

# Our Maths Learning Journey

Key vocabulary:

Fraction – whole, half, halves, quarter, quarters

Position & Direction - turn, position, direction, half turn, quarter turn, three-quarter turn, whole turn, left, right, in between, forwards, backwards, above, below, top, middle, bottom, up, down

Place value - 100, number square, pattern, tens, ones, place value, place value grid, partition, how many?, sequence, fewer, smaller, less than, greater than, equal to, (=) greatest, biggest, fewest, smallest, count, number bonds to 100

## Place value to 100

Partition numbers up to 100  
Compare numbers up to 100

## Place value to 100

Compare numbers up to 100  
Order numbers up to 100

## Place value to 100

Explore number patterns  
Partition numbers up to 100

## Position and Directions

Finding quarters  
Half turns  
Quarter turns

## Fractions

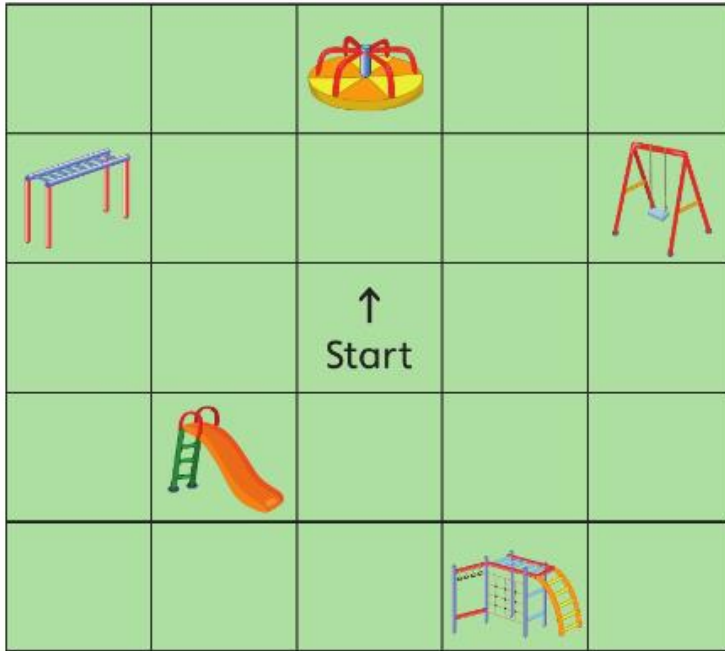
Finding halves  
Finding quarters

## Position and Directions

Describe directions and positions  
Place value to 100  
Find one more/ less than a 100  
Describe number patterns



3



Begin at Start and follow the instructions.

Where do you end up?

- 1 Walk 1 square forwards.
- 2 Make a quarter turn left.
- 3 Walk 2 squares forwards.

Can you make up your own story to get to a different place in the playground?



*Monday 27<sup>th</sup> April 2026*

LQ: Can I count in 5's to 50.

27.04.26

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

TP: when we count in 5s it ends in a  
\_\_\_\_\_ or \_\_\_\_\_.



LQ: Can I describe turns?

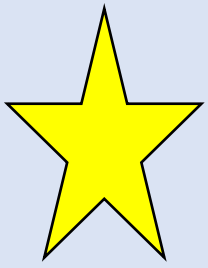
*Steps to success:*



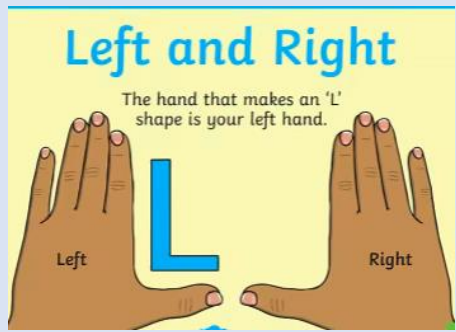
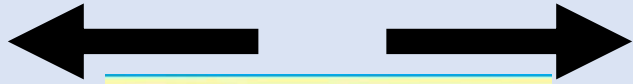
*I can describe the turn of an object using the words 'quarter', 'half', 'three-quarter' and 'whole'.*

*I can recognise that a half turn will result in facing the opposite way.*

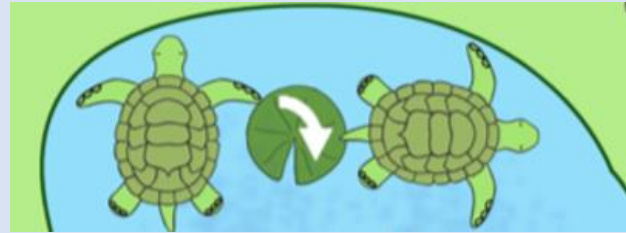
*I can recognise that a whole turn will result in facing the same way.*



# Star words



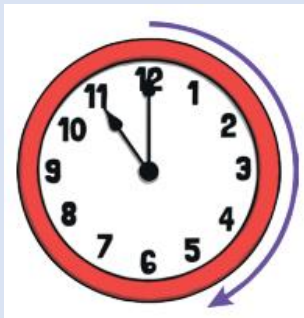
## One quarter turn



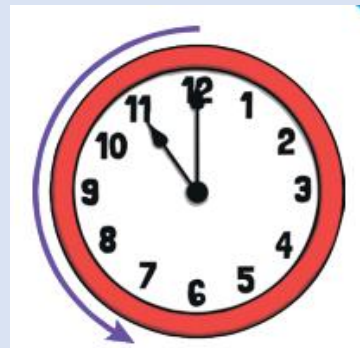
## One whole turn



## Clockwise



## Anti clockwise



## Half a turn




David is facing the rock.  
He makes half a turn.

TP: What is he facing now?

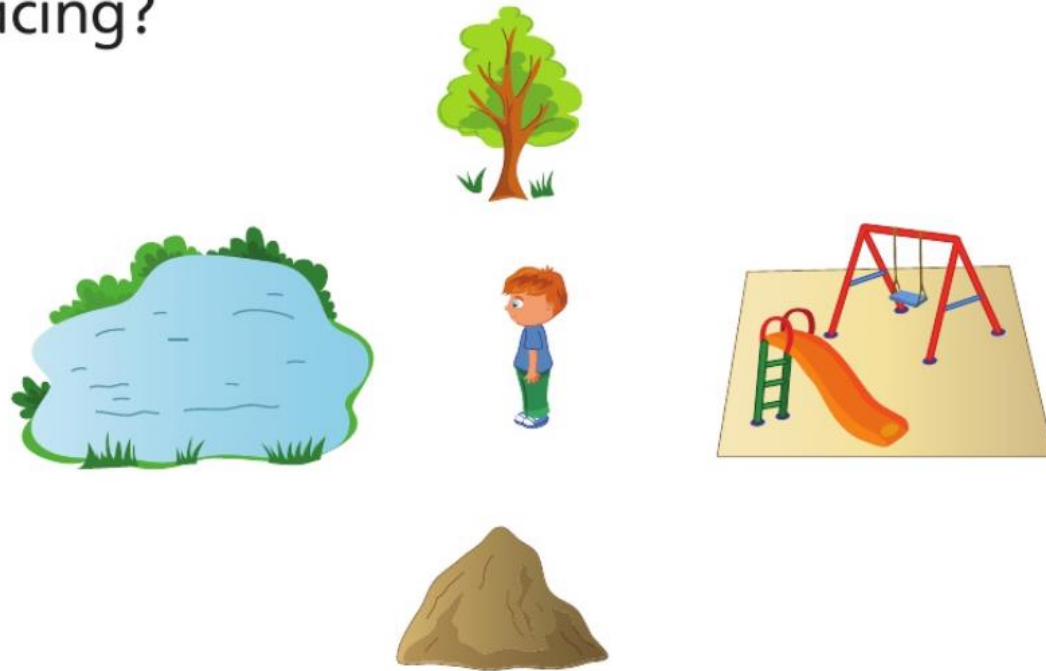


David is facing the tree because he made half a turn.  
The tree is opposite the rock.

David is facing the  .

He makes a half turn.

What is he facing?

