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 develop a sense of spatial awareness in relation to their bodies and the immediate environment; describe the spatial features of objects and their relative position in space. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Spatial Awareness:** Describes the movement and positioning of people and self (C); Explores and orientates the environment of the classroom, school and other familiar settings (U&C); Gives and follows simple instructions related to movement and positioning (C) |  | [D] [C] Reason & Respond L1–6, 8, 9  [P] Flashcard game: Where Is It? L2  [C] Maths Stations L2, 9  [D] Notice & Wonder L3–4  [D] Quick Images L3, 7  [C] Classroom Games L3  [C] In the Classroom L4  [P] Flashcards game: Using Arrows L4  [C] Numerals 1−10 on the Class Clothesline L5  [C] Exploring the Movement of Shapes L7  [C] Using the New Words L8  [C] Using the New Words and the Shapes L8  **Print resources**  Pupil’s Book pages 49–56  Home/School Links Book pages 23–24  PCMs 3, 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  page 18 |
| **2** | **Position and Location:** Explores and negotiates the relative location of objects (e.g. over, under, above, below) (U&C); Demonstrates the position (e.g. behind, in front of, on, under, over, beside) of an object in a scene (C) |  |
| **3** | **Positional and Locational Games:** Deduces the location of an object from descriptions of position or location (R); Identifies objects and specific locations, using knowledge of spatial relations (A&PS); Traces paths on simple maps or mazes (A&PS) |  |
| **4** | **Exploring Location and Direction:** Explores the rationale and significance of location and/or position of objects, people or self (R); Makes predictions about location based on spatial understanding (R); Explores direction through the use of arrows (U&C) |  |
| **5** | **Spatial Awareness and Counting:** Moves and repositions objects for a purpose (A&PS); Responds to obstacles in familiar environments by adjusting paths and/or types of movements (A&PS); Uses positional language (before, after, in-between) in the context of numeration (e.g. What number comes before 6?) (U&C) |  |
| **6** | **Movement of Shapes:** Recognises that a shape may appear different when moved in some way (U&C); Discusses movement and manipulation of shapes using informal language (C) |  |
| **7** | **Shapes in Different Positions:** Identifies shapes in a variety of different orientations (U&C); Selects and manipulates shapes to copy a model or structure (A&PS) |  |
| **8** | **Describing the Movement of Shapes:** Uses appropriate language (e.g. turn, flip, slide, match, fit)  **to describe movement and**  **comparison of shapes (C)** |  |
|  | to describe movement and comparison of shapes (C) |
| **9** | **Visualising the Movement of Shapes:** Visualises how a shape will look when moved (R); Solves and discusses simple spatial puzzles such as jigsaws or shape sorters (A&PS); Investigates shape movements and shape matching (e.g. Will it fit if I turn it this way? Will it match if I turn it over?) (R) |  |
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| **10** | **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. |