Maths

Y3&4 – Maths using Position & Direction: Looking at the Environment with links to Sustainable Travel - Lesson 2

Objectives:	To recognise that • two right angles make a half-turn • three make three quarters of a turn • four make a complete turn
Success Criteria:	• To follow and give instructions • To use the correct vocabulary • To record what has been observed
ICT Link	• Use any programmable resources that are available such as Beebots or Romas

Starter Activity:
Using clock faces, children to make whole, ¼, ½ and ¾ turns.
Then practice with each other in pairs

Teacher Input with key questions:
Recap yesterday's lesson on angles - today we are going to focus on right angles. Go over the clock activity in the starter – what do we notice about 2 turns? What do we notice about 3 turns? What do we notice about 4 turns?

Revise right and left – ask children to make ¼, 1/2/ ¾ with their bodies – what do they notice? How can we be sure we are correct?
What contexts of being out and about need us to turn our bodies?

Looking when we cross the road, before we move on a bike or scooter. Which turns do we make? Why is turning fully and accurately so important.

Explain the activities:

- Programmable devices
- Pairs as pedestrians
- Being traffic police and directing people to turn through left and right through ¼ turns, ½ turns, ¾ turns and whole turns to avoid obstacles – use cones and playground markings if available.

Plenary
Look at examples from the programmable devices - were the instructions successful?
How could they be improved?
What did we notice when they turned ¼, ½ ¾ whole turn?
Road safety – why must we learn to make ¼ and ½ turns?
Traffic police – when would we have to make ¼, ½ ¾ turns?

LA 2a – 3c

1. Traffic police – discuss scenarios with children first and work through one together – i.e. a road is blocked so turn a ¼ turn right....
2. Pairs as pedestrians – giving and receiving instructions - stop, look through given turn etc.
3. Programmable devices

LSA
Record in books – evidence of a ¼, ½, ¾ and whole turn from one activity. Add photos

MA 3C – 3B

1. Pairs as pedestrians
2. Programmable devices
3. Traffic police – discuss scenarios with children first and work through one together – i.e. a road is blocked so turn a ¼ turn right

CT
Record in books – evidence of a ¼, ½, ¾ and whole turn from one activity. Add photos

HA 3b – 4c

1. Programmable devices
2. Traffic police – discuss scenarios with children first and work through one together – i.e. a road is blocked so turn a ¼ turn right
3. Pairs as pedestrians

Independent
Record in books – evidence of a ¼, ½, ¾ and whole turn from one activity. Add photos