



## Year Reception Maths Distance Teaching and Learning

Week beginning: 22.06.20

Lesson 1		
<p>Learning Intention:</p> <p>WALT identify positional language</p>	<p>Key Vocabulary:</p> <p>One more, one less</p> <p>Positional – where something is, it's place</p> <p>Instructions – how to do something</p> <p>Positional language, for example: on top, beside, in front, behind, between, over, under and inside</p>	<p>What you will need:</p> <p>A computer, tablet or phone</p> <p>Paper + Pencil</p> <p>Number line/ruler</p> <p>Building blocks for example Lego</p> <p>Video: Maths Lesson 1</p>
Starter		
<p><u>Practise</u> one more, one less</p> <p>Count up to twenty on a number line and then count back down from 20. Point to a number; tell me one more than that number. Do this several times. Now point to a number and tell me one less than that number again do this several times.</p>		
Main Teaching		
<p>Today we are going to discover as many 'positional words' as we can. A position is where something is. We are going to play 'Simon says...' but each action we do I will write down the position word on the white board. For example: "Simon says put your hand <b>on top</b> of your head", the position word here is 'on top'.</p> <ul style="list-style-type: none"> <li>• Simon says wriggle your fingers <b>under</b> your chin</li> <li>• Simon says put one foot <b>behind</b> the other foot</li> <li>• Simon says put one hand <b>beside</b> your face</li> <li>• Simon says put one foot in <b>front</b> of the other foot</li> <li>• Simon says sit <b>on top</b> of your sofa</li> <li>• Simon says put one foot <b>over</b> the other</li> <li>• Simon says put your hands at the <b>bottom</b> of your legs</li> </ul> <p>Now it's your turn have a go at giving these sort of instructions. Play the game with another family member if you can.</p> <p>Now let's count how many words we thought of.</p> <p>I was able to think of 8.</p>		
Independent Tasks		
Challenge 1		
<p>Build a model or draw a picture and then talk about your model/picture saying where you have put different things using 'position words'. Which words did you use? How many different words did you use?</p>		
Challenge 2		
<p>Write a list of the position words you have used in Challenge 1</p>		
Challenge 3		
<p>Build a model or draw a picture and then hide it from the adult you're with. Tell them about your model/ picture and see if they can build/ draw the same model/ picture as you.</p>		

## Lesson 2

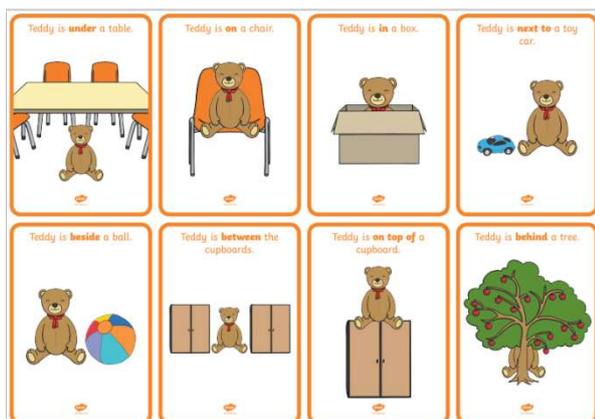
<p>Learning Intention:</p> <p>WALT use positional language</p>	<p>Key Vocabulary:</p> <p>Positional – where something is, it's place</p> <p>Positional language, for example: on, beside, in front, behind, between, over, under and inside</p>	<p>What you will need:</p> <p>A computer, tablet or phone</p> <p>Paper + Pencil</p> <p>Video: Maths Lesson 2</p> <p>A teddy or toy</p>
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## Starter

Watch this clip about positional language to recap on what we learnt yesterday...  
<https://www.bbc.co.uk/bitesize/clips/zy26sbk>

## Main Teaching

Today we are going to learn how to use positional language to describe where something is. Here is my teddy I'm going to put him in different places around the room and I'd like you to describe where he is and think carefully about what positional language you've used. Write the positional words down as you say them (see the attached resource pictures for support).



