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# Year 1

## Small Steps Breakdown

Block 3 – Position and Direction



# Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: position and direction		Number: Place Value (within 100)		Measurement : money	Time	Consolidation

# Overview

## Small Steps

- Describe turns
- Describe Position (1)
- Describe Position (2)

## NC Objectives

Describe position, direction and movement, including whole, half, quarter and three quarter turns

# Describe Turns

## Notes and Guidance

Children use the language ‘full’, ‘half’, ‘quarter’ and ‘three quarter’ to describe turns made by shapes/objects.

Children should be exposed to objects, shapes and themselves turning in different directions but do not need to describe the direction of the turns. Children should investigate whether they can finish facing the same direction if they complete different turns.

## Mathematical Talk









What is each turn called?  
Is there only one direction shapes/objects can move in?

How far has the shape/object turned?  
What will the shape/object look like before or after the turn?

## Varied Fluency

1 Take the children into the playground/hall. Give them instructions to turn using the language ‘quarter’, ‘half’ and ‘three quarters’. Children could then work in pairs to follow and give directions.

2 Draw what the shape will look like once it has turned.

	After a quarter turn		After a quarter turn
	After a half turn		After a half turn
	After a three quarter turn		After a three quarter turn
	After a full turn		After a full turn

3 Complete the sentences to describe the turns these shapes have made.

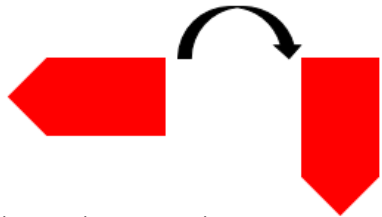


The shape has turned \_\_\_\_\_ of a turn.  
The shape has \_\_\_\_\_.  
\_\_\_\_\_.

# Describe Turns

## Reasoning and Problem Solving

Follow the arrows to work out what turns have been made by each shape. Are these statements correct? Explain how you know.



The shape has made a quarter turn.



The shape has made half a turn.



The shape has made a three quarter turn.

Incorrect.  
Following the direction of the arrow the shape has made a three quarter turn.

Correct.

Incorrect.  
Following the direction of the arrow the shape has made a quarter turn.

Steph turns her number shape piece and it finishes facing this direction.

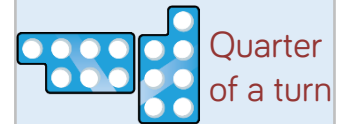


What direction could it have started facing?

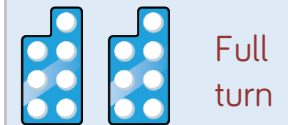
What turn could it have made?



Half a turn



Quarter of a turn



Full turn



Three quarters of a turn

## Describe Position (1)

### Notes and Guidance

Children use 'left', 'right', 'up' and 'down' to describe position and direction. Children explore the movement of objects and shapes from different starting positions.

Use board games such as Snakes and Ladders and Twister to explore positional language.

Where possible this concept should be explored practically.

### Mathematical Talk

What are the different directions we can move in?  
Where is the shape/object now it has moved?  
Where was the shape/object before it moved?  
How could you describe the movement?  
How could we record the movement?

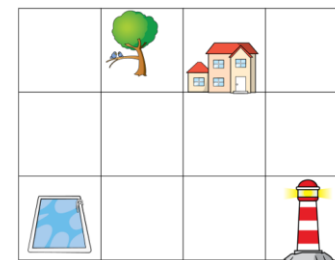
Where is the \_\_\_\_ in relation to \_\_\_\_?

### Varied Fluency

- 1 Use cones to mark out a route for a partner. Describe the route your partner needs to take using the words 'left' and 'right'.



- 2 Use a grid to move a bot to different places. Use the words 'left', 'right', 'up' and 'down' to describe the movements.



- 3 Complete the stem sentences using 'left' and 'right' to describe the positions of the coins.

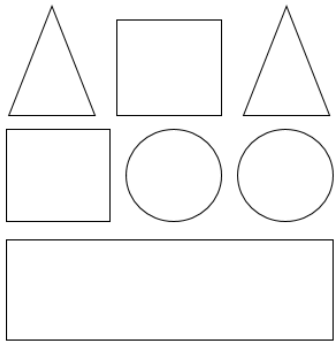


The £1 coin is to the \_\_\_\_ of the 1p coin.  
The 50p coin is to the \_\_\_\_ of the 1p coin.  
The 2p coin is to the \_\_\_\_ of the 50p coin.

