

Language of position

1 Follow the instructions to show position.

a Circle the child in the middle.

Put a cross under the child on the left.



b Circle the bug on the far right.

Put a cross above the bug that is between the green and blue bugs.



c Place a cross above the middle flower.

Tick the pot that is under the yellow flower.



2 Follow these instructions to draw:

a 3 flowers in the right pot and 5 flowers in the left pot.



b A ball under the chair and a light hanging above the chair.



MiB 1
Cards 163,
164, 165

Animal position

Position words

right between
left above
below

1 Complete the statements to describe the position of the animals.



- a The pelican is below the frog.
- b The koala is above the emu.
- c The parrot is to the right of the koala.
- d The frog is between the emu and the scorpion.
- e The kangaroo is to the left of the pelican.

2 Use position words to write sentences of your own.

a The emu is under the koala.

b The possum is to the right of the parrot.

c The blue-tongue lizard is below the scorpion.

MiB 1
Cards 166,
168, 169

Following paths

1 Follow the instructions to colour the path and get the joey back to her mother. The first instruction has been coloured for you.

Go straight ahead **3** spaces.

Turn right and go **4** spaces.

Turn left and go **2** spaces.

Turn right and go **2** spaces.

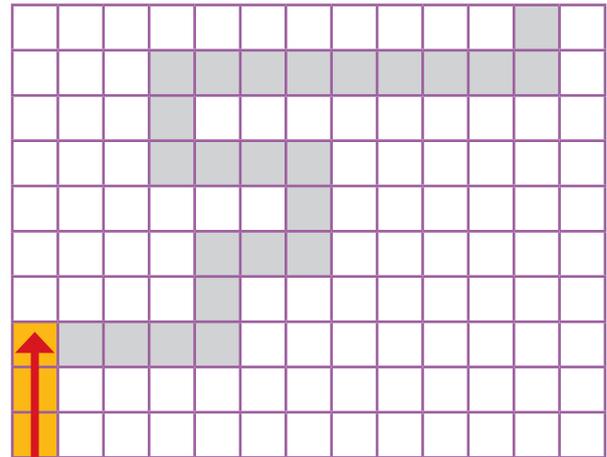
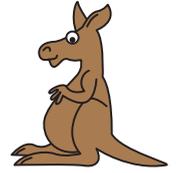
Turn left and go **2** spaces.

Turn left and go **3** spaces.

Turn right and go **2** spaces

Turn right and go **8** spaces.

Turn left and go **1** space.



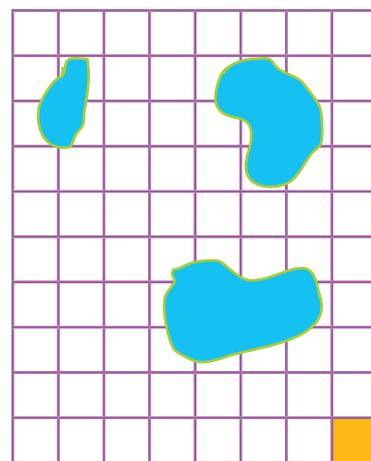
Start here



2 Colour a path to get the wombat back to his burrow. Don't let the wombat get wet in the water.

Describe your path.

Answers will vary.



