Unit 31. Positions and Directions

National Curriculum Requirement

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

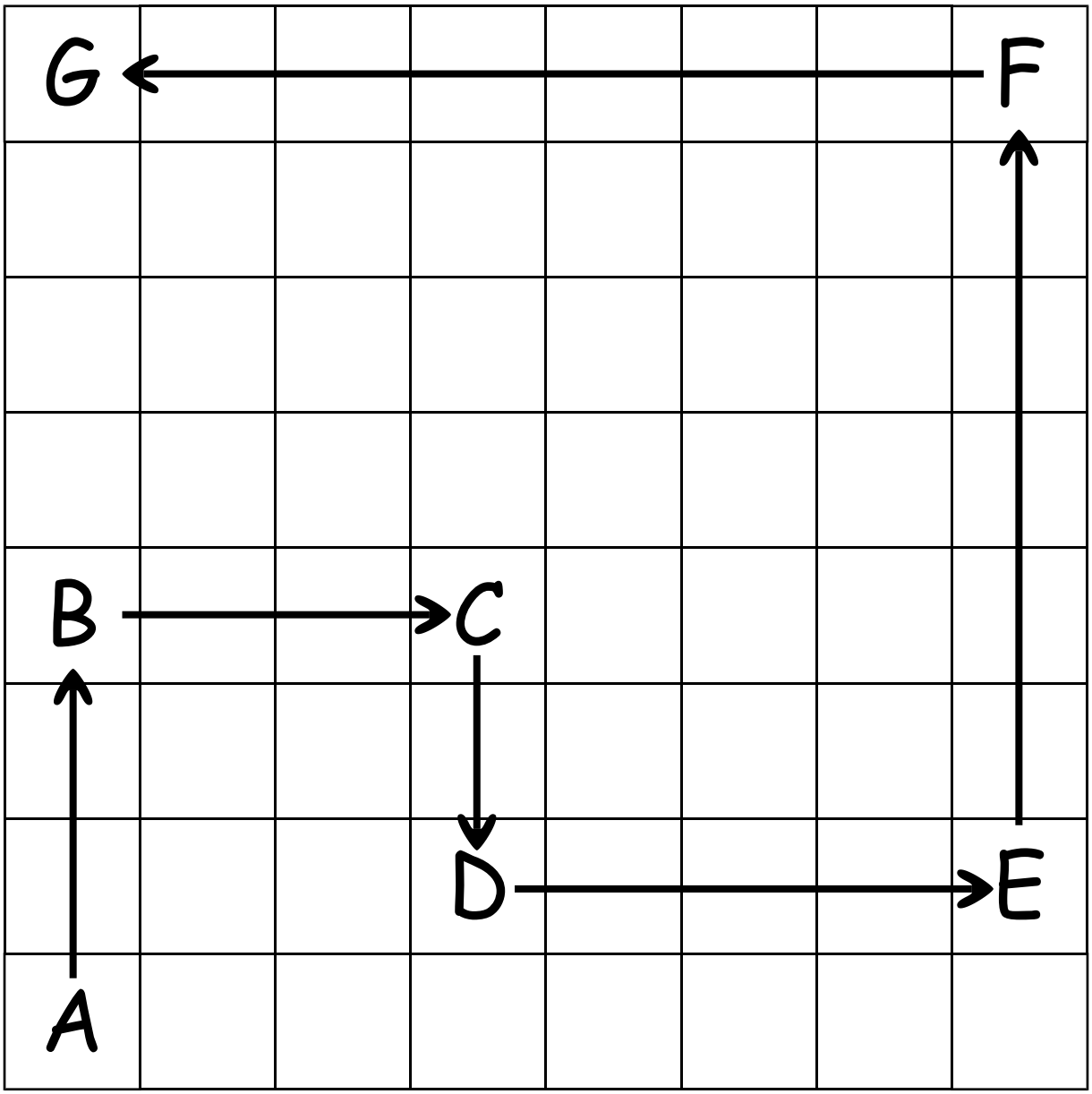
Notes

The worksheet makes a starting point in getting pupils to conceptualise the idea of a journey on a simple map in terms of right and left turns. This could be the theoretical work for a practical exercise using a grid on the classroom floor or play ground. The second worksheet requires pupils to think about turning as a rotation and this could also be the theoretical work for a practical exercise.