- Teddy is on the sofa
- Teddy is under the chair
- Teddy is inside the basket
- Teddy is in front of the telly
- Teddy is behind the cup
- Teddy is next to me

Now play hide and seek with the teddy. Ask another member of your family to hide the teddy in one room, when you find the teddy don't move it until you have described where it is using positional language. Note down the words you used.

## Independent Tasks

<p>Challenge 1</p>
<p>Draw pictures to show the places you found teddy when playing hide and seek.</p>
<p>Challenge 2</p>
<p>What positional language words can you use to describe these places?</p>
<p>Challenge 3</p>
<p>Label your pictures with the positional language words.</p>

### Lesson 3

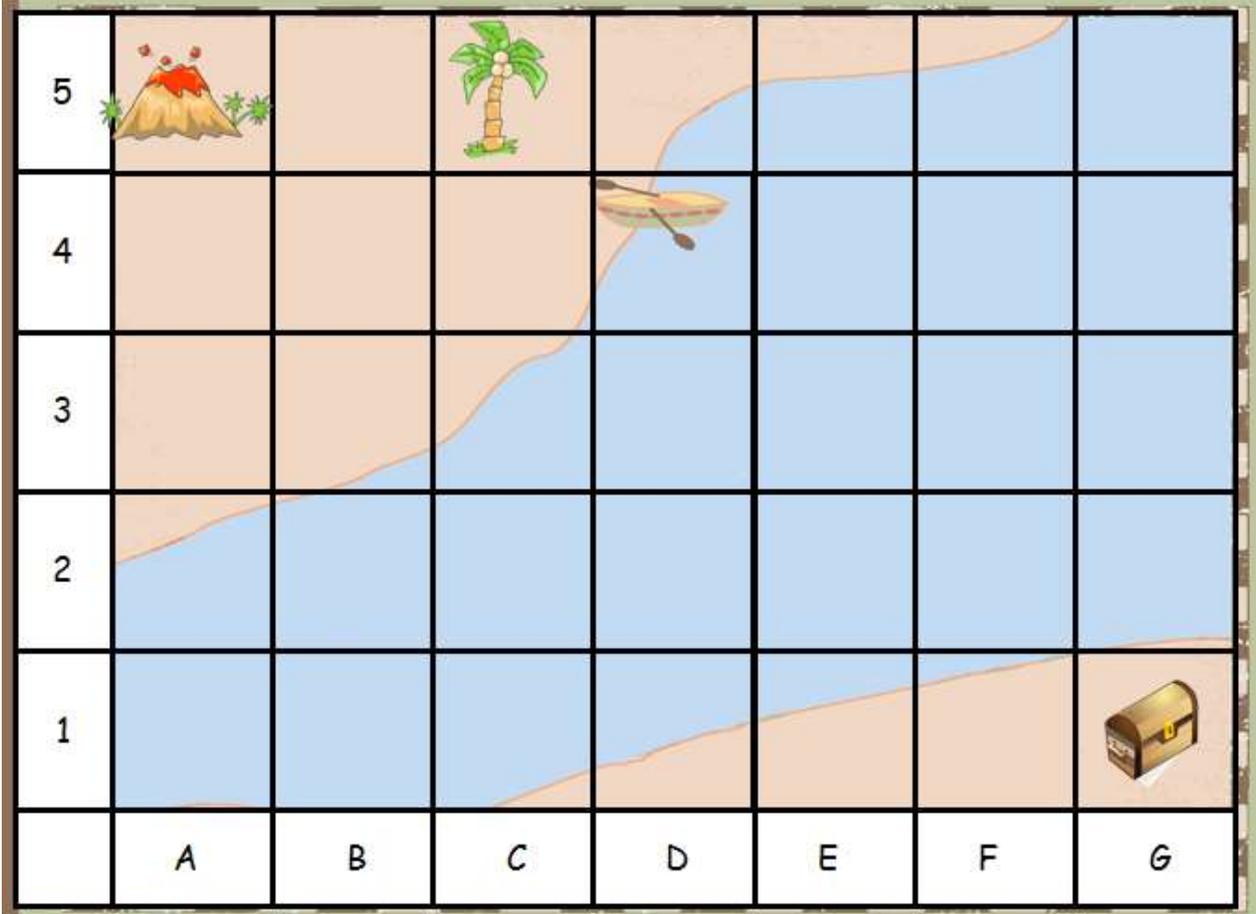
<p>Learning Intention: WALT use positional language</p>	<p>Key Vocabulary: Positional – where something is, it's place Instructions – how to do something Positional language, for example: on, beside, in front, behind, between, over, under and inside</p>	<p>What you will need: A computer, tablet or phone Paper + Pencil Video: Maths Lesson 3</p>
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### Starter