Start here

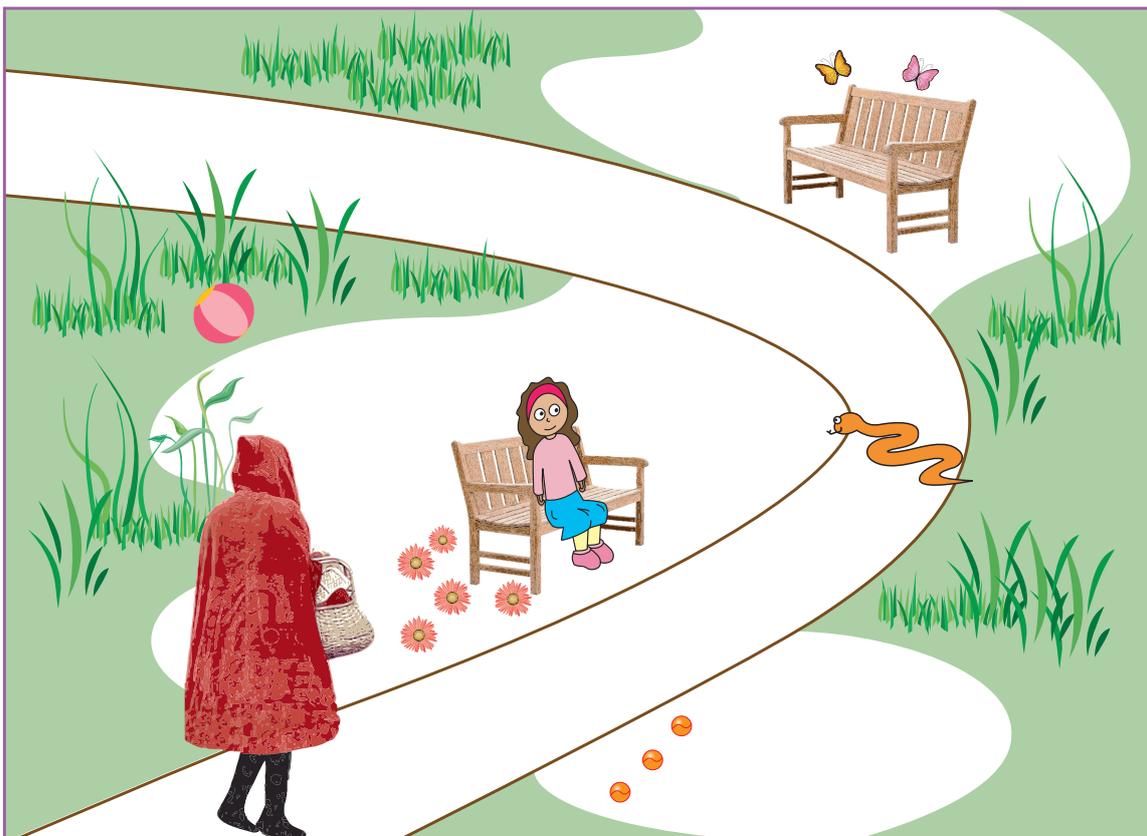


Drawing what and where

1 Red Riding Hood is following the path to get to her grandma's house.

Draw the following:

- a 5 red flowers before the seat on the left hand side of the path
- b 3 balls on the opposite side of the path to the red flowers
- c a small child standing on the first seat
- d 2 butterflies above the second seat along the path
- e a snake slithering across the path where it bends
- f a ball on the grass behind the first seat.



Describe to a friend the position of the objects if Red Riding Hood was walking back from Grandma's in the opposite direction along the path. Discuss how the language has changed.

Where to stay?

- 1 Twelve children were chosen to attend the youth camp. Follow the clues to label where each child stayed.



Boris



Anish



Lin



Leyla



Joel



Diego



Nuno



Sun



Taj



Kami



Niko



Finn

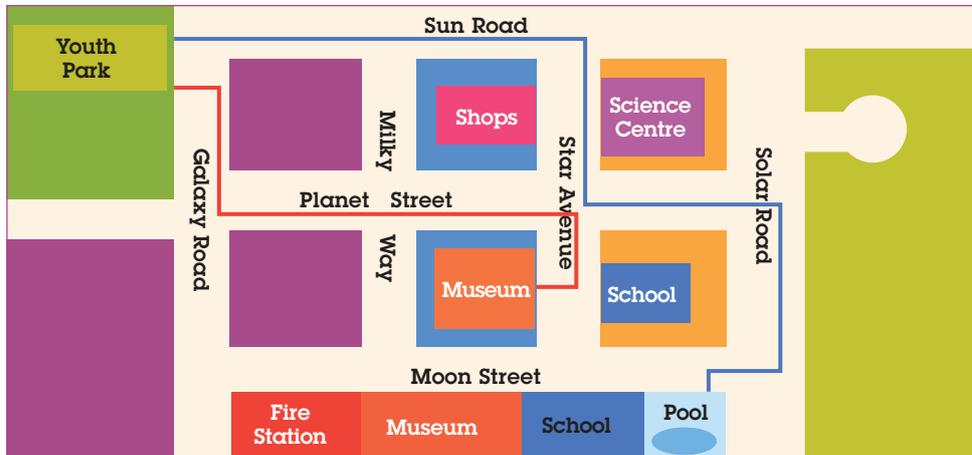
- a Anish stayed in the orange house in the top row.
- b Boris stayed in the house to the left of Anish house and Lin stayed in the house to her right.
- c The house under Lin was Nuno's and to the right of his place was Sun.
- d Leyla slept in the house above Sun and Finn slept in the house below Sun.
- e Kami stayed in a house in the bottom row that was second from the left. Joel's house was under Boris's.
- f Diego was in the house between Nuno and Joel's.
- g Taj was in the house in the bottom left-hand corner.
- h Niko slept in the house that was to the right of Kami's.

