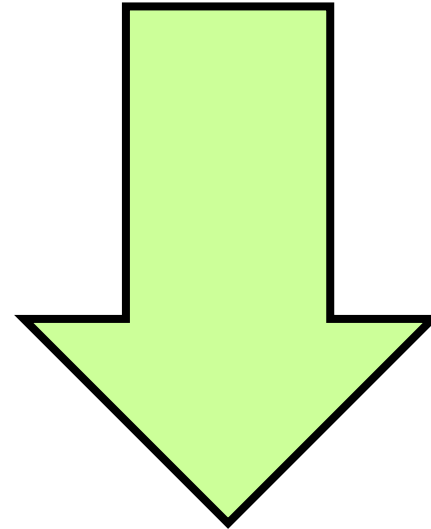
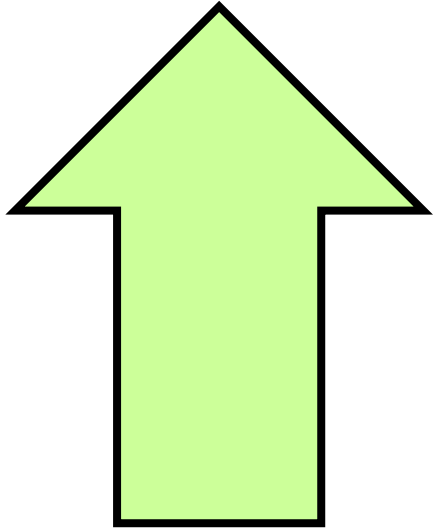


Full turn

Half turn

Quarter turn

How has the shape been turned?

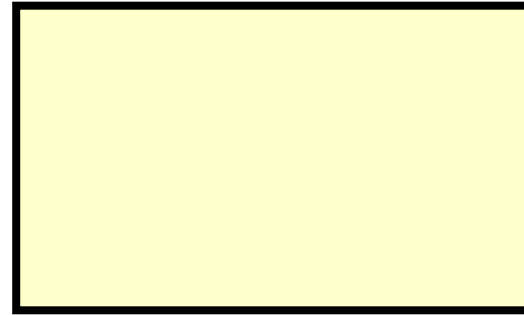
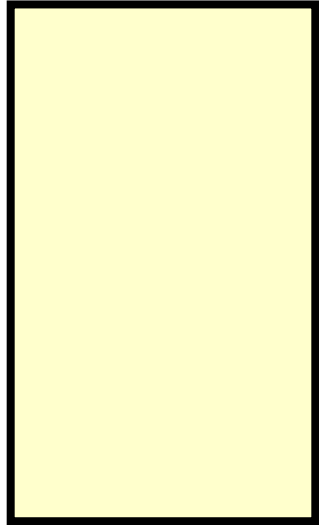


Full turn

Half turn

Quarter turn

How has the shape been turned?