Watch the counting in 2's video on this website page...  
<https://www.bbc.co.uk/bitesize/articles/z693rj6>  
 Watch it more than once to practice it.

### Main Teaching

Look at this treasure map. I want to get from the volcano to the treasure chest. We need to give instructions on how to do that and remember to use positional language to help us when we can.



1. Walk towards the palm tree
2. Walk in front of the palm tree
3. Get inside the rowing boat that's next to the palm tree
4. Row over the water
5. Get out on to the beach
6. Dig to get the chest out from under the sand
7. Open the box to get the treasure out that s inside the box.



Now we need to give instructions to get back to the volcano, again remembering to use positional language to help us when we can.

1. Carrying the treasure walk over the sand to the rowing boat
2. Get inside the rowing boat
3. Row back over the water
4. Get out on to the beach
5. Walk in front of the palm tree that is beside the beach
6. Walk over the sand until you are next to the volcano

#### Independent Tasks

##### Challenge 1

Ask an adult to collect a range of items from around the room/house which always belong in the same place. For example a picture frame, an ornament or a book. Can you remember where these things go and put them back? (A member of your family can help you if you're not too sure) As you put them away think of the positional words to describe where they go.

For example: inside the cupboard

##### Challenge 2

Make a list saying all the positional words you used

##### Challenge 3

Draw pictures of where the items went and write the positional words to label your pictures

Lesson 4		
<b>Learning Intention:</b>  WALT follow instructions that use positional language	<b>Key Vocabulary:</b> Positional – where something is, it's place Positional language, for example: on, beside, in front, behind, between, over, under and inside	<b>What you will need:</b> A computer, tablet or phone Paper + Pencil Video: Maths Lesson 4
Starter		
Watch the counting in 5's video on the link below... <a href="https://www.bbc.co.uk/bitesize/articles/zkvhscw">https://www.bbc.co.uk/bitesize/articles/zkvhscw</a> Watch it more than once to practice it.		
Main Teaching		
Today we are going to follow instructions that use positional language. So either watch the video or draw the items on the map following the instructions below (a member of your family can help you)...		
<ol style="list-style-type: none"> <li>Put a pirate in the rowing boat</li> <li>Put a sailing boat on the water next to the land at the bottom</li> <li>Put a treasure chest on the land in front of the sailing boat</li> <li>Put a palm tree beside the rowing boat on the land</li> <li>Put a parrot behind the palm tree</li> <li>Put a volcano on the land far from the water</li> </ol>		
Independent Tasks		
<b>Challenge 1</b>		
Draw your own treasure map and then talk about it to another member of you family using positional language to describe it.		
<b>Challenge 2</b>		
Draw your own treasure map including the list of items below. Make sure you draw them in the correct place as described with the positional language.		
<ol style="list-style-type: none"> <li>A boat beside a shark</li> <li>A fish in front of the shark</li> <li>A 'X' for treasure on top of a pile of sand</li> <li>Footprints over the sand</li> </ol>		
<b>Challenge 3</b>		
Do challenge 2 and then add these items and more of your own if you like but think of the positional language you would use to describe where they are.		
<ol style="list-style-type: none"> <li>A pirate between 2 palm trees</li> <li>The sun up in the sky</li> <li>A house behind the pirate and trees</li> <li>A bird flying under the sun</li> </ol>		