Choose a house and use position words to explain where the house is without pointing to it.

Where to visit?

1

Read the clues below to find where the students visited on Monday and Tuesday. They started at Youth Park both days.



Draw a **red** path for Monday.

They travelled down Galaxy Road to Planet Street. They turned left at Planet Street. Along Planet Street they turned right into Star Avenue and the venue was on the right.

They went to the *museum* .

Draw a **blue** path for Tuesday.

They travelled down Sun Road and turned right into Star Avenue. They turned left at Planet Street then right at Solar Road. Along Solar Road they turned right into Moon Street and the venue was first on the left.

They went to the *pool* .

2

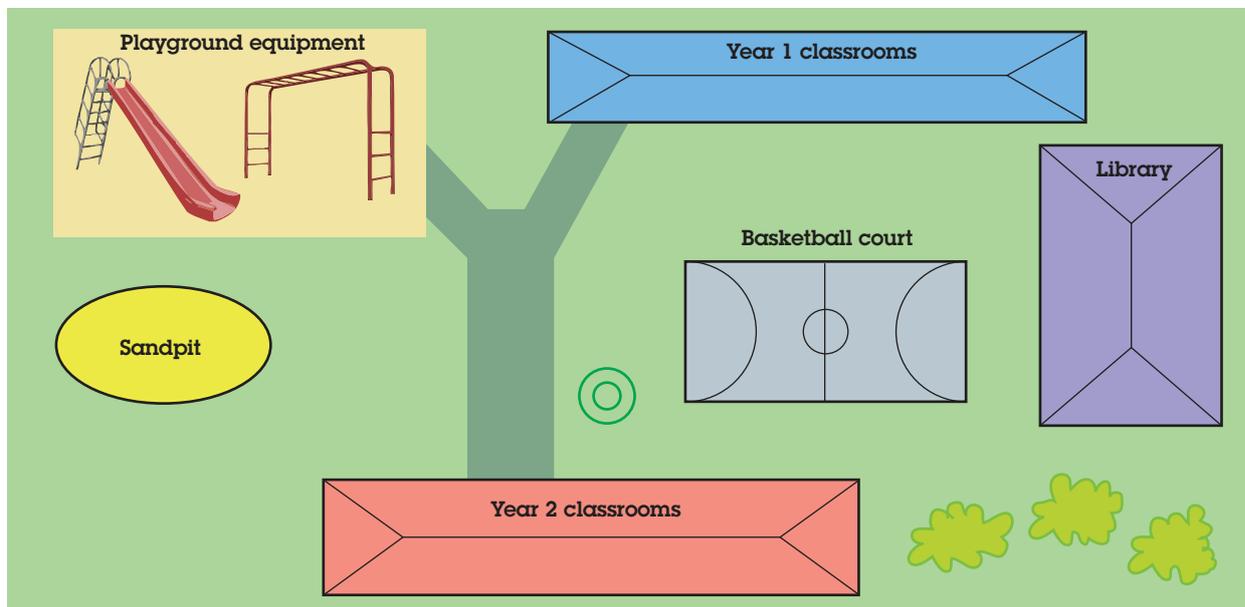
Draw a **green** path to show where the children could go on Wednesday. Describe your path.

Answers will vary.



Making models

- 1 Oscar has started to draw a bird's-eye view of his school. In a small group make a model of Oscar's school.



- 2 Use the drawing to answer the questions.

- a Which classrooms are closest to the playground equipment?

Year 1 classrooms

- b Which side of the picture is the library on? *Right*

- c What is between the library and the pathway? *Basketball court*

- 3 a Draw 3 bushes  to the right of the Year 2 classrooms.

- b Draw a bin  between the Year 2 classrooms and the basketball court.

- 4 Add two new things to the drawing above and to your group model.

Answers will vary.