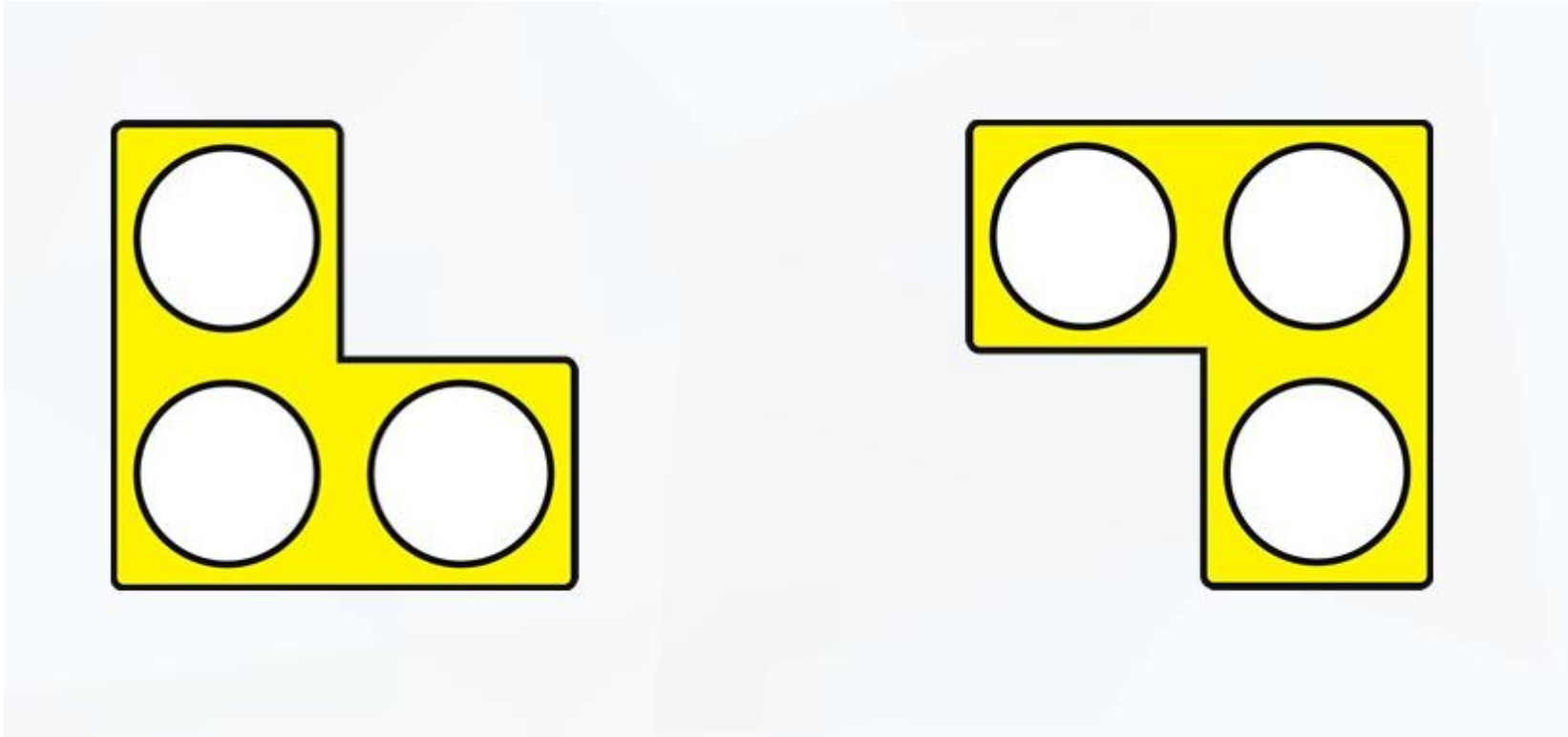


Full turn

Half turn

Quarter turn

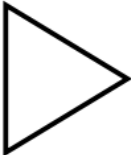
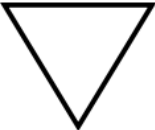
How has the frame been turned?



Half turn

Task: Colour/draw the shape in the correct position.

Colour what the shapes will look like after the turns. You may use 2D shapes to help you.

Shape	Turn	Shape after turn	
	Full turn		
	Half turn		
	Quarter turn		

Draw what the shapes will look like after the turns.

Shape	Turn	Shape after turn
	Full turn	
	Half turn	
	Quarter turn	

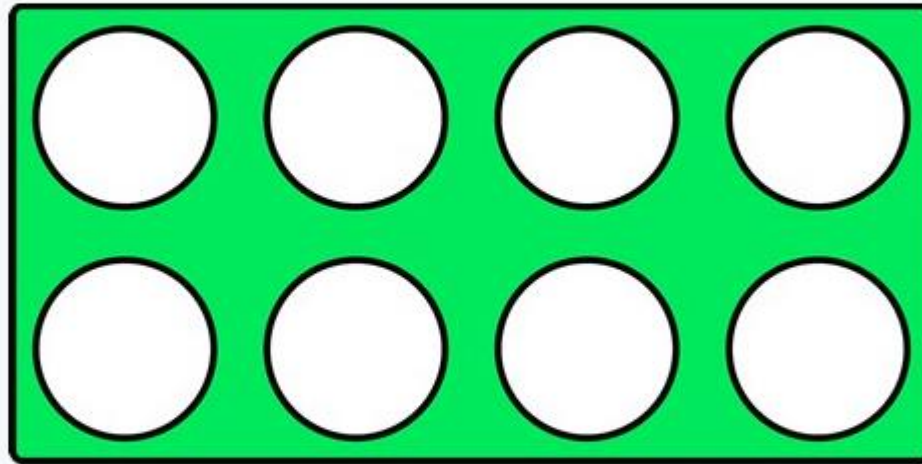


If a full turn is made, the object will be in the same position as it started.

