Position and Direction: Describing Position 2

Aim:	Success Criteria:	Resources:
Describe position, direction and movement, including whole, half, quarter and three-quarter turns DfE Ready-to-Progress Criteria: Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. (1G-2) To use the words 'on top of', 'between', 'in front of' and 'behind' to describe position.	I can use the words 'on top of' to describe position. I can use the word 'between' to describe position. I can use the words 'in front of' to describe position. I can use the word 'behind' to describe position.	Lesson Pack 3D shapes A device to take photographs of children's investigations.
	Key/New Words: Position, on top of, between, in front of, behind.	**Preparation:** Describing Position Activity Sheets – one per child Diving into Mastery Activity Cards – as required

Prior Learning:	It will be helpful if the children have been introduced to positional language. This Describing Position 1 lesson has been designed to introduce the words 'left', 'right', 'above' and 'below' to describe position.

Learning Sequence

	Remember It: Although left and right are not a focus for this lesson, it will be useful to recap the learning to build upon. Ask the children if they can recall how to identify left and right. Remind the children how to use their hands as a reminder. Follow the instructions on the Lesson Presentation to play the action game. Children will need to stand and find a space for this. Then invite children to use positional vocabulary to direct actions.	
Whole Class	**Tell Me:** The Lesson Presentation shows a cone on top of a cylinder. Ask the children to compare the position of the cone to the cylinder using this structure: The cone is on top of the cylinder. The following slides show different arrangements of 3D shapes and ask the children to compare their positions using the words 'in front of', 'behind' and 'between'. The last slide in this section invites children to work with a talk partner to describe the position of different shapes in an arrangement. Can the children use the words 'on top of', 'between', 'in front of' and 'behind' to describe position?	
Whole Class	**Find It:** The Lesson Presentation shows a model made with 3D shapes. Children read a sentence describing the position of a shape for the children to identify.	
Whole Class	**Build It:** The Lesson Presentation shows a collection of 3D shapes and a plan for model making. Ask the children where they would place each shape to complete the models. If possible, use real 3D shapes to demonstrate.	
Whole Class	**Make It:** The Lesson Presentation shows talk partners taking turns to give directions and make models with 3D shapes. Children use these examples to prepare top tips for giving instructions and advice for following instructions. Children take turns to position real 3D shapes (or they can draw them) according to their partners directions. They then check if shapes have been positioned correctly and whether any changes need to be made. Can the children use the terms 'on top of', 'between', 'in front of' and 'behind' to describe position?	

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Describing Position Activity: Provide each pair with differentiated **Describing Position Activity Sheets** and a set of 3D shapes to investigate and discuss the position of 3D shapes. **Can the children use the words 'on top of', 'between', 'in front of' and 'behind' to describe position?**

⭐ Children use 3D shapes to match pictures of different arrangements. They use the words 'on top of', 'in front of', 'behind' and 'between' to describe the position of each shape. Children then find different ways to place the 3D shapes and describe their arrangements.

⭐⭐ Children take turns to choose a picture and describe the position of each shape while their partner builds with 3D shapes. They use the words 'on top of', 'in front of', 'behind' and 'between' to describe the position of each shape. Children then describe different ways to arrange the 3D shapes for their partner to build. Encourage the children to discuss similarities and differences between the descriptions and the arrangements and suggest how these can be resolved.

⭐⭐⭐ Children follow a set of instructions to make an arrangement of 3D shapes. They use the words 'on top of', 'in front of', 'behind' and 'between' to describe position. Children investigate if the instructions could be followed in any order. They suggest different ways to describe the position of each shape. Children then create their own set of instructions to create arrangements of 3D shapes.

Diving into Mastery: Schools using a mastery approach may prefer to use the following as an alternative activity. These sheets might not necessarily be used in a linear way. Some children might begin at the 'Deeper' section and in fact, others may 'dive straight in' to the 'Deepest' section if they have already mastered the skill and are applying this to show their depth of understanding.

Children describe the position of 3D shapes using the words 'on top of', 'in front of', 'behind' and 'between'. They find different ways to arrange the 3D shapes and describe their positions. Children will need to move 3D shapes to explore different arrangements.

Children use their reasoning to explain how many potential positions an extra shape could be placed in. Children will need to move 3D shapes to explore different possibilities.

Children select 3D shapes to place in different arrangements describing their position and evaluate their suitability for the challenge. Children will need to move 3D shapes to explore different possibilities.

Check It: The **Lesson Presentation** shows an incomplete model made with 3D shapes with a group of 3D shapes to select from. Discuss which shape is missing and where it should go. The next slide invites children to find the model that matches a given description.

Exploreit

Buildit: Children work with a partner to direct and build models with 3D shapes. Remind the children to use positional language carefully as they share instructions and to listen closely to their partner. Make sure the children are facing the same direction. The children could use a barrier between them such as a large open book, to hide each others models. This will challenge speaking and listening skills.

Findit: Children work with a partner to make a model with 3D shapes. They take turns to describe the position of shapes. If the partner correctly identifies the shape, they may keep it. Continue the game until all of the shapes have been removed. The person with the most shapes wins.

Learnit: Children will find this superb **Knowledge Organiser** the perfect resource to support their understanding of position and direction.