MiB 1
Card
170

A bird's-eye view

- 1 Work with a group of friends. Build a model of your school and record what it looks like from a bird's-eye view.

A bird's-eye view means that you pretend you are a bird looking down on something. When recording a bird's-eye view you will only see the tops of things.

Answers will vary.

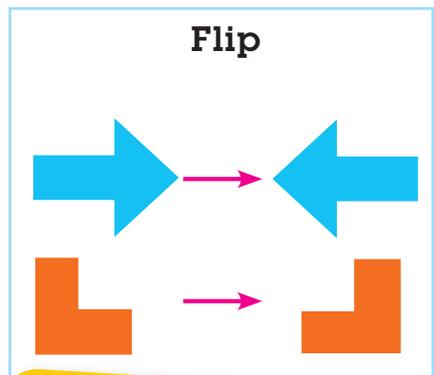
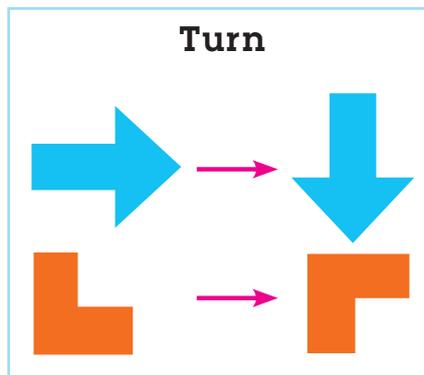
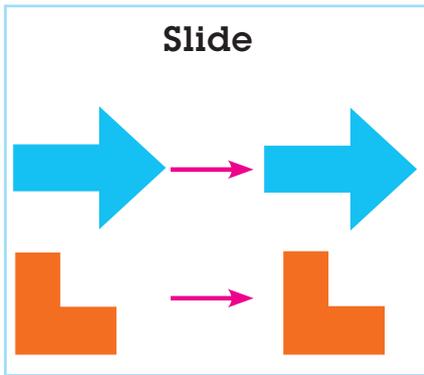
- 2 Write some questions for a friend to answer about your model. The word bank will help you.

Answers will vary.

Word bank

left right between below above next to

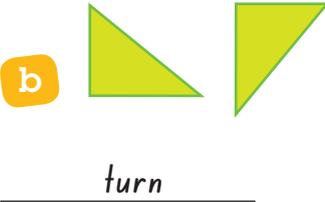
Slide, turn and flip



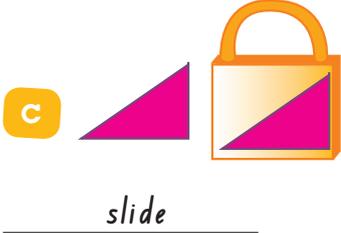
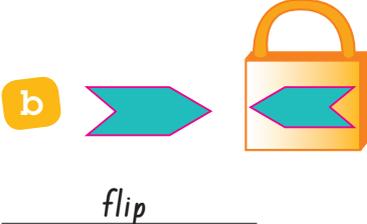
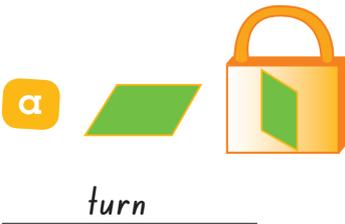
Try these actions with a pattern block to understand these terms.

To **slide** is to move a shape in either direction without turning or rotating it.
 To **turn** a shape is to rotate it.
 To **flip** is to turn a shape over.

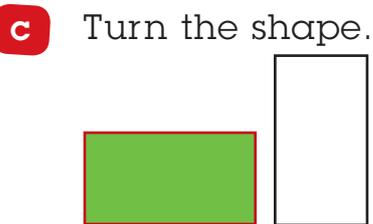
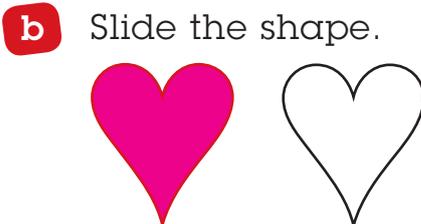
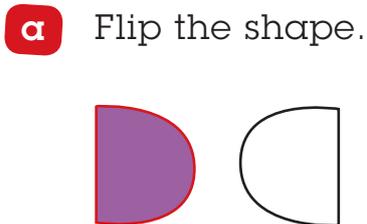
1 Write slide, turn or flip to describe what has happened to each shape.