## Lesson 5

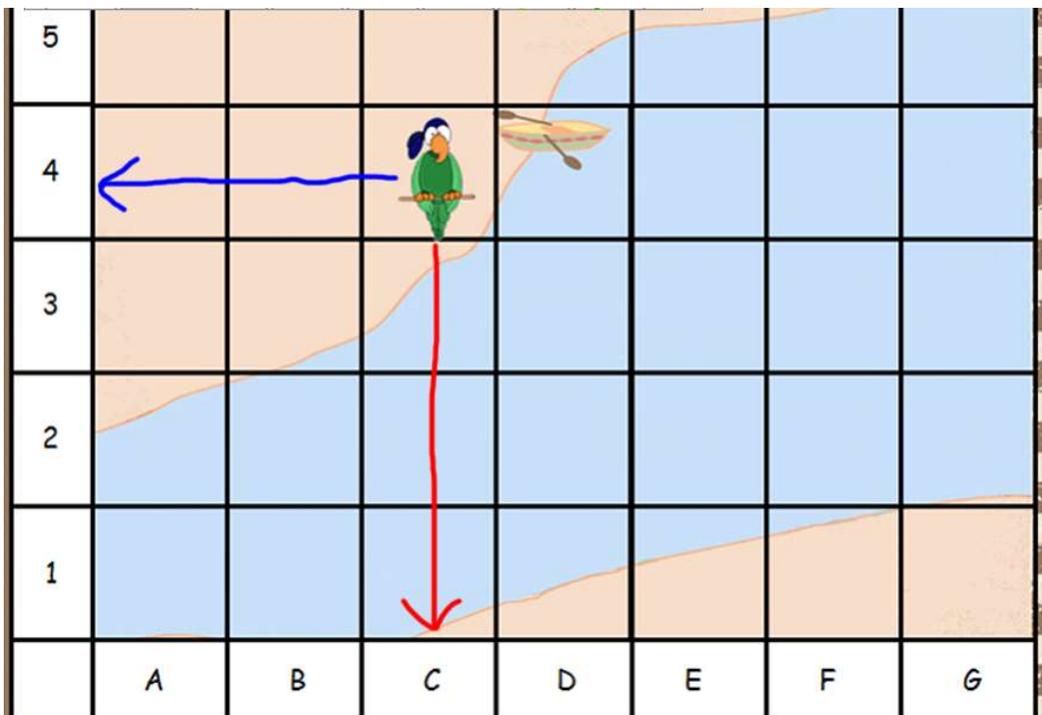
<b>Learning Intention:</b>  WALT use co-ordinates to describe position	<b>Key Vocabulary:</b> Positional – where something is, it's place Co-ordinate – using letters and numbers on a grid to describe an items place Positional language, for example: on, beside, in front, behind, between, over, under and inside	<b>What you will need:</b> A computer, tablet or phone Paper + Pencil Video: Maths Lesson 5
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### Starter