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Turning

Complete the description of this journey describing the turns

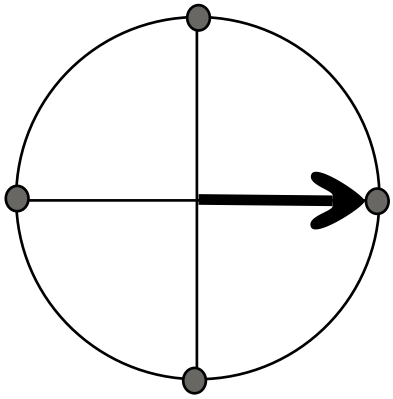


1. Walk from A to B
2. Turn right and walk to C
3. Turn _____ and walk to D
4. Turn _____ and walk to E
5. Turn _____ and walk to F
6. Turn _____ and walk to G

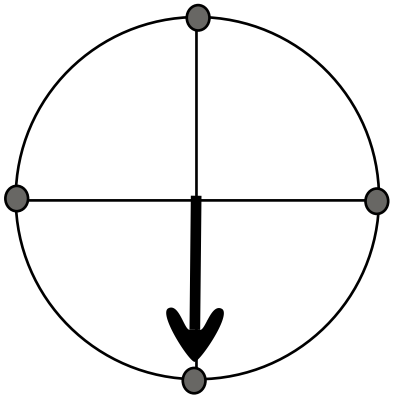
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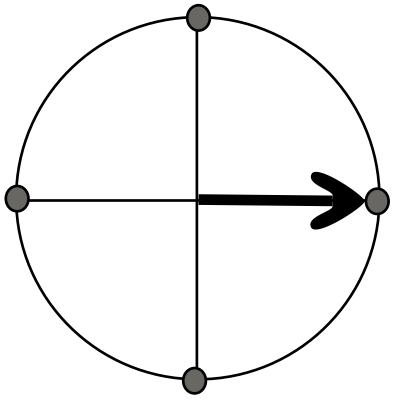
Rotations

Draw a arrow onto the pictures on the right to show how the the rotations. The first one has been done for you.