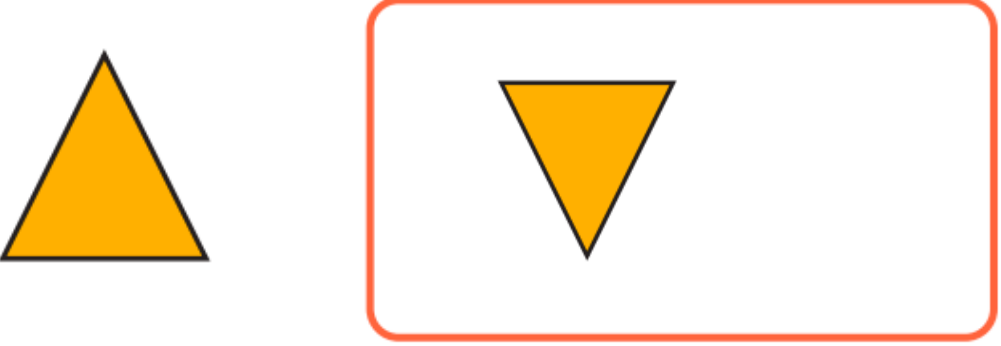


*Let's stand up and use our body to work it out.*

*TP: Does the triangle show a half of a turn? How do you know?*

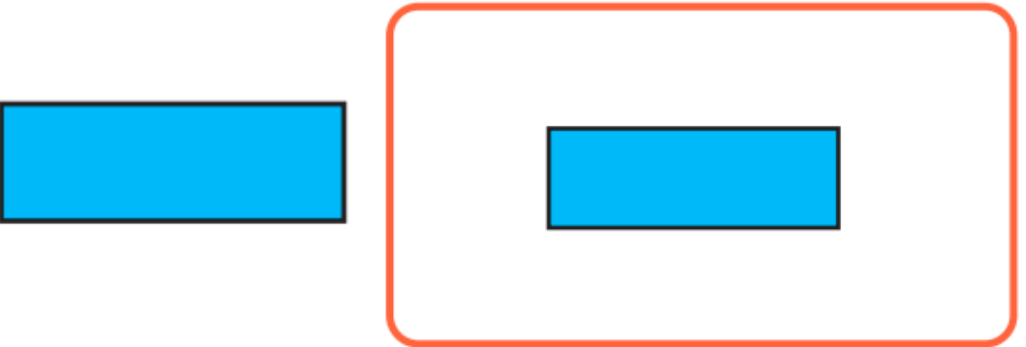
*TP: Does the rectangle show show a quarter of a turn? How do you know?*

**a) a half turn**



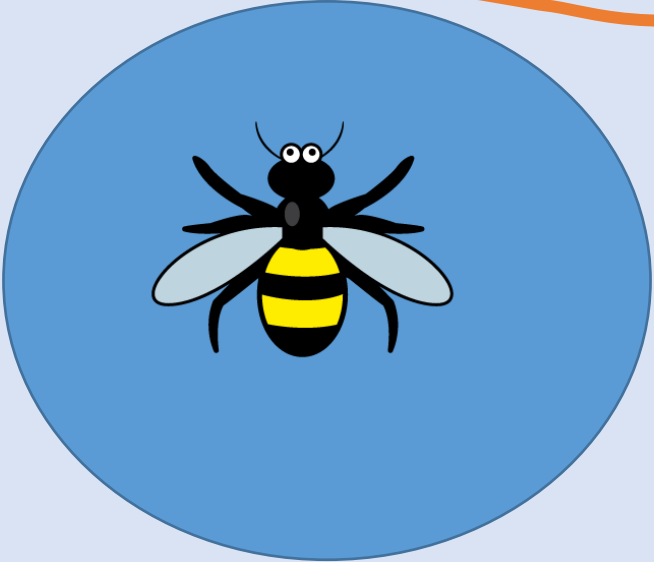
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**b) a quarter turn**



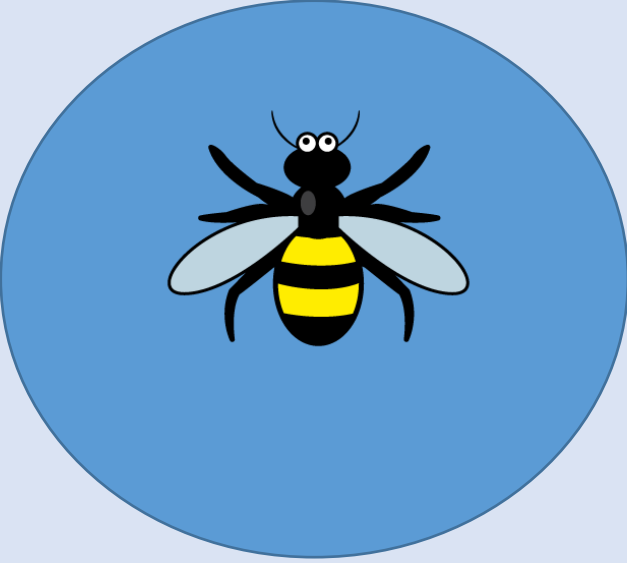
Can you describe the turn the bee has made?

TP: How do you know the bee made whole turn?



whole turn

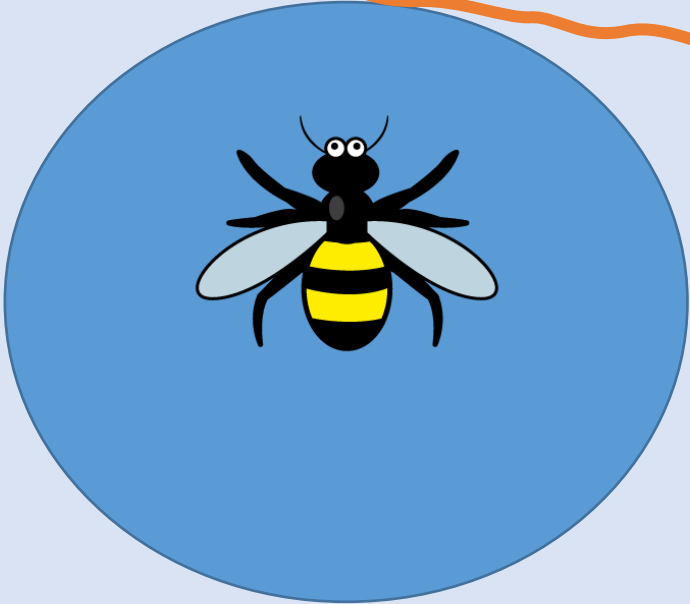
TP: How do you know the bee made a quarter turn?



quarter turn

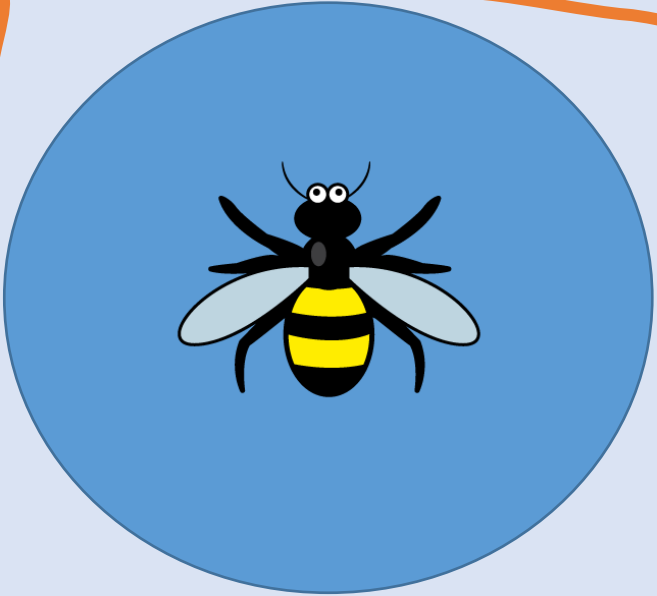
Can you describe the turn the bee has made?

TP: How do you know the bee has made a half of a turn?



Half turn

TP: How do you know the bee has made three quarters of a turn?

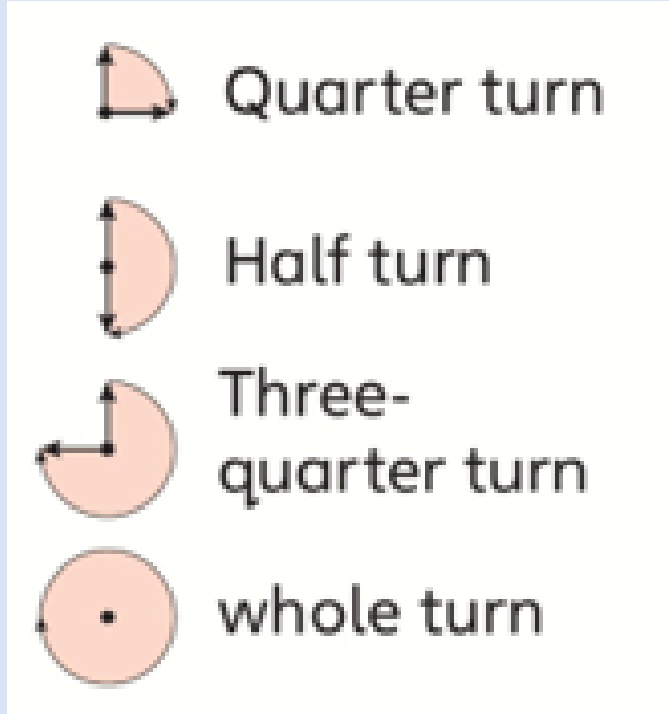


Three- quarter turn

Let's have a go at playing a game of *Simon says*. The teacher is going to tell you a command and you have to follow it.