Is Che correct?

Yes, objects will be in the same position as they started if a full turn is made.

What do you notice about this object when a full turn and a half turn is made?



The frame will look the same as it will be in the same position.

Reception L.O: To use positional language.

Must: Can follow instructions.

Should: Can use positional language to describe body parts.

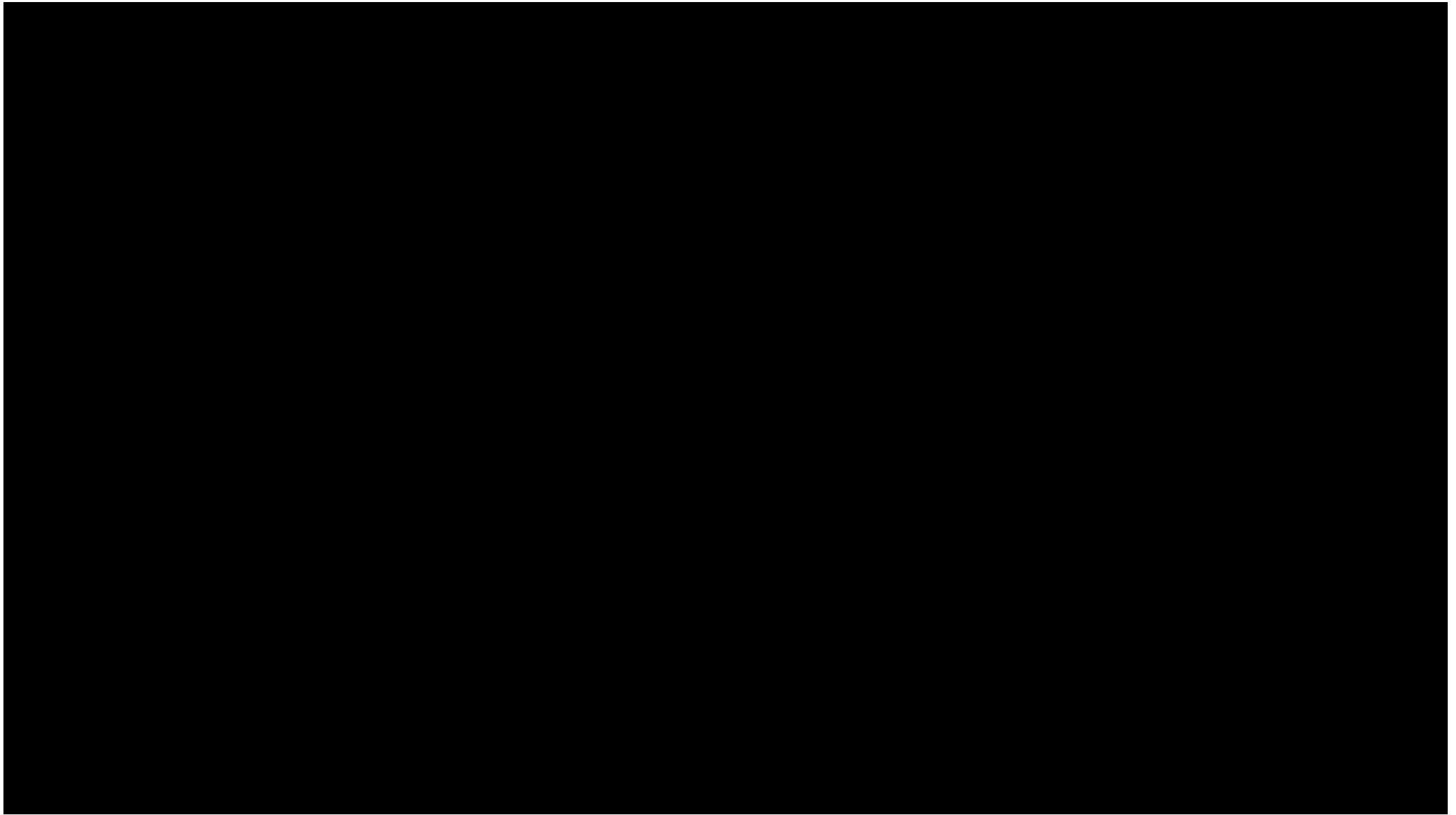
Could: Can make up instructions using positional language.

