Unit 9: Location and Transformation (January: Weeks 3&4)

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| **Strand(s) > Strand unit(s)** | Shape and Space > Spatial Awareness and Location; Transformation. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to use spatial knowledge for the purposes of orientation and navigation; visualise and model location using symbolic co-ordinates; understand that shapes and line segments can be reflected, rotated and translated. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Left and Right:** Describes direction [to the right/left] (U&C); Recognises that some directions are relative to current position and orientation [for example: right/left] (R); Solves problems and plays games involving simple maps or grids (A&PS); Creates a set of simple instructions to direct movement for a given purpose (A&PS) |  | [D] Notice & Wonder L1–2, 5–6  [D] Reason & Respond L1–2, 4–6  [P] [C] Show Me the Way to Go Home! L1  [D] Think-Pair-Share L2, 5–6  [C] Game: It’s a Knockout! L2–3  [C] Full, Half and Quarter Turns L2  [C] Game: It’s a Knockout Again! L2  [P] *Tom Crean: The Brave Explorer* L3  [C] Game: I Spy L3  [D] [C] Monty Wants to Go Home! L3  [C] Classroom Maps L3  [C] Stations L4–5  **Print resources**  Pupil’s Book pages 61–66  Home/School Links Book pages 23–24  PCMs 37, 38 | **Intuitive Assessment:**  responding to  emerging misconceptions  **Planned Interactions:**  responding to insights  gleaned from  children’s responses  to learning  experiences  **Assessment Events:**  information gathered  from completion of  the unit assessment in  the Progress  Assessment Booklet  pages 18–19 |
| **2** | **Turns:** Describes amount of turn [whole, half and quarter turns] (U&C); Relates clockwise movements to the clock face (R) |  |
| **3** | **Directions:** Associates the cardinal directions [North, South, East and West] with the appropriate directions in relation to the classroom and school environment (U&C); Records movement from one location to another using a simple map (C); Visualises the result of following a sequence of directions on a map or plan (R) |  |
| **4** | **Symmetry:** Recognises and identifies known shapes when reflected (U&C); Understands and uses the term reflect to describe relevant shape movements (C); Identifies lines of symmetry and reflected lines or shapes in images or illustrations (A&PS) |  |
| **5** | **Moving Shapes:** Recognises and identifies known shapes repeated or rotated (U&C); Selects appropriate materials/digital tools to draw and label shape movements; Explores position and shape with a range of pentominoes (A&PS) |  |
| **6** | **Tessellations:** Identifies shapes and combinations of shapes that tessellate in the environment (U&C); Makes predictions and explains in simple terms why some shapes tessellate (for example, referring to right angles or other familiar properties) (R) |  |
| **7** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  |

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| **Key: Elements:** (U&C) Understanding and Connecting; (C) Communicating; (R) Reasoning; (A&PS) Applying and Problem-Solving. **CM: Cuntas Míosúil:** please tick when you have completed the focus of learning. **Learning Experiences:** [C] concrete activity; [D] digital activity; [P] activity based on printed materials, followed by lesson numbers. |