## *Simon says*

half turn  
quarter, turn  
whole turn  
three quarter turn  
left  
right



Self assessment

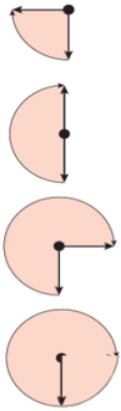


Do you know how to describe the turns?



# Task

Use the star words to help you explain your answers:

★ half turn, facing, turn, quarter turn, three-quarter turn, position, whole turn. ★

<p>1. Write the correct turn next to each image. Use the word bank.</p> <p style="text-align: center;"><u>Word bank</u></p> <p style="text-align: center;">Whole turn      quarter turn Half turn      three-quarter turn</p> 	<p>2. Is she correct?</p>  <p>Alex has turned the domino a half turn.</p> <p><u>Sentence starter</u> Yes, she is correct because _____. No, she is incorrect because _____.</p>	<p>3. Draw this arrow to show how it will look if it made a <b>quarter turn</b>.</p> 
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27.04.26	I      WS
LQ: Can I describe turns?	1      2      3
<p>Today we worked in a small group to follow directional instructions said by the teacher. We looked at the images and completed the turn with our body, and repeated the directional word out loud.</p>	

Self assessment

Do you understand the tasks?



*Tuesday 28<sup>th</sup> April 2026*

Let's complete the fact families together.

$+$   $14$   $-$

$8$   $6$

$+$    $=$

$+$    $=$

$-$    $=$

$-$    $=$



## LQ: Can I describe directions?

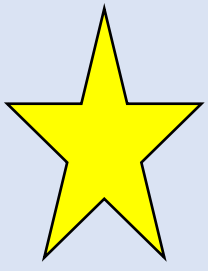
*Steps to success:*

*I can describe direction.*

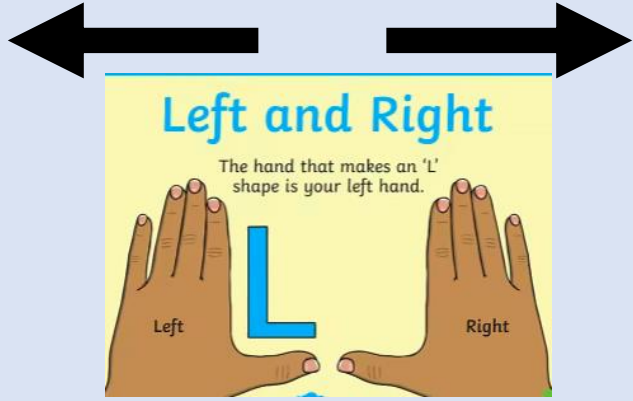
*I can use the words 'left, right, forwards, backwards, quarter, half turn, three quarter turn, full turn' to describe direction.*

*I can follow a sequence of steps.*

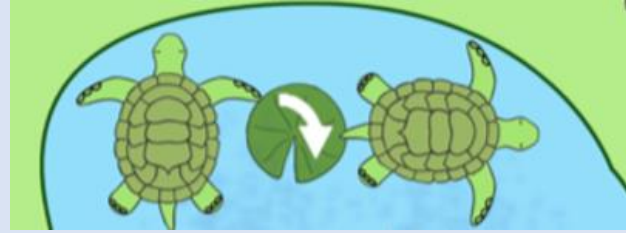




# Star words



One quarter turn



One whole turn



forwards



backwards



Half a turn



*Let's join in with a direction dance.*



<https://www.youtube.com/watch?v=wSq0ZOHugg>

Max and Anna are playing a game of position and direction. Max gives Anna instructions. She has to walk along the rope.

TPs: What turn will she make at the next cone?  
Will she turn **left** or **right**?

**Discover**

Max

You can only walk along the ropes.

Anna

Left

Right

Quarter turn

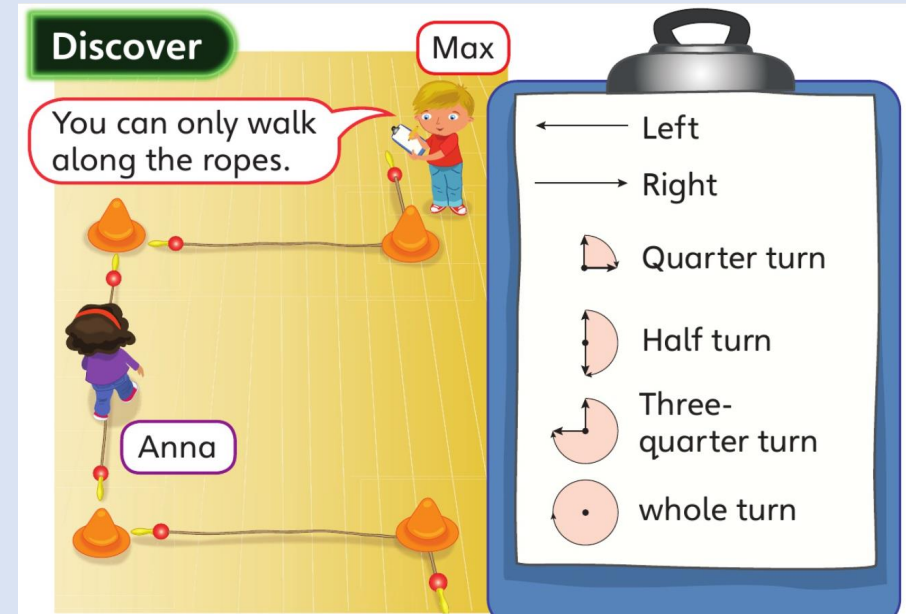
Half turn

Three-quarter turn

whole turn

Anna will turn \_\_\_\_\_.

*TPs: What instructions does Max need to give to Anna to help her get to the end of the maze?*