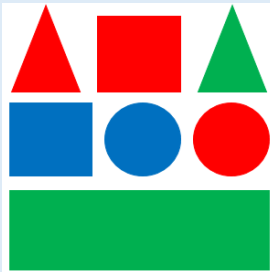
# Describe Position (1)

## Reasoning and Problem Solving

Use the clues to colour the shapes.



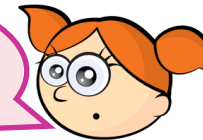
- The middle circle is blue.
- The shape up from the right circle is green.
- The shape down from the right triangle is red.
- The shape down from the circles is green.
- The square to the left of the green triangle is red.
- The shape up from the rectangle is blue..
- The remaining shape is red.



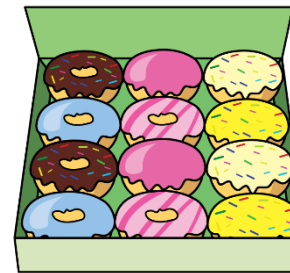
Josh

The pink doughnuts are on the left.

The pink doughnuts are on the right.



Poppy



Who is correct?

Explain how you know.

Both children could be correct because they have not stated what the pink doughnuts are left/right in relation to. The pink doughnuts are on the left of the yellow doughnuts and the pink doughnut are on the right of the blue and brown doughnuts.

# Describe Position (2)

## Notes and Guidance

Children use ‘top’, ‘middle’, ‘bottom’, ‘above’ and ‘below’ to describe position and direction. Children explore the position of objects and shapes from different starting positions.

Where possible this concept should be explored practically.

## Mathematical Talk

Where is the \_\_\_\_ in relation to \_\_\_\_?

What is \_\_\_\_ of you?

What is \_\_\_\_ of this object?

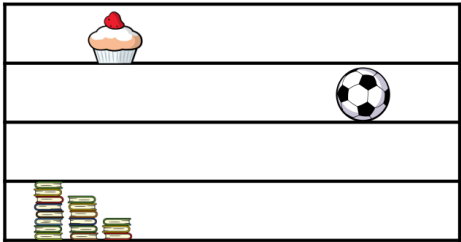
How can we describe the position of \_\_\_\_?  
Can we describe the same position in a different way?

## Varied Fluency

- 1 Think about where you are sitting in the classroom.  
What can you see around you?  
Complete the table.

In front of you	Behind you	To the left of you	To the right of you

- 2 Complete the stem sentences using ‘top’, ‘middle’, ‘bottom’, ‘above’ and ‘below’.



The football is \_\_\_\_ the cupcake.  
\_\_\_\_ the books there is an empty shelf.  
There is nothing \_\_\_\_ the football and books.

- 3 Use coloured cubes to create the pattern.
- Start with two green cubes.
  - Put a blue cube to the right of the green cubes.
  - The blue cube is in front of an orange cube.
  - Between the green cubes is a red cube.



# Describe Position (2)

## Reasoning and Problem Solving

This grid shows chairs in a theatre.  
Follow the clues to put the names in the seats they will sit in.


FRONT

Hannah	Ellie	Catherine	Andy
Dave	Ted	Barry	Abigail

Ted sits in the top left hand corner.  
Hannah sits two seats to the left of Ted.  
Andy sits in front of Hannah.  
Catherine sits to the left of Andy.  
Ellie sits in the bottom right hand corner.  
Barry sits to the right hand side of Ellie.  
Two seats behind Barry sits Abigail.  
In the bottom left hand corner Dave is sitting.

	Ted	
	Hannah	
	Andy	
	Catherine	
	Abigail	
Barry		
Ellie		

FRONT

How many different ways can you describe the position of the 2p coin? Use words such as next to, left, right, above, below, between.



The 2p coin is:  
Below the 50p  
Underneath the 50p  
Under the 50p  
Above the 10p  
On top of the 10p  
Between the £1 and 5p  
To the left of the 5p  
To the right of the £1  
Next to the £1  
Next to the 5p