Year 1 L.O: To describe the position.

Must: Can recognise positional keywords.

Should: Can use position keywords to direct.

Could: Find alternative routes.



How can we describe position?

right

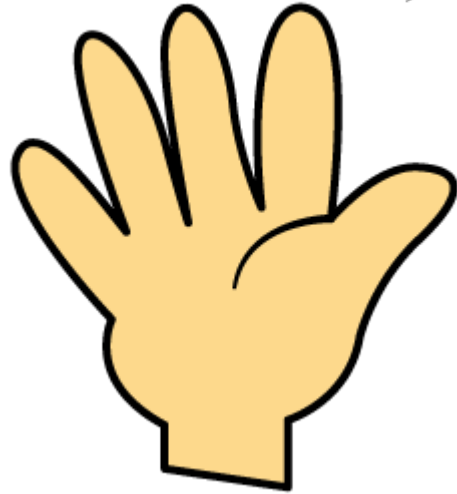
left

forwards

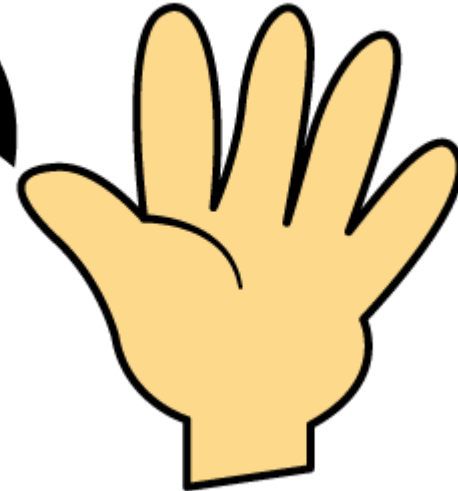
backwards

Which hand?

left



right



Let's practice
left
right

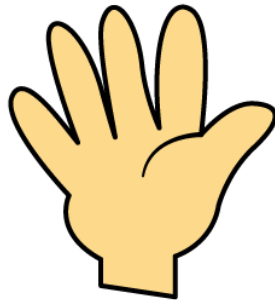


How else can we describe position?