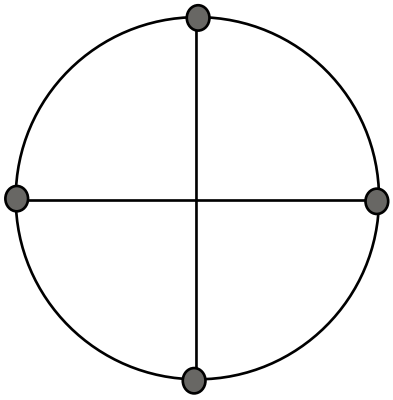


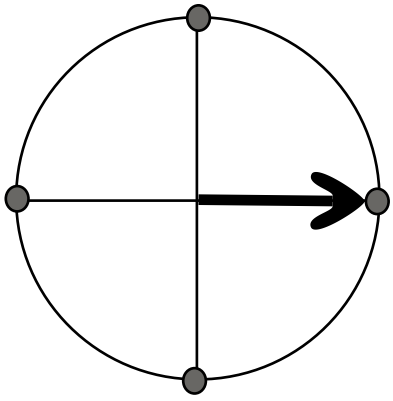
Clockwise
$\frac{1}{4}$ turn



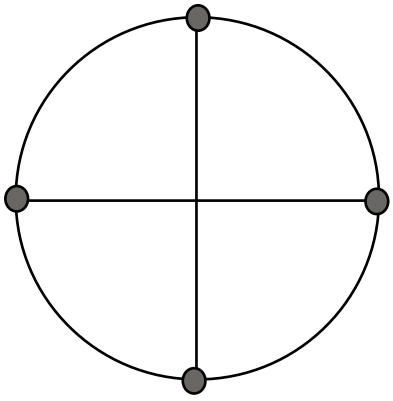


Clockwise
$\frac{1}{2}$ turn

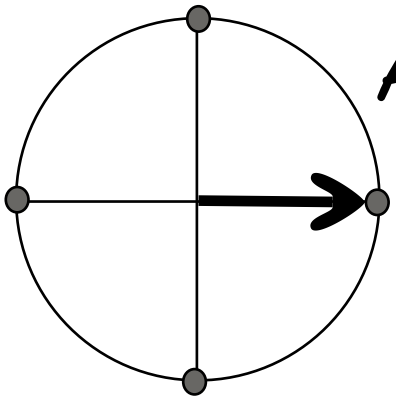




Clockwise
$\frac{3}{4}$ turn

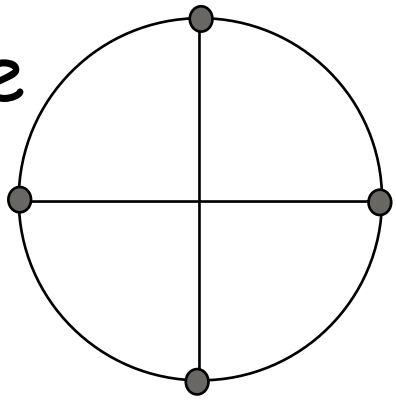


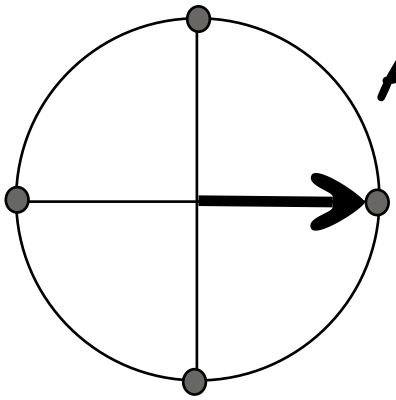
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Anti-clockwise

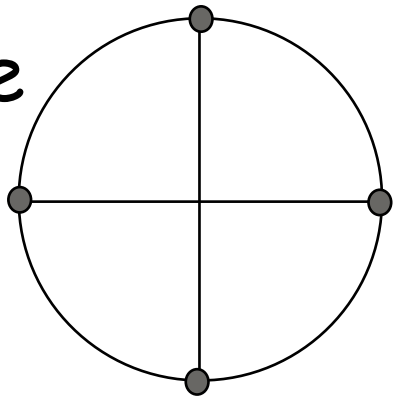
$\frac{1}{4}$ turn

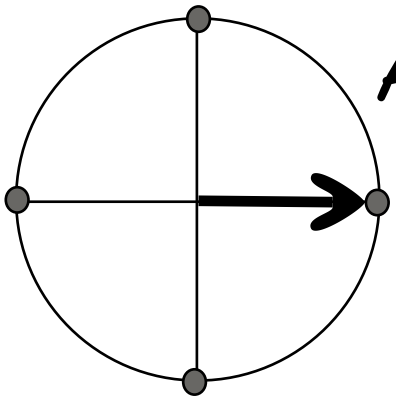




Anti-clockwise

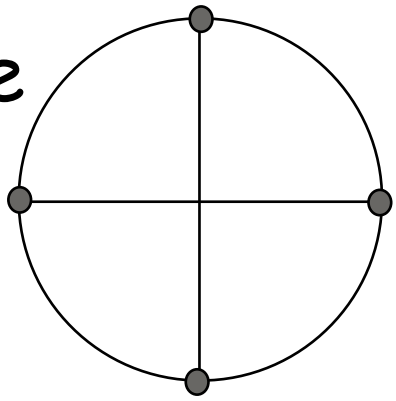
$\frac{1}{2}$ turn

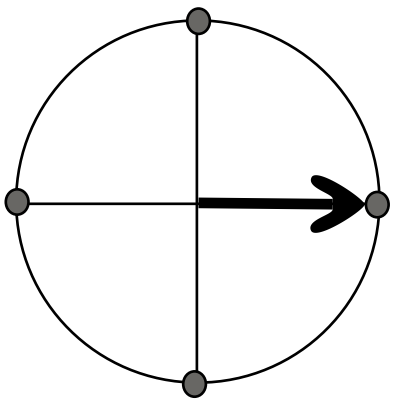




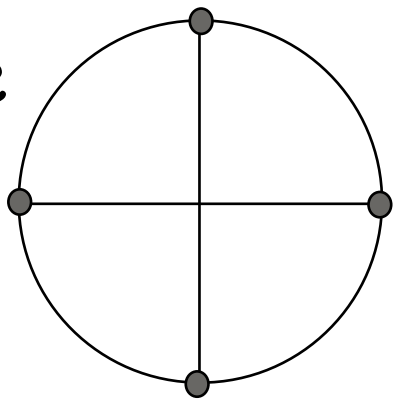
Anti-clockwise

$\frac{3}{4}$ turn





One complete turn



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