*Walk forwards.*

*Make a quarter turn.*

*Walk forwards.*

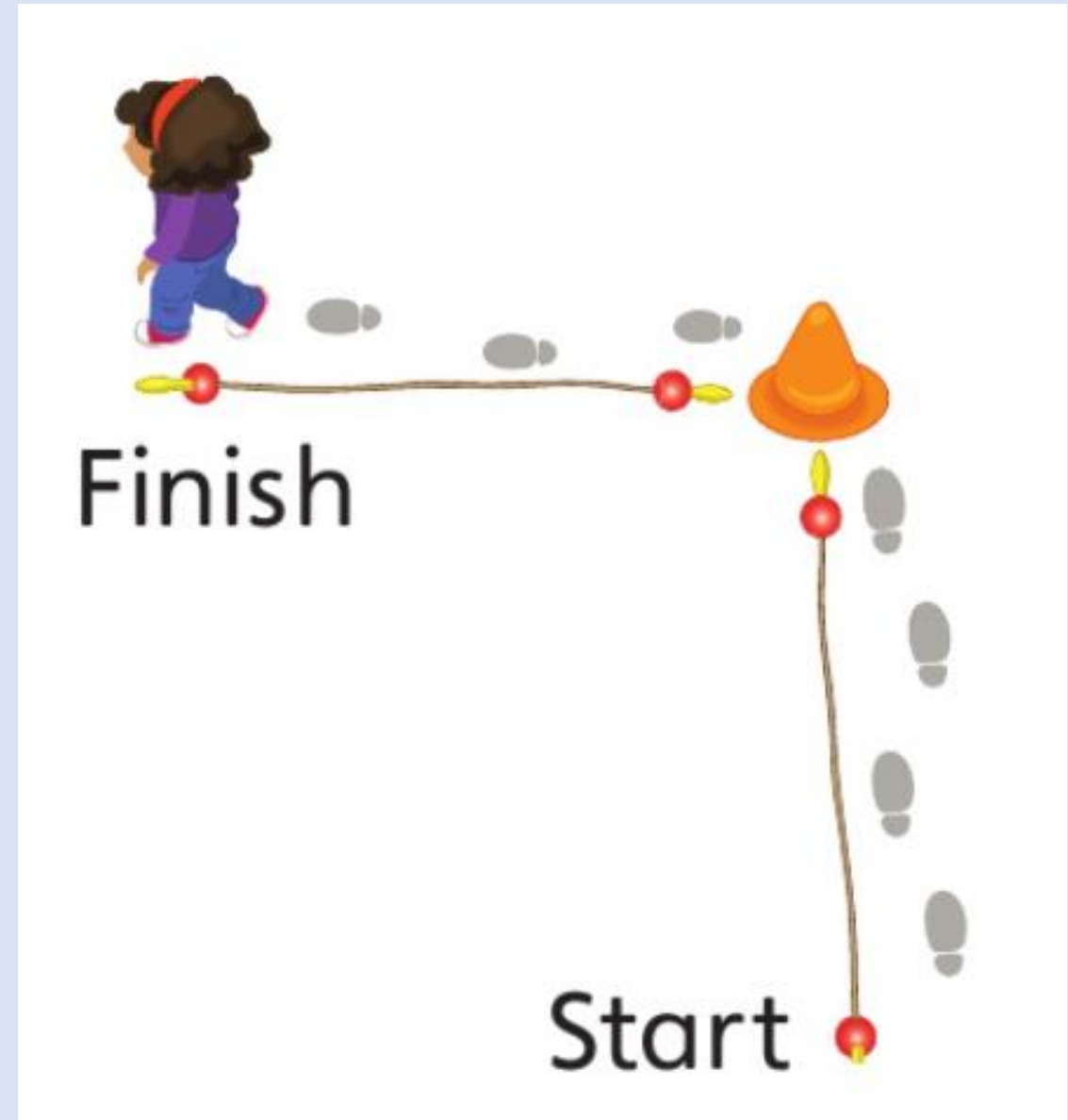


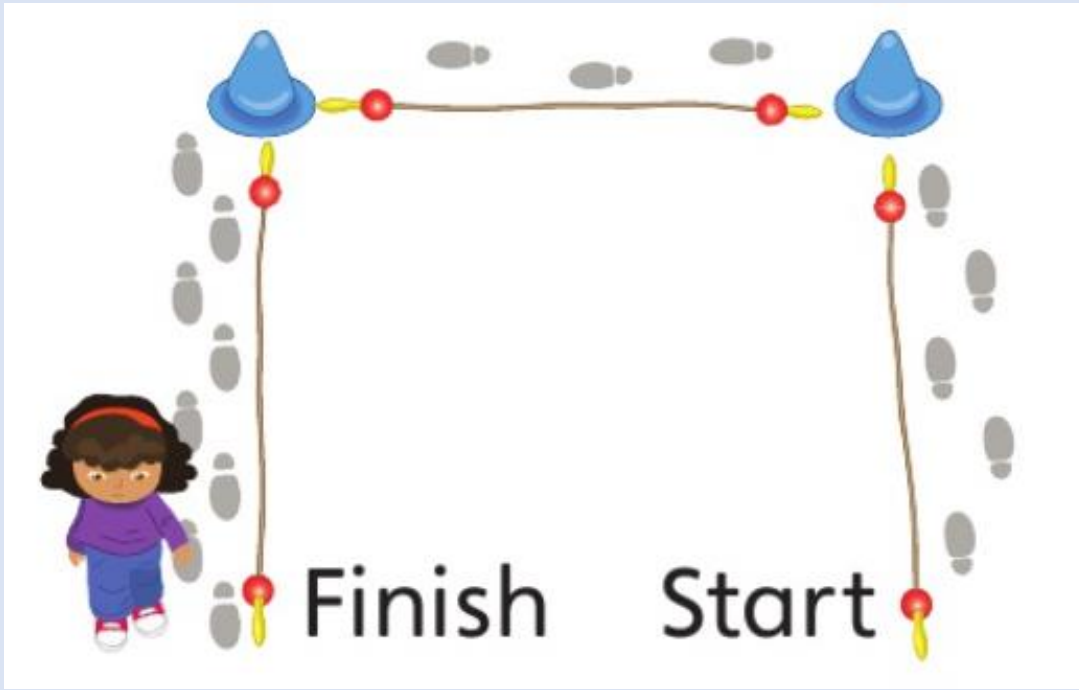
*Describe Anna's route. Put the sentences in the correct order using 1, 2 and 3.*

Walk 3 steps forwards.

Make a quarter turn left.

Walk 4 steps forwards.





Complete the sentences to describe Anna's route. Remember to count the steps.

First walk  steps \_\_\_\_\_ .

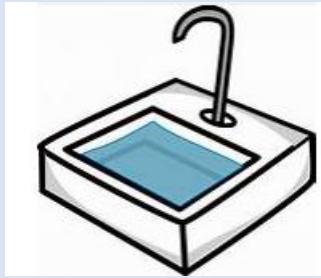
Then make a \_\_\_\_\_ turn \_\_\_\_\_ .

Next walk  steps \_\_\_\_\_ .

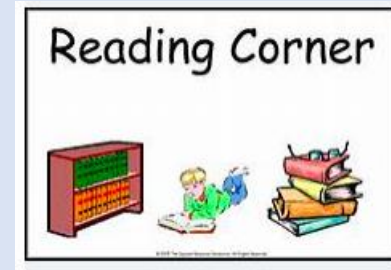
After that make a \_\_\_\_\_ turn \_\_\_\_\_ .

Finally walk  steps \_\_\_\_\_ .

forwards      left      right  
quarter turn      half turn      three-quarter turn



half turn  
quarter, turn  
whole turn  
three quarter turn  
left  
right  
\_\_\_ steps forwards  
\_\_\_ steps backwards



***CT: choose a child to demonstrate and direct them to an object/place in the classroom.***

*Self assessment*

*Do you know how to describe the direction?*



# Task

Let's follow the instructions and see where you end up!

Begin at start and follow the instructions

- 1) Walk 1 square forwards
- 2) Make a quarter left turn
- 3) Walk 2 squares forwards

Begin at start and follow the instructions

- 1) Make a half turn clockwise
- 2) Walk forwards 1 square
- 3) Quarter turn right
- 4) Walk 1 square forwards