up



left



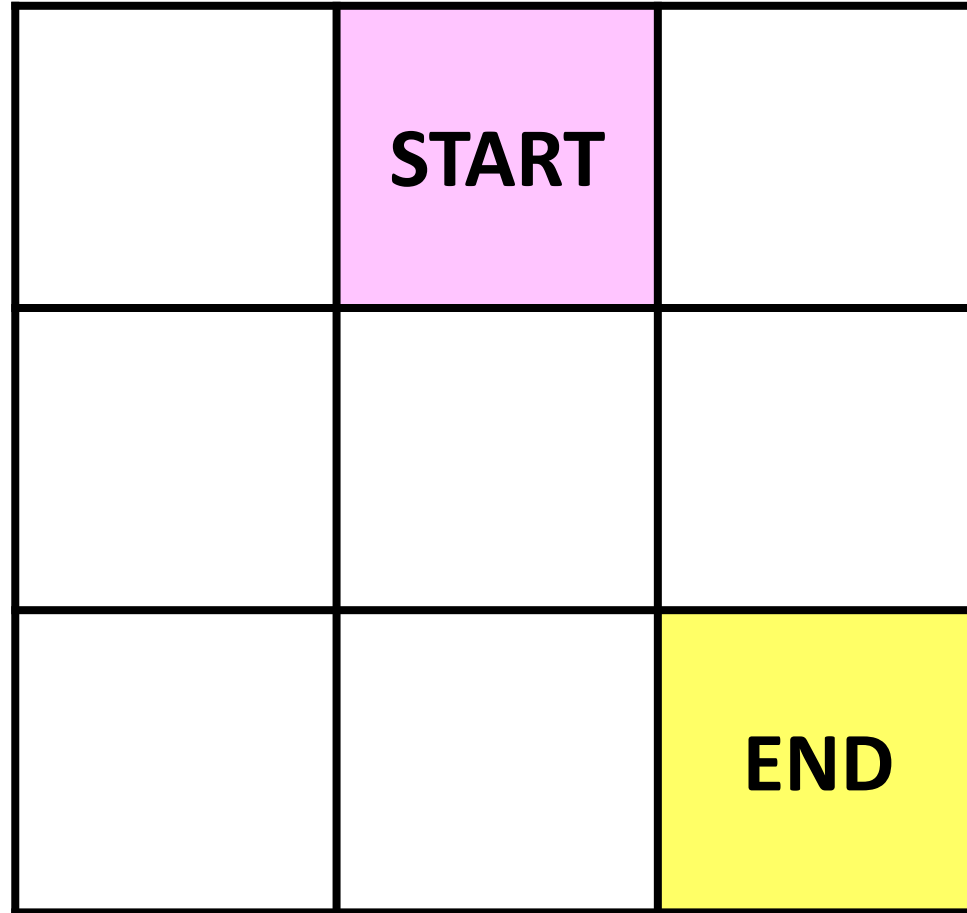
right



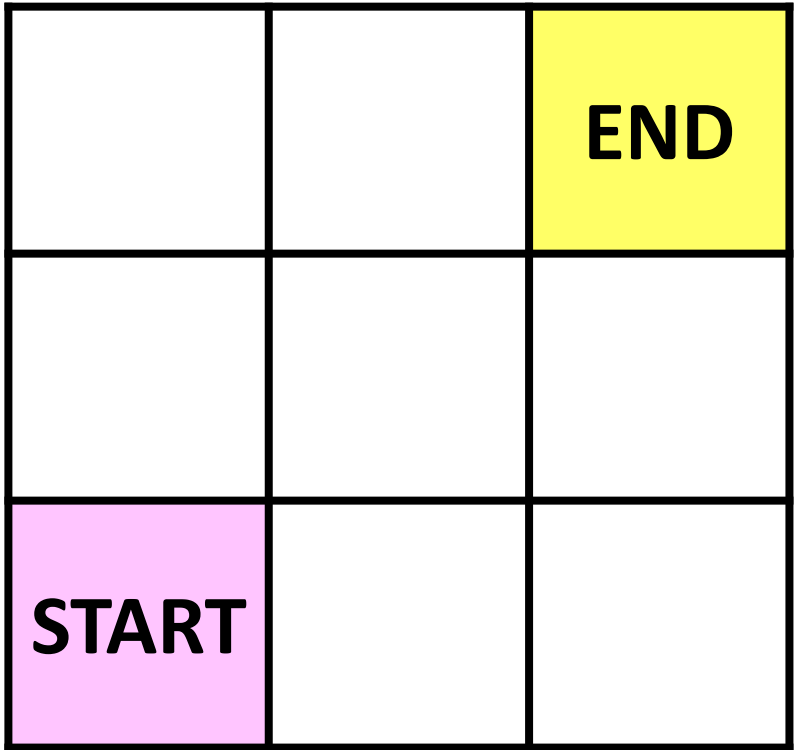
down



How many different routes can you find to get from the start to the end position?



Spot the mistake in the route to get from the start position to the end position.



Up
Up
Left
Left

Up
Up
Right
Right

Task:

Mark your grid with chalk and write a route for your partner to follow.
Write your route and record it on a grid.