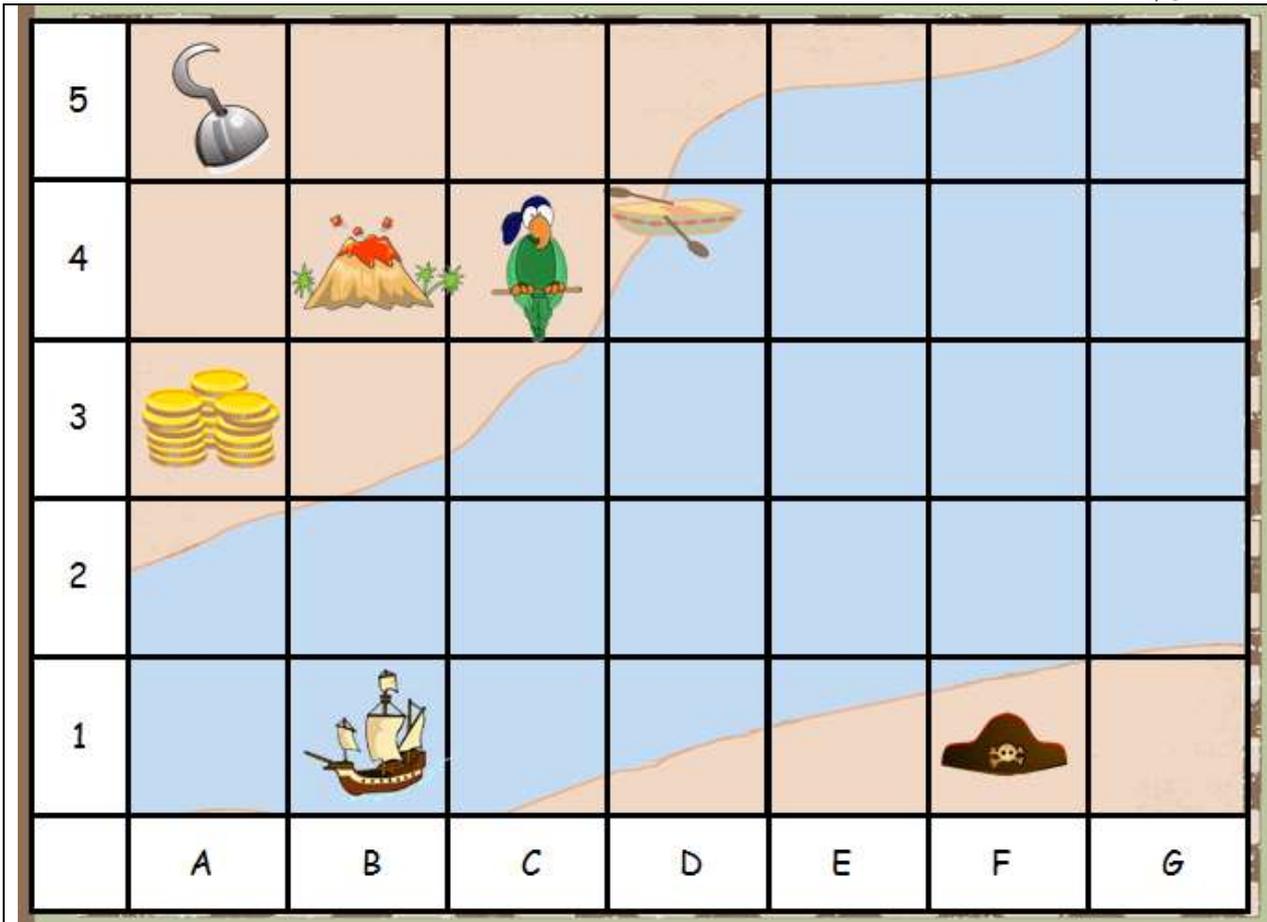
Watch the counting in 10's video on this website page...  
<https://www.bbc.co.uk/bitesize/articles/z6dr92p>  
 Watch it more than once to practice it.

### Main Teaching

Today we are going to use 'co-ordinates' to describe the position of items as well as positional language. So if you look at the map you will see that it has numbers down one side (the left) and letters along the bottom. You will also notice that the map has been divided into squares; rows and columns. This is called a grid. A co-ordinate uses the letters and numbers to describe where the items are. The letters tell you which column it's in and the numbers tell you the row. So we start by looking at the item and then take a straight line down till we get to a letter and then a straight line across until we get to a number. We then put them together and this is called a co-ordinate. For example: looking at the parrot the red line going straight down the column gets to the letter c and the blue line going straight across the row gets to the number 4 so the co-ordinate fo the parrot is 'C4'.



Now let's work out the co-ordinated for the following items on the next map...



1. The hook
2. The sailing ship
3. The pirate's hat
4. The gold coins
5. The volcano
6. The rowing boat

These are what they should be...