2 Jenny has three padlocks to open. What must she do to each shape to fit it into each padlock? Slide, turn or flip?

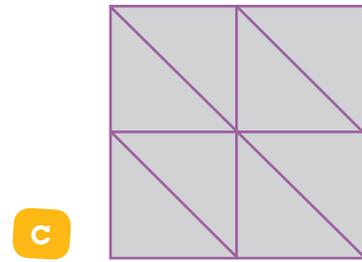
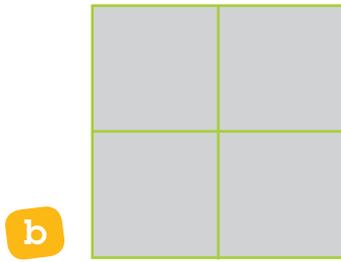
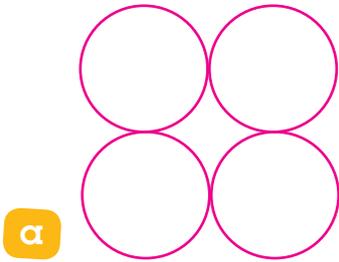


3 Look at each shape. Follow the instruction to draw what the shape will look like.

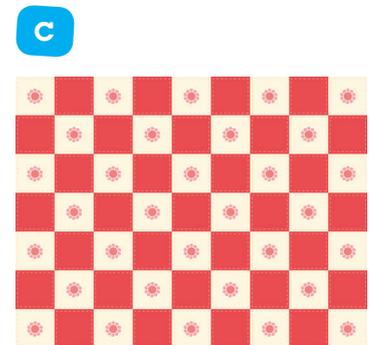
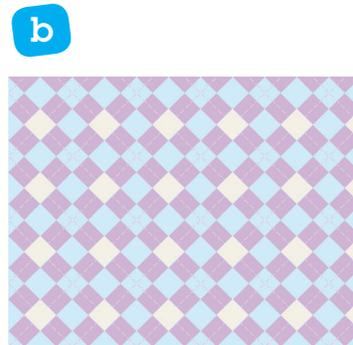


Shapes that tessellate

1 Tessellating shapes fit together without gaps. Colour the designs made with shapes that tessellate.



2 Which shapes can you see in these tessellations?



hexagon

square

square

3 Use pattern blocks to make your own tessellating designs. Draw one of your designs.

Answers will vary.

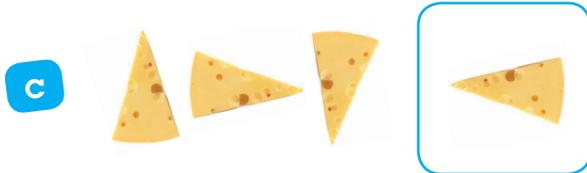
MiB 1
Cards 156
157, 158

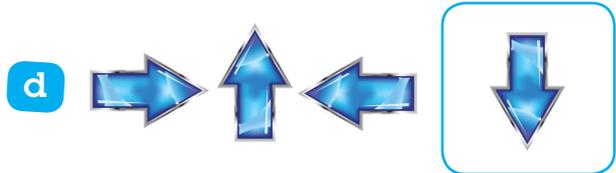
Quarter-turns and half-turns

1 Draw the next picture in the quarter-turn patterns.

a 

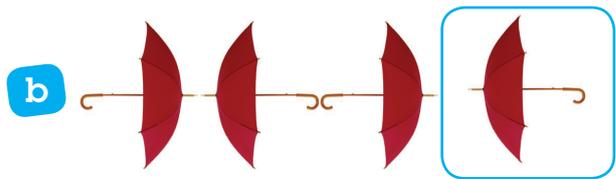
b 

c 

d 

2 Draw the next picture in the half-turn patterns.

a 

b 

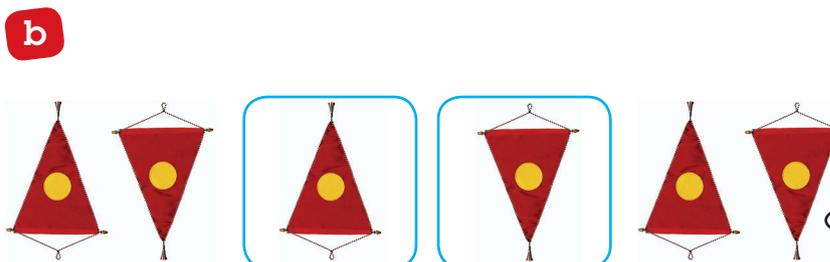
c 

d 

3 a Draw the missing elements of the patterns and circle the best description.