		END
START		

Up

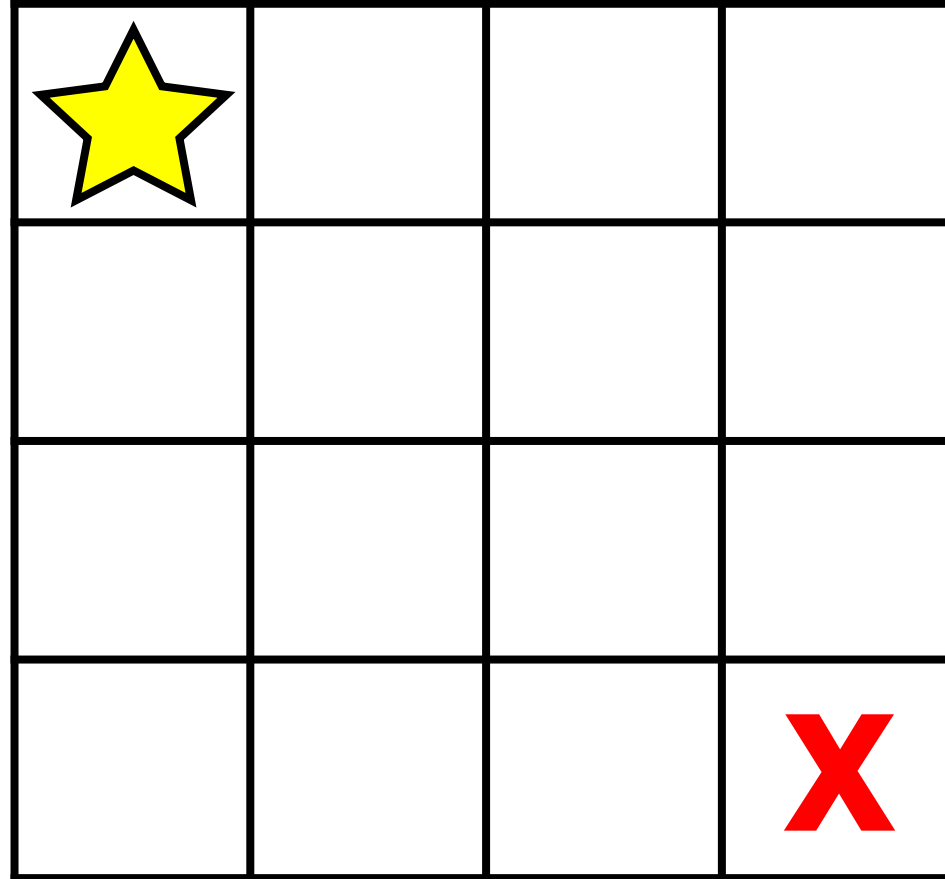
Up

Right

Right

Word Bank: up down left right

How many different routes can you find?



What is the shortest route?

Year 1 L.O: To write directions.

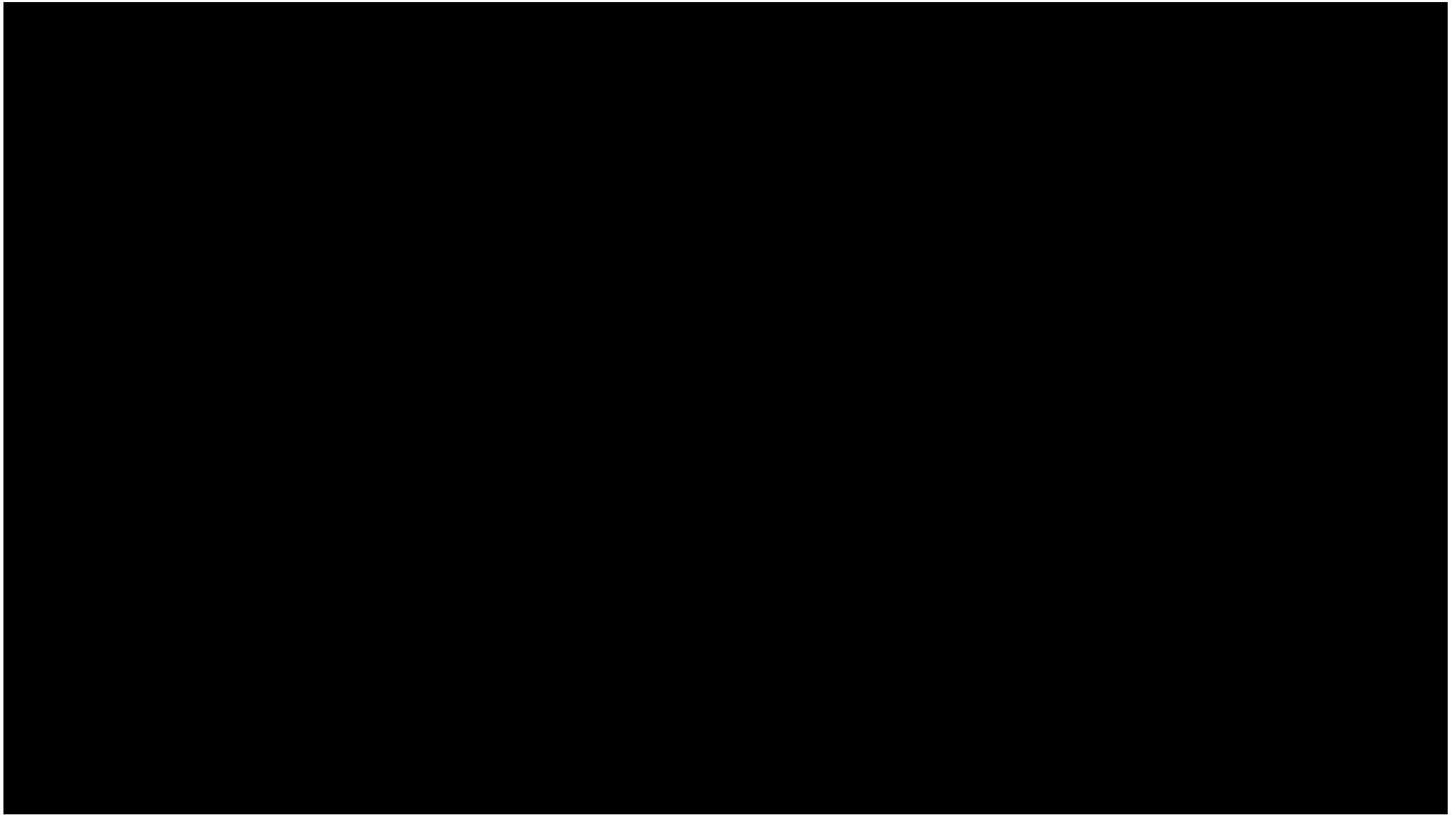
Must: Can follow directions.

