

Year 1 Maths Lesson Plan

Resource Checklist

Geometry - Position and Direction

Learning Objective & Outcomes

Learning Objective:

To identify forwards/backwards, and clockwise turns

Learning Outcomes:

I can correctly move around the room

I can turn at the right time

I can turn in the right direction

National Curriculum Coverage:

To correctly describe position and direction, and to recognise clockwise as linked to the clock face

- pBuzzes
- A large space for movement activity
- Clock face
- Number cards 1-12
- Cones (3/4 large and 8 small)
- A small object to hide, e.g. a marker pen

Starter

Give each children a pBuzz and ask them to stand in a circle, facing inwards to play 'Pass the Buzz.'

1. Ask every child to play note F once in turn, clockwise around the circle. Can they keep a steady beat?
2. Ask every alternate child to take a step forward. Those in front play note C instead of F and they play one note each again, clockwise around the circle (F, C, F, C, etc.)
3. Next ask all the Fs to play together, followed by all the Cs (F, C, F, C, etc.) alternately in time to the beat.
4. Ask the C children to step back into the circle and then ask all the children to turn a quarter turn to their left to face clockwise around the circle. This might take a couple of goes for some children to get right!
5. Ask the children to march to a slow beat around the circle, playing the alternate F, C, F, C pattern as they go. (You can play a drum or tambourine to keep them in time, or call out F, C, F, C)
6. Ask the children to make a half turn clockwise to face the opposite direction and march in time, playing the F, C, F, C pattern again. Allow some time for any directional confusion to subside before setting off on your march!
7. Ask all the children to make a three-quarter turn clockwise to face into the circle again. Again, be prepared for this to cause some confusion!

Key Questions:

- Are you facing the right way?
- Did you play the right note?
- Are you playing in time?

Differentiation:

Depending on what time of year you teach this lesson, some children will be more confident than others with playing note C. You can always swap the children around in the circle so that anyone who can't play a C yet is on the F team!

Main

Ask the children to sit where they are, as you review the positions of 12, 3, 6 and 9 on a clock face.

Join the circle yourself telling them that you are 12 on the clock face. Select two children to stand in the centre using their pBuzzes as the hands of the clock. Ask these children to point their pBuzzes at the 3, 6 and 9 positions, and mark these with large cones. Also place a large cone in front of yourself to mark o'clock / 12. Stick number cards on the cones to correspond to the positions. Swap the children in the middle of the clock and ask them to point to where they think that the rest of the numbers should go, and mark these with smaller cones and number cards.

Choose another pair of children to be the hands of the clock, and ask them to point their pBuzzes at o'clock / 12. The minute hand should extend their slide to make their pBuzz longer like the minute hand on a clock. Ask them to find a time e.g. 1 o'clock and to move the hour hand accordingly. When they think they have found the right time they should put their pBuzzes on the floor in the right position. Swap some other children in to be the fingers until everyone has had a go.

Differentiation:

The clock face activity can be extended to consolidate or challenge the pupils' learning. It could include half past or quarter past/to if required.

Plenary

Tell the children that you are going to play a game called 'High is hot, low is cold!'

One 'Finder' stands outside the room or turns their back while the teacher hides the small object in clear sight but out of the view of the chosen child. The other children have their pBuzzes ready to play, when the 'Finder' returns/turns around to find the object. They are helped in their search by the rest of the class. If they are going in the right direction and getting closer, the pBuzzes are played on note C, if they are getting further away the pBuzzes are played on note F. When they find the object, they choose someone else to be the 'Finder' and they help the teacher to hide the object.

Key Questions

- How do you know if you are going in the right direction?
- How do you know if you are going in the wrong direction?

Assessment & Evaluation

What to look for:

Children can move in the right direction
Children can correctly identify times on the clock, moving clockwise each time
Children can use their listening skills and their musical knowledge to correctly guide them to the hidden object

How will you know if the lesson has been successful?

Were the children engaged throughout?
Could they all recognise clockwise, o'clock and half past / 6?
Could most of them set o'clock times?
Could some of them set half past times?
Could they all follow verbal or musical instructions to turn in the right direction?

Notes for Next Time

This space is for you to reflect on the lesson and make any notes you need.