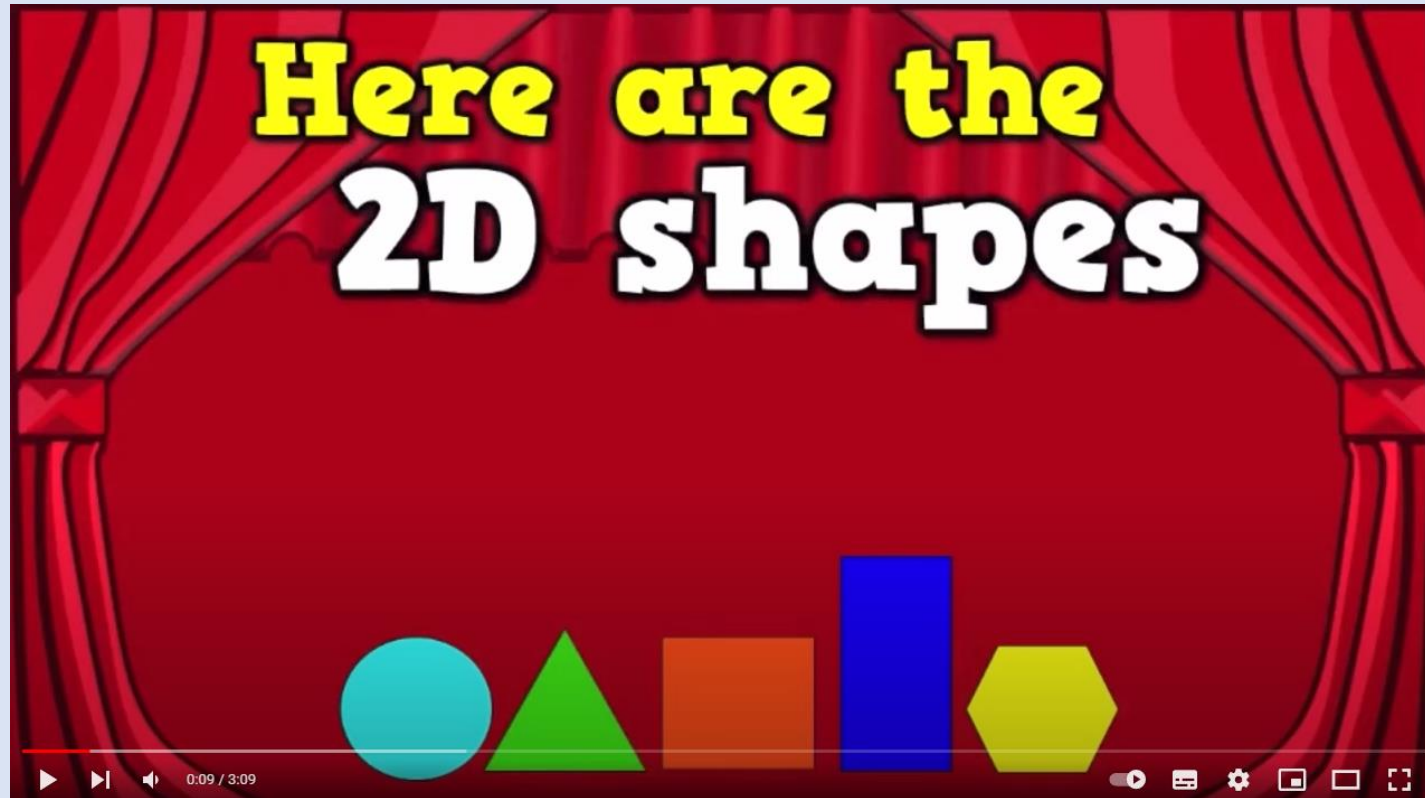
Self assessment

Do you understand what to do?



*Wednesday 29th April 2026*

<https://www.youtube.com/watch?v=LirJoYjx-eA>





## LQ: Can I describe directions?

*Steps to success:*

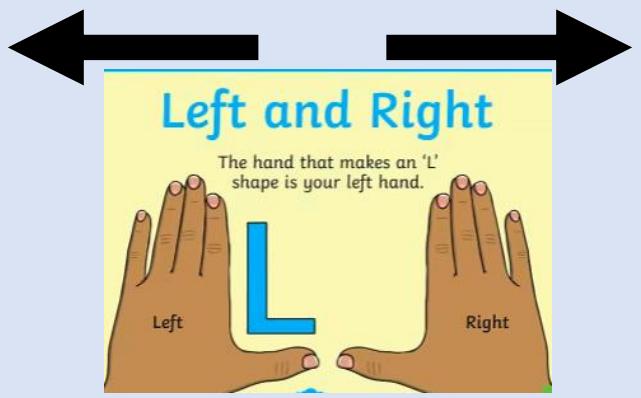
*I can describe position.*

*I can use the words 'left, right, forwards, backwards, quarter, half turn, three quarter turn, full turn' to describe positions.*

*I can follow a sequence of steps.*

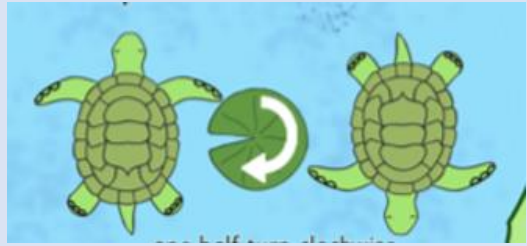
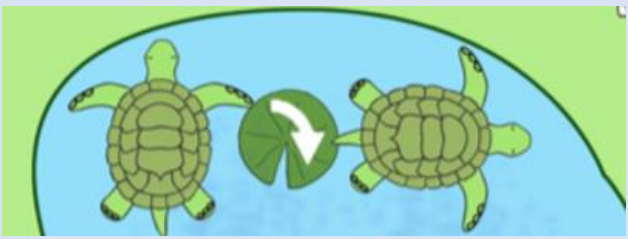


# Star words



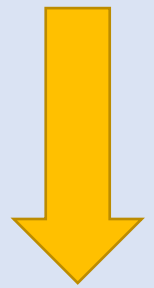
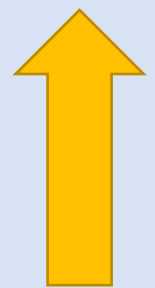
One quarter turn

