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; explore the effects of shape movements. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Space:** Describes the relative location and proximity of objects (U&C); Uses simple directional language and countable units to give directions (C) |  | [D] Notice & Wonder L1, 3, 5  [D] [C] Think-Pair-Share L1, 4–7  [D] [C] Reason & Respond L1–8  [C] Build the Map L1  [C] Focus Words L1–2  [D] [C] Write-Hide-Show L2–8  [D] Incy Wincy Spider L2  [C] Left and Right L2  [D] Monty’s Obstacle Course L3  [C] Obstacle Course L3  [D] Concept Cartoon L4  [C] Making New Shapes L6  [D] Quick Images L6  [C] [P] Exploring Mirror Symmetry L7  [D] C Build It! L8  [C] Maths Language L8  [D] Three-Act Task L8  **Print resources**  Pupil’s Book pages 50–57  Home/School Links Book pages 23–24  PCMs 2–3, 26–29 | **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 20–21 |
| **2** | **Position:** Describes the proximity of objects (U&C); Adjusts instructions to give more precise directions (R); Identifies objects and specific locations using knowledge of spatial relations (A&PS) |  |
| **3** | **Movement:** Describes the relative locations and movement of objects on picture maps and simple plans (U&C); Navigates simple paths through various environments (A&PS); Programmes simple digital devices to navigate appropriate maps or grids (A&PS) |  |
| **4** | **Directions:** Makes predictions about location based on spatial understanding (R); Creates simple maps or drawings of familiar settings and indicates the positionality of objects (A&PS) |  |
| **5** | **Changing Shapes:** Identifies shapes in a variety of different orientations (U&C); Uses appropriate language to describe movement and comparison of shapes (C) |  |
| **6** | **Making New Shapes:** Recognises and identifies the parts of composite shapes (U&C); Makes and describes composite shapes (C); Makes predictions about shape movements and shape matching (R) |  |
| **7** | **Mirror Symmetry:** Explores mirror symmetry of simple shapes and images (U&C); Gives and follows instructions relating to the movement of shapes (C); Makes predictions and justifies why some shapes have/do not have symmetry (R) |  |
| **8** | **Making Shapes:** Selects and manipulates shapes to copy a model or structure (A&PS); Engages in spatial puzzles or construction activities which involve moving, comparing or combining shapes (A&PS) |  |
| **9** | **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. |