**Chapter 5- Positions