quarter-turn pattern
half-turn pattern

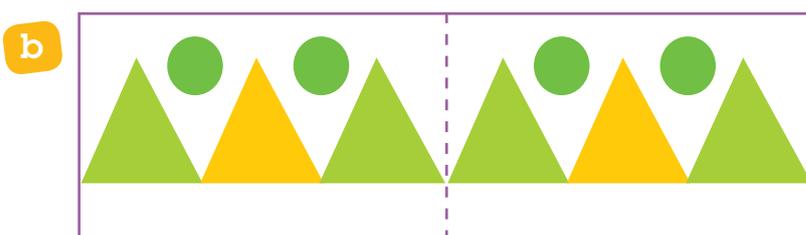
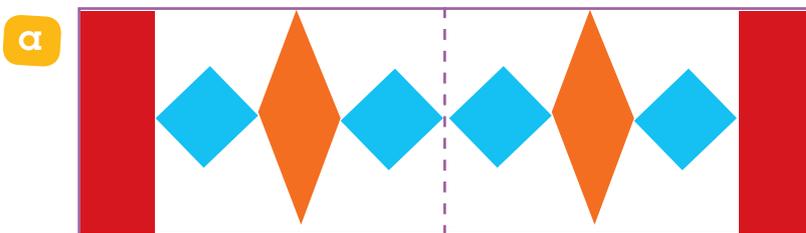
b 

quarter-turn pattern
half-turn pattern

Symmetry in design



1 Complete these designs so that the rugs have symmetry.

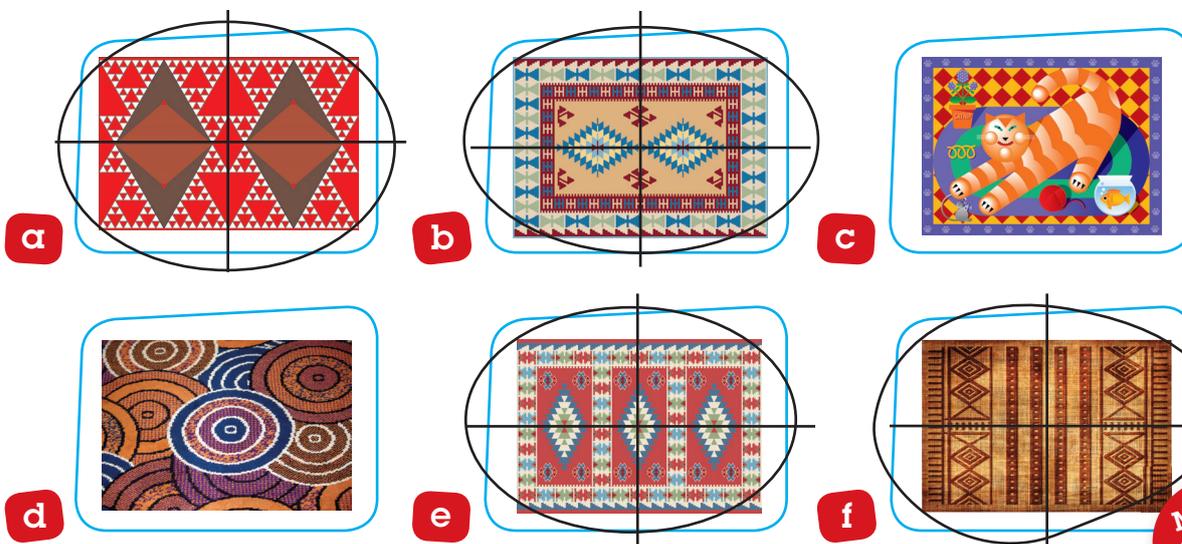


2 Use pattern blocks to make your own symmetrical design. Draw your design on the rug below.

Remember: a symmetrical pattern is formed by flipping and making a mirror image.

Answers will vary.

3 Circle the rugs that have a symmetrical pattern. Draw lines to show how they could be cut to show symmetry.



MiB 1
Cards
159, 160