

Position and Direction: Clockwise Corners

<p>Aim: Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>I can move clockwise and anticlockwise turns.</p>	<p>Success Criteria: I can follow a route moving in clockwise and anticlockwise turns.</p> <p>I can identify a clockwise turn.</p> <p>I can identify an anticlockwise turn.</p> <p>I can recognise quarter, half, three-quarter and whole turns in clockwise and anticlockwise directions.</p>	<p>Resources: Lesson Pack</p> <p>Large wall clock with a moving second hand</p> <p>Large teacher demonstration clock</p> <p>Mini clocks – class set</p> <p>Coloured pencils</p>
	<p>Key/New Words: Clockwise, anticlockwise, opposite, forwards, backwards, up, down, left, right, turn, route, move, maze, quarter turn, half turn, three-quarter turn and whole turn.</p>	<p>Preparation: Differentiated Clockwise Corners Activity Sheets – 1 per child</p> <p>Clockwise and Anticlockwise Poster – as required</p>

Prior Learning: It will be helpful if the children are familiar with the nursery rhyme Hickory Dickory Dock and have experience of working with mazes. They should also be familiar with reading o'clock times.

Learning Sequence

	<p>Clockwise and Anticlockwise: Show the children a clock with a moving second hand. Explain that all the hands move in a clockwise direction. Ask the children to move an arm in a clockwise direction. Demonstrate this by moving your arm for the children to follow. Ask the children to stand up and spin around in a clockwise direction. Repeat this activity for other body parts, such as leg, foot, finger, hand, head and hips. Explain that the opposite direction to clockwise is anticlockwise. Ask the children to move an arm in an anticlockwise direction. Continue asking them to use other parts of their body to move in a clockwise or anticlockwise direction. Check they are moving in the correct direction each time and model the movements yourself. Remind them to use the clock's hands as a guide if they forget. <i>Can the children move in clockwise and anticlockwise directions?</i></p>	
	<p>Clockwise and Anticlockwise Partners: In pairs, children decide who will show a clockwise movement and who will show an anticlockwise movement. They may choose a body part to move. Children may be tempted to move in the same direction as their partner, but remind the children they are moving in the opposite direction. Select pairs to demonstrate their movements to the class. The rest of the children work out who was moving clockwise and who was moving anticlockwise.</p>	
	<p>Crazy Clocks: On the Lesson Presentation, show the children the clock and explain that sometimes the hand makes a full turn, a half turn, a quarter turn or a three-quarter turn. Explain however, this is no ordinary clock and sometimes it moves in an anticlockwise direction as well as a clockwise direction. Demonstrate these turns and ask the children to describe the turns made and identify whether they are clockwise or anticlockwise. <i>Can the children recognise quarter, half, three-quarter and whole turns in a clockwise and anticlockwise direction?</i></p>	
	<p>Clockwise Corners: Provide each child with the differentiated Clockwise Corners Activity Sheet. Ask the children to follow Hickory's route through the maze to the clock, colouring green the clockwise turns and red the anticlockwise turns. Ask the children to guide a partner through the maze before they begin colouring. <i>Can the children identify and label the clockwise and anticlockwise turns?</i></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Provide the children with easy access to a clock so they have a visual reminder of the clockwise direction. Decide if these children need the support of an adult to help support the labelling of turns.</p> </div> <div style="text-align: center;"> <p>Provide the children with mini clocks so they have a visual reminder of the clockwise direction.</p> </div> <div style="text-align: center;"> <p>This activity has added challenge because some of the direction arrows are missing from the maze. Encourage the children to turn the activity sheet in the direction of the route to make the task more manageable.</p> </div> </div>	
	<p>Turns: Explain that you will start at 12 o'clock and make a new o'clock time by moving the long 'minute' hand. Turn the clock round to 1 o'clock. Ask the children to say how far the long 'minute' hand has turned (They should be able to say that the minute hand has moved a whole/full turn), then explain that the small 'hour' hand has moved clockwise but hasn't gone very far yet. Move the clock back to 12 o'clock and repeat, moving the clock to 3 o'clock this time. Ask the children to discuss what the hands have done using the relevant vocabulary. Repeat for other times, including 6 o'clock and 9 o'clock.</p>	

Masterit

- Spiralit:** Challenge the children to create routes with only clockwise or anticlockwise turns. Ask the children to mark out their routes in chalk on the playground or on whiteboards. Ask the children about what they notice.
- Mazeit:** Provide groups of children with large-sized sheets of squared paper to create their own mazes and label their turns. The groups switch mazes, following the routes and checking the accuracy of the labelled turns.
- Marbleit:** Provide children with a marble, building bricks and baseboards. Ask them to build a maze for the marble to roll around when the baseboard is tilted. Challenge them to choose a start and a finish point for the marble and to describe the turns in their routes as clockwise or anticlockwise. Ask the children to test out each other's marble mazes.
- Stirit:** Tell the children they are going to bake two class cakes. One of the cakes is going to be a clockwise stirred cake and the other is going to be an anticlockwise stirred cake. Divide the children into two groups to help make the cakes using only the correct direction for stirring.