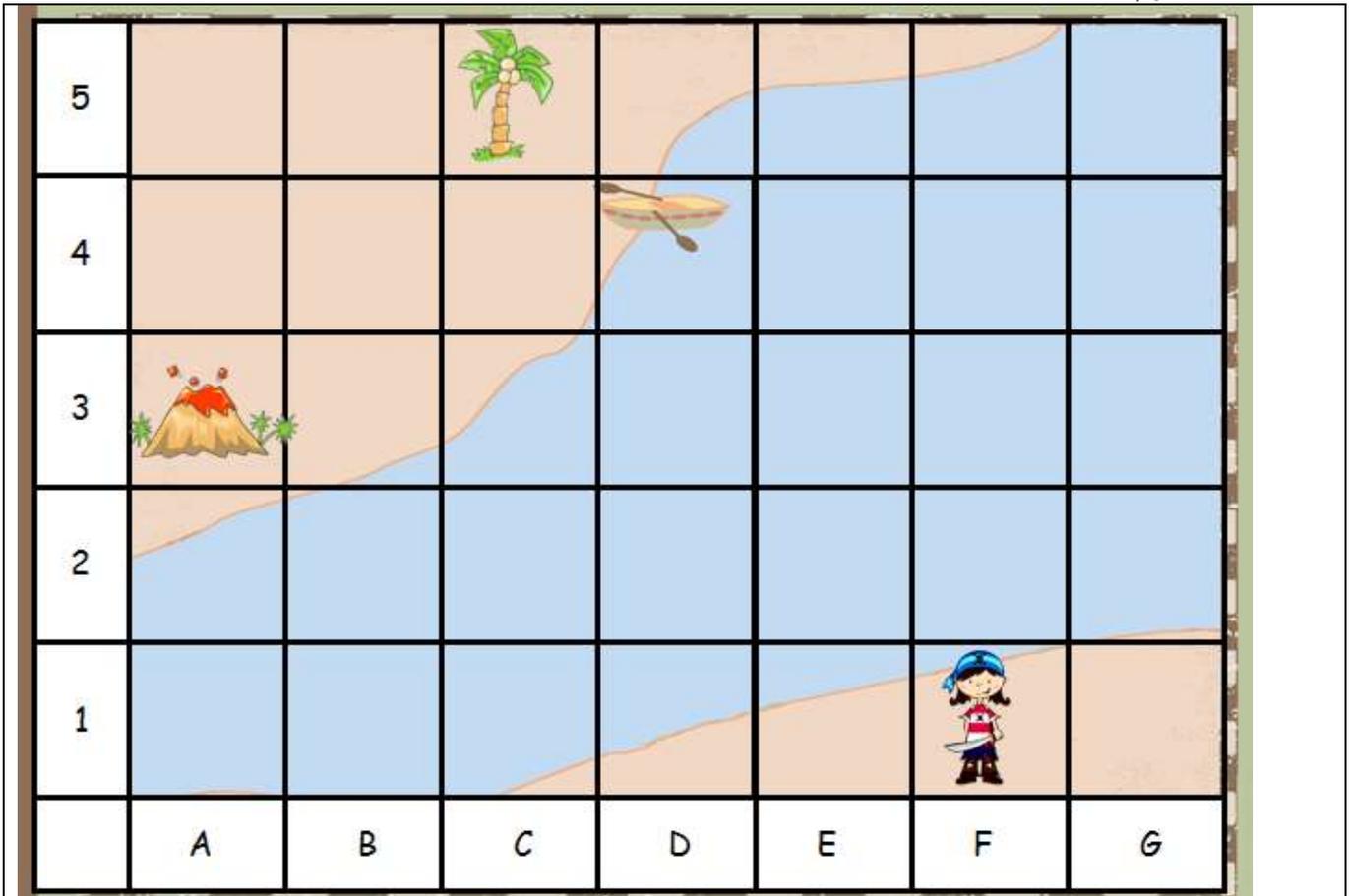
1. The hook – **A5**
2. The sailing ship – **B1**
3. The pirate's hat – **F1**
4. The gold coins – **A3**
5. The volcano – **B4**
6. The rowing boat – **D4**

### Independent Tasks

#### Challenge 1

Look at the map below; write the co-ordinates for this list of items.