Should: Can use keywords to write their own directions.

Could: Can explain why some directions wouldn't work.

LO: To write an algorithm.

LO: To programme a beebot.



Build the cube structure using the clues.

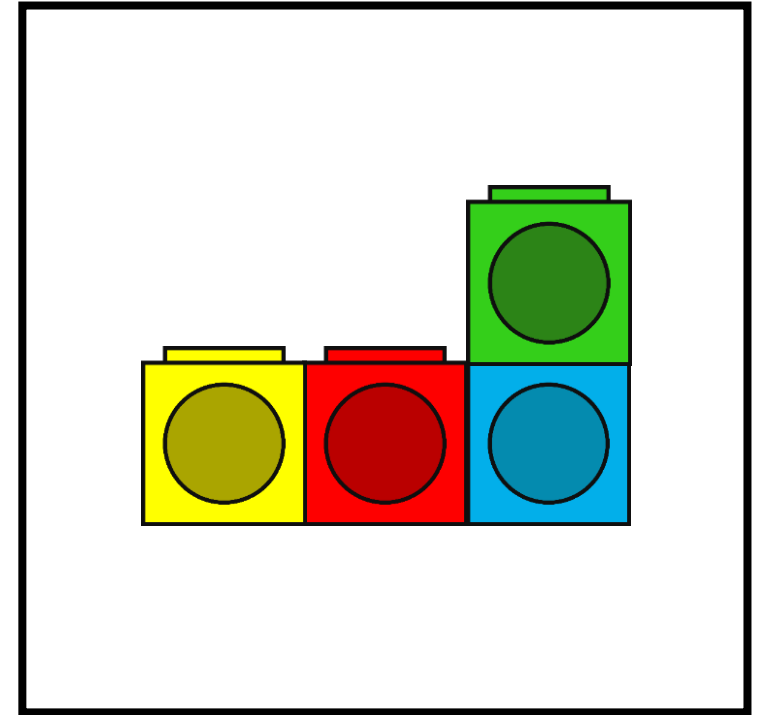
Use 4 cubes.

Start with a red cube.

Put a blue cube to the right of it.

Put a green cube above the blue.

Put a yellow cube to the left of the red.



What do you think these buttons mean?



Task: Help beebot get the treasure before the pirates.

Something easier: Grab the treasure map and head to the cross. You don't need to avoid anything.

Something harder: Grab the treasure map and avoid the items in the sea, go to the cross.

Something a bit more harder: Grab the treasure map and head to the cross, whilst avoiding everything in 10 steps.