Half a turn



forwards

backwards



One whole turn

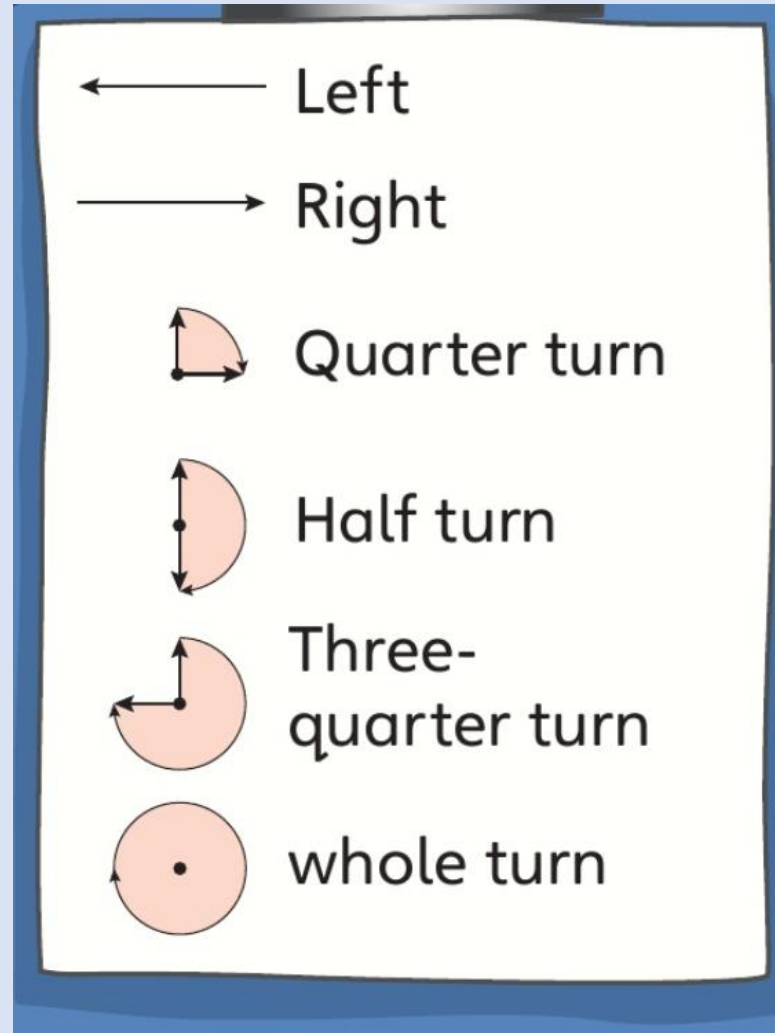


Clockwise

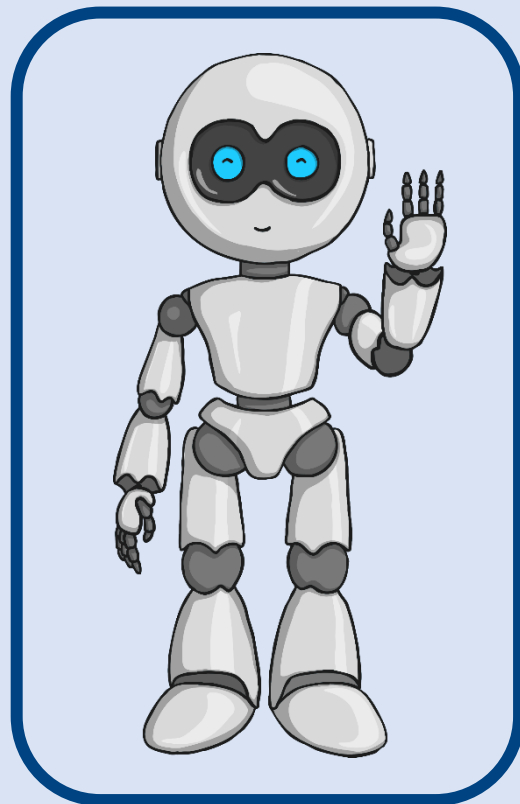
Anti clockwise



*TPs: What words do we use to describe position and direction?*

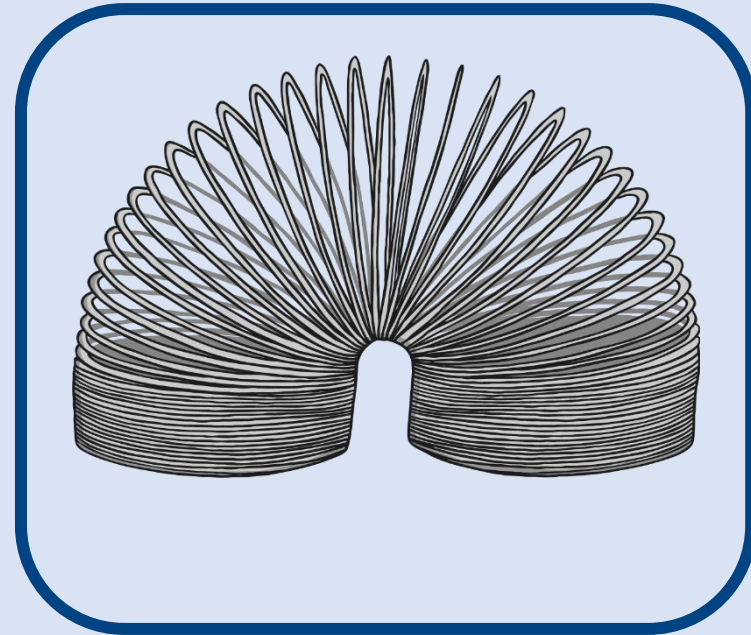
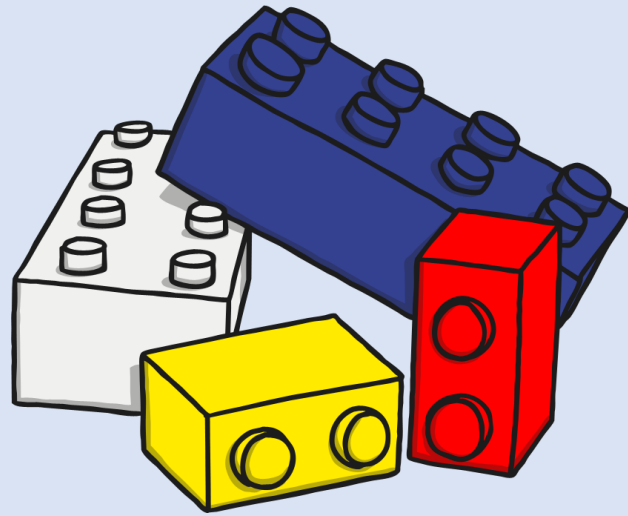


Which toy is on the left?



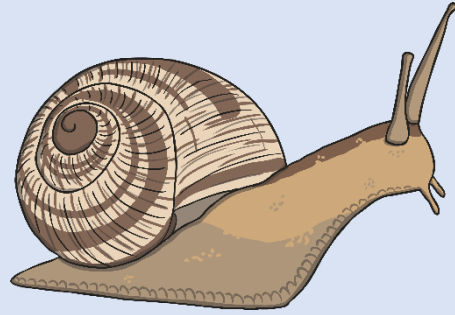
Show answer

Which toy is on the right?

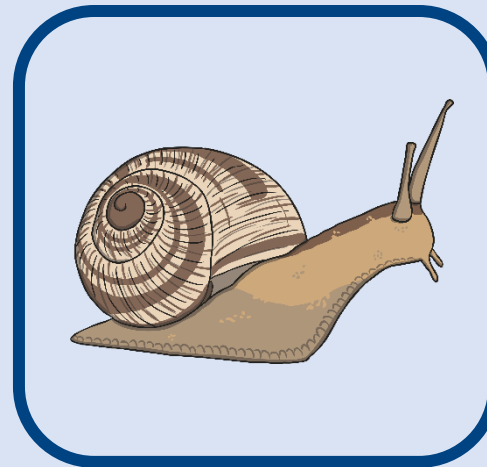
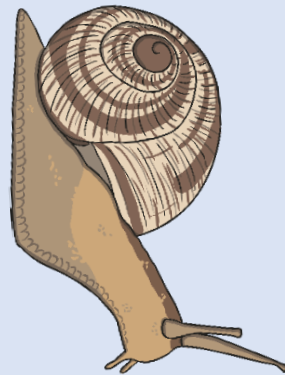


Show answer

Here is a snail.

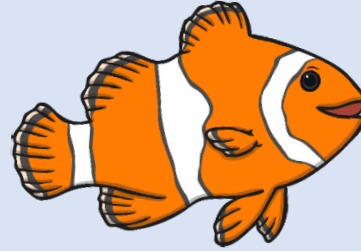


The snail has moved 1 whole turn anti-clockwise.  
Which picture below shows the snail now?

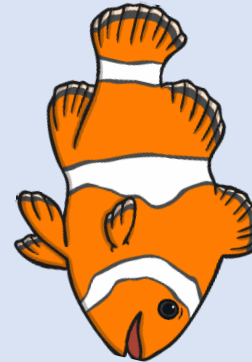
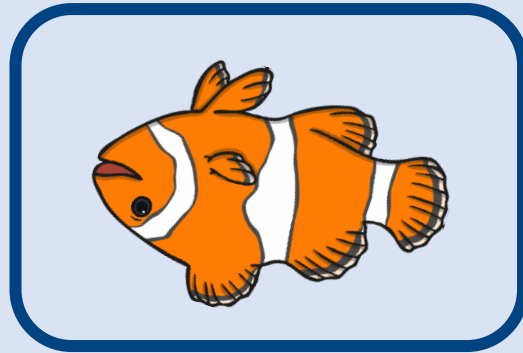


Show answer

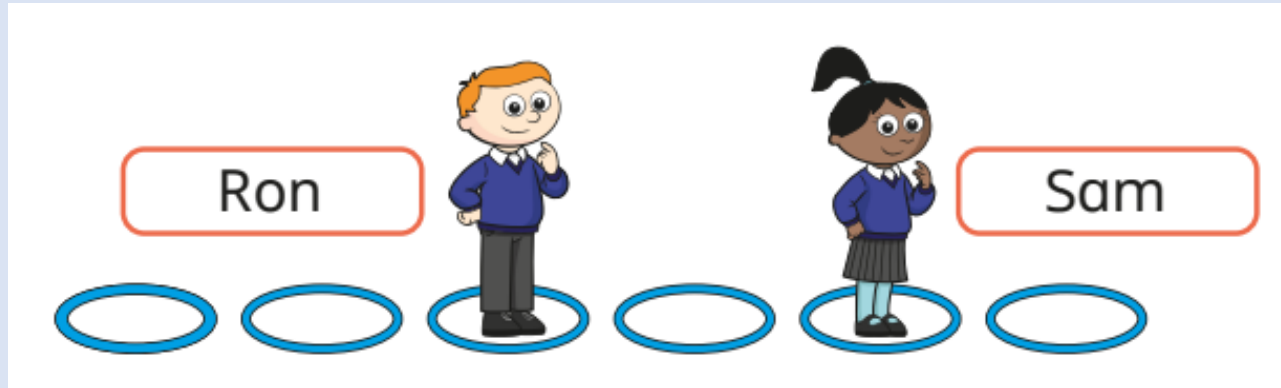
Here is a fish.



The fish has moved a half turn clockwise.  
Which picture shows the fish now?