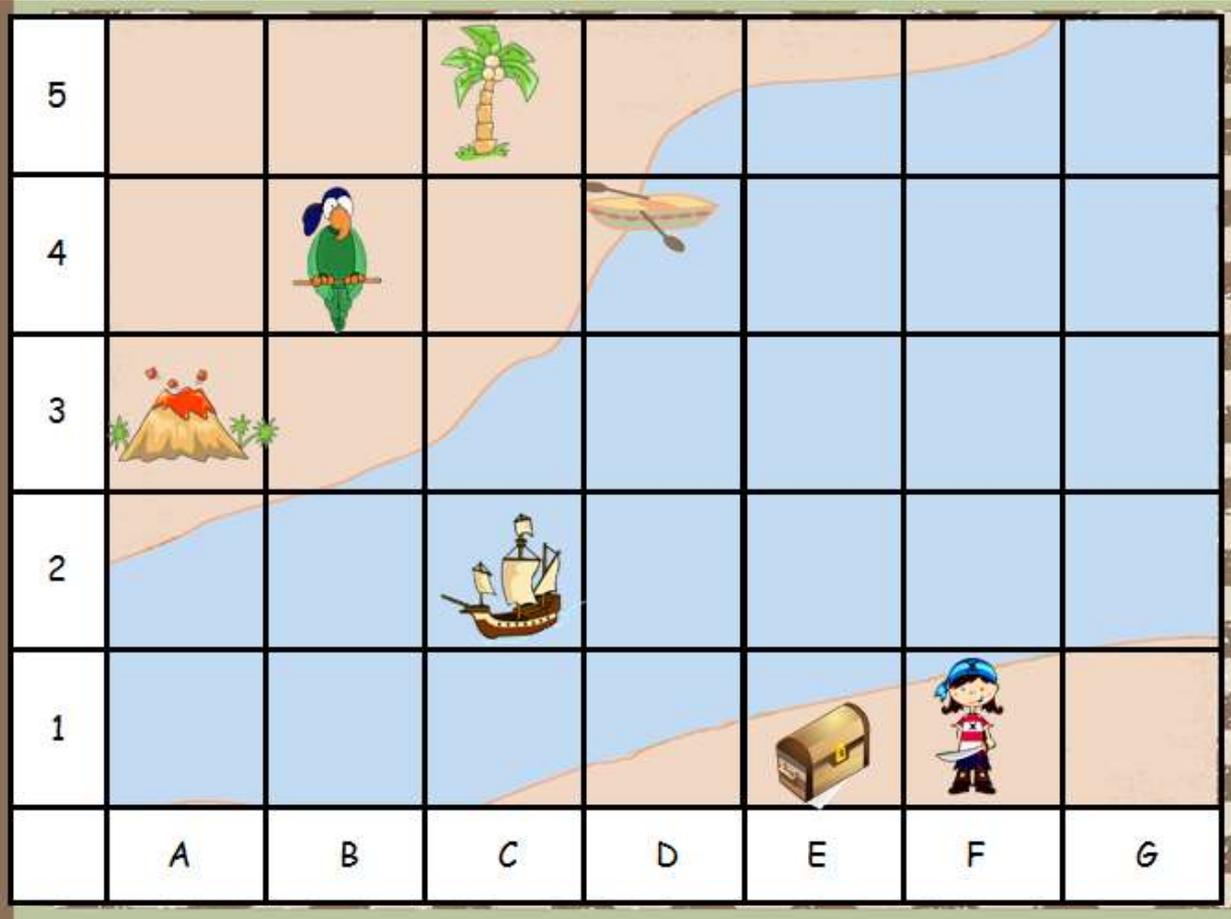
1. The volcano
2. The palm tree
3. The rowing boat
4. The pirate



### Challenge 2

Look at the map below; write the co-ordinates for this list of items.

1. The volcano
2. The palm tree
3. The rowing boat
4. The pirate
5. The sailing boat
6. The treasure chest
7. The parrot



### Challenge 3

Look at the map below; write the co-ordinates for this list of items.

1. The volcano
2. The palm tree
3. The rowing boat
4. The girl pirate
5. The sailing boat
6. The treasure chest
7. The parrot
8. The golden coins
9. The treasure map
10. The pirate's hat
11. The boy pirate
12. The hook

5							
4							
3							
2							
1							
	A	B	C	D	E	F	G

**Review**

So this week we have been learning about positional language pause the video and shout out or write down (a member of your family could do this for you) as many words to describe position that you can in 30 seconds. Go...