Show answer



*Ron moves 3 hoops forwards.*

*Where is Ron now?*

*Sam moves 2 hoops backwards.*

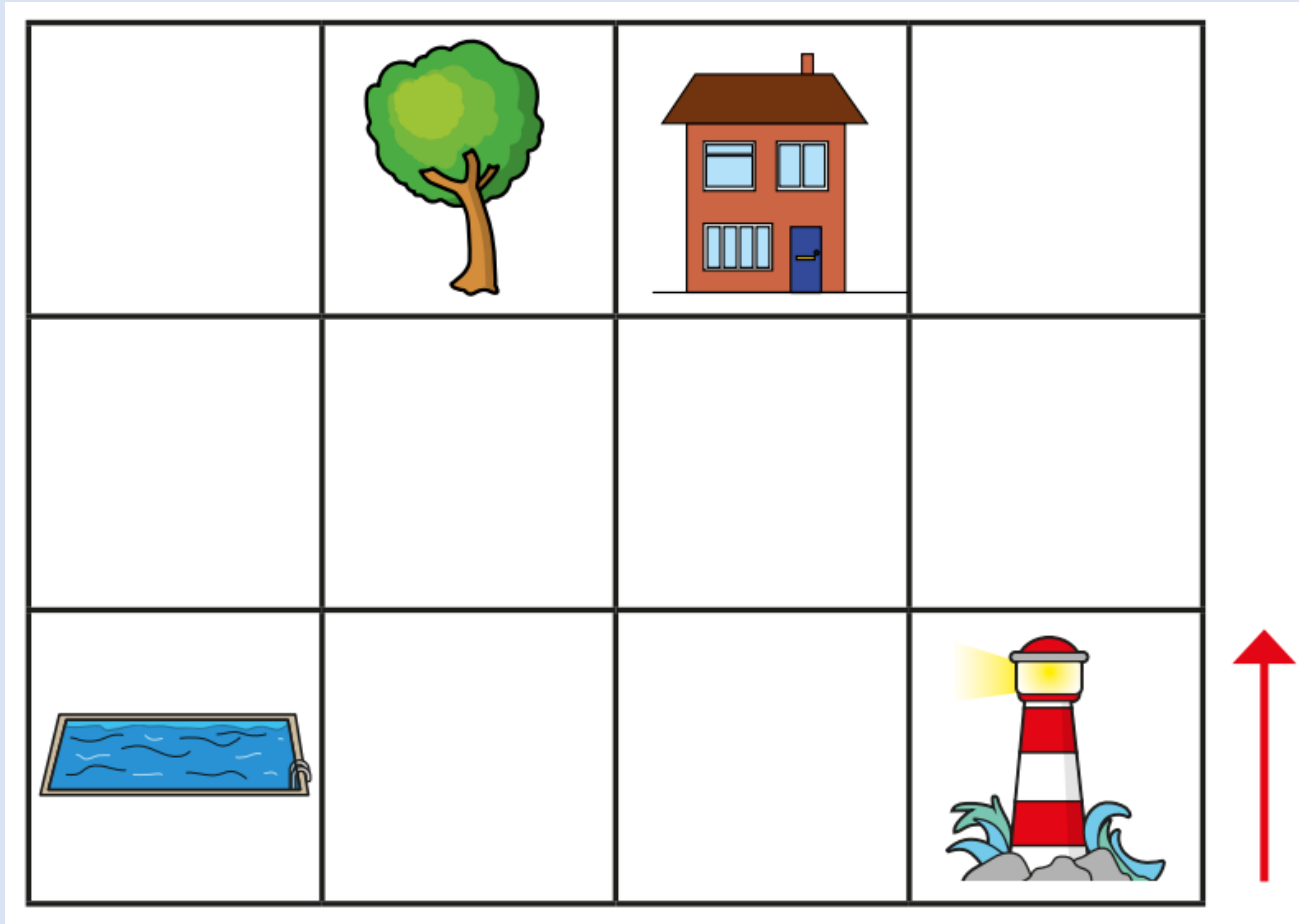
*Where is Sam now?*

*Self assessment*

*Do you understand how to use  
positional language?*



Tom and Kay are at the lighthouse and facing the top of the grid.



Tom moves 2 squares *forwards* and 1 square *left*.

Where is Tom now?


Kay moves 2 squares *left* and 2 squares *forwards*.

Where is Kay now?

Describe the journey from the swimming pool to the house.

## Task

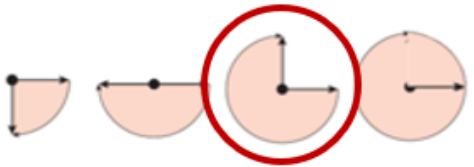
1.  
Where will you end up?  
Follow the instructions.



1) Walk 1 square forward  
2) Make a quarter turn left  
3) Walk 2 squares forward

Stem sentence:  
You will end up at the \_\_\_\_\_.

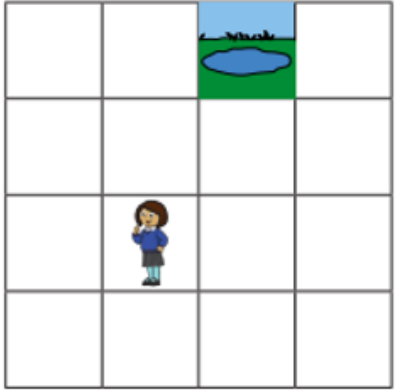
2.  
Miss Phillip says the third picture shows a half turn.



Do you agree with her? Explain.

Yes I agree because...  
No I disagree because...

3.  
Kim is trying to get to the pond.



left right  
forwards backwards

How can you get Kim to the pond? Use the words to say/write the direction.


Begin at the start and follow the instructions.

Where do you end up?

1. Walk 1 square forward
2. Make quarter turn left
3. Walk 2 squares forward



Self assessment  
Do you understand the task?



*Thursday 30<sup>th</sup> April 2026*

<https://www.topmarks.co.uk/learning-to-count/helicopter-rescue>

**HELICOPTER RESCUE**

Find a Number    Count On & Back

**Find a Number**

Direct	In Between
1 to 10	1 to 10
1 to 20	1 to 20
1 to 30	1 to 30
1 to 50	1 to 50
1 to 100	1 to 100

Try our 1 more or less & 10 more or less game:

**CHOPPER SQUAD**

Topmarks



LQ: Can I describe positions?


*Steps to success:*

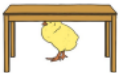
*I can describe position.*


*I can use positional language to describe the position of the object.*





# Star words

above 

below 

inside 

outside 

next to 

between 


through 


around 

behind 



top  
middle  
bottom


up 

down 

← →

**Left and Right**

The hand that makes an 'L' shape is your left hand.



Left Right



Today we are going to be looking at the position of objects.  
We will be using positional language to help us understand position.

*TPS. What does positional language mean?*

Stem sentence:

Positional language means \_\_\_\_\_ .

Let's listen to the song and find out more about positional language!

<https://www.youtube.com/watch?v=xyMrLQ4ZI-4>



top

middle

bottom

Use the words to describe the position of the teddy.

top

below

right

Stem sentence:

The teddy is on the \_\_\_\_\_ shelf.

The teddy is \_\_\_\_\_ the sorting hoops.

The teddy is on the \_\_\_\_\_ of the robot.

*TPs: What is above the dinosaur?*

Stem sentence:

The \_\_\_\_\_ are above the dinosaur.



Complete the sentences using the correct word.  
up down bottom middle top

The penguin is going \_\_\_\_\_ the slide.

The soldier is climbing \_\_\_\_\_ the rope.

TPs: Which shelf are the books on?

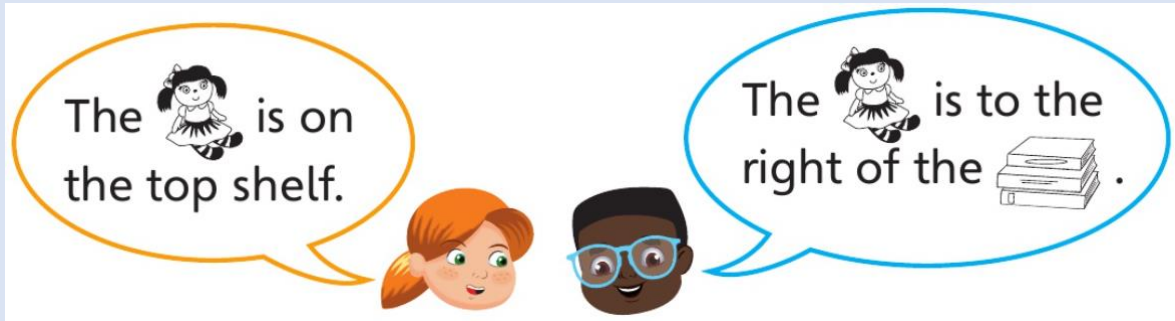
Stem sentence:

The books are on the \_\_\_\_\_ shelf.

# Describe the position of the doll.

Stem sentence:

The doll is \_\_\_\_\_.



TPs: Who is correct?

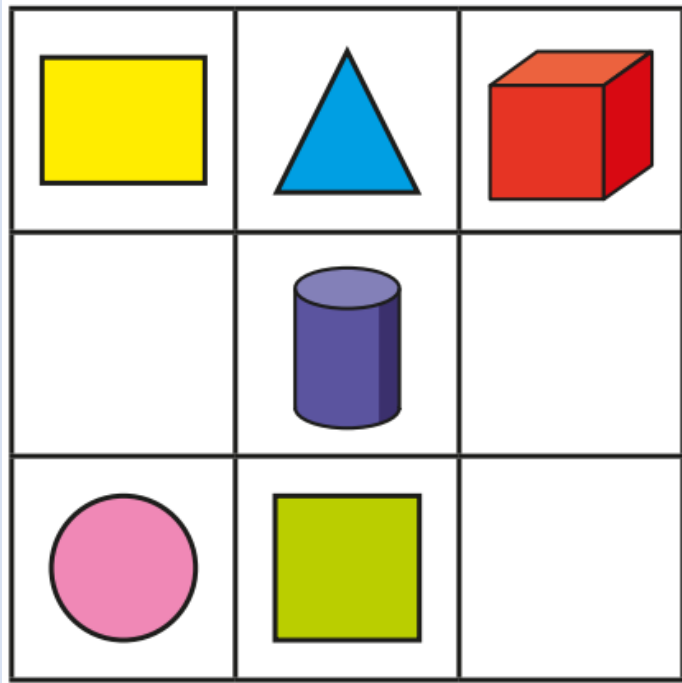
**They are both correct.**

We can also say the doll is **in between** the books and the slide.



middle top left right above  
in between

Here are some shapes on a grid. Use the words to complete the sentences.



The triangle is \_\_\_\_\_ the cylinder.

The square is \_\_\_\_\_ the circle.

The cylinder is \_\_\_\_\_ the triangle.

The rectangle is \_\_\_\_\_ the circle.

The square is \_\_\_\_\_ the triangle.

above

to the left of

below

to the right of

# Task

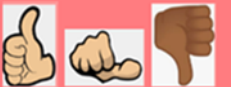
*You are going to explore positional language.*

*In partners you are going to use objects and a chair to show various positions using our star words to explain the position of the object “above, on top, next to, bottom of, below, in between, left, right.”*

*Use the sentence stem “\_\_\_\_\_ is \_\_\_\_\_ the chair.”*

Self assessment

Do you understand the task?

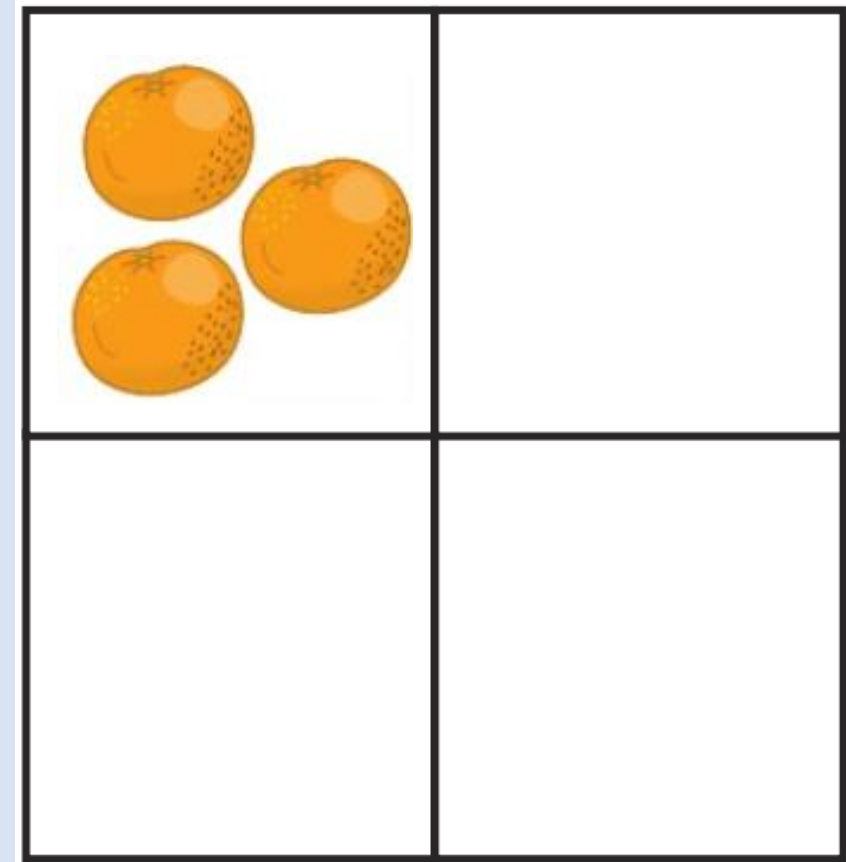


*Friday 1st May 2026*

1 quarter is 3.

What is the whole?

The whole is \_\_\_\_\_.





LQ: Can I describe positions?


*Steps to success:*

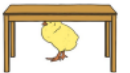
*I can describe position.*


*I can use positional language to describe the position of the object.*



# Star words

above 

below 

inside 

outside 

next to 

between 


through 


around 

behind 



top  
middle  
bottom


up 

down 

← →

**Left and Right**

The hand that makes an 'L' shape is your left hand.



Left Right





TPs: What is below the slide?

Stem sentence:

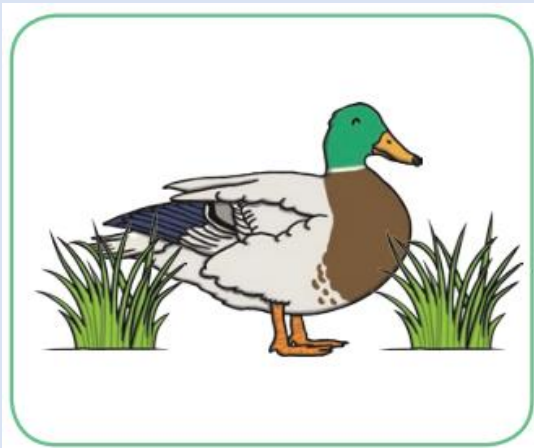
The \_\_\_\_\_ is below the slide.

TPs: Where is the robot?

Stem sentence:

The robot is on the \_\_\_\_\_ shelf \_\_\_\_\_ the sorting hoops.

*Describe the position of the duck.*



Stem sentence:

The duck is \_\_\_\_\_ the grass.

*Describe the position of the frog.*



Stem sentence:

The frog is \_\_\_\_\_ of the lily pad.



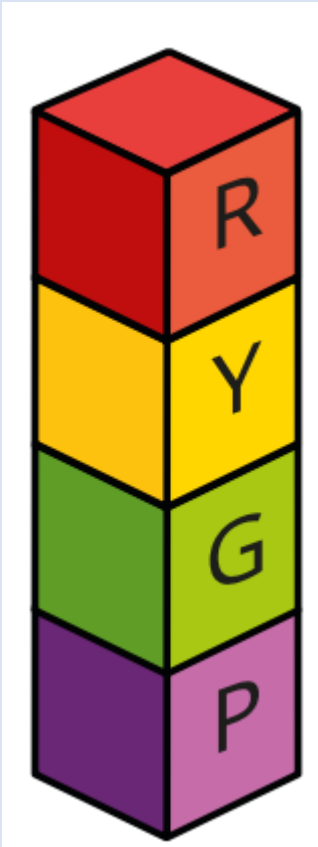
Miss Yusuf is saying that the books are below the doll.  
Is she correct or incorrect?  
How do you know?

Stem sentence

Miss Yusuf is correct because \_\_\_\_\_.

Miss Yusuf is incorrect because \_\_\_\_\_.

Here is a tower. Let's complete the sentences.



The red cube is on \_\_\_\_\_.

The \_\_\_\_\_ cube is purple.





The cube below the yellow cube is \_\_\_\_\_.

The cube \_\_\_\_\_ the yellow cube is red.

# LQ: Can I describe positions?

# Task

★ Use star words to help you explain your answers:  
 above, position, on top, middle of, bottom, below, next to, in between, left, right ★

<p>1.</p>  <p>Choose the correct word to describe the positions.</p> <div style="border: 1px solid black; padding: 5px;"> <p>up   down   bottom              middle   top   on   in              between   below</p> </div>	<p>2.</p> <p>Leon says,          The cat is in between the dog.</p>  <p>Is he correct or incorrect?          Explain your answer.</p> <p>Yes, he is correct because _____          No, he is incorrect because _____</p>	<p>3.</p> <p>Sam has built a tower from purple and yellow cubes.</p> <div style="border: 1px solid green; padding: 5px; width: fit-content;"> <p>The top cube is purple and the bottom one is yellow. Which one is it?</p> </div>  <p>Circle it.</p> 
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The books are \_\_\_\_\_ the \_\_\_\_\_ shelf.

The penguin is \_\_\_\_\_ the slide.

The doll is \_\_\_\_\_ the books and the slide.

The teddy is \_\_\_\_\_ the hoops rings.

Today we worked in a small group to look at images and say its position.  
 We then cut and stuck the matching position cards next to each image.

Self assessment

Do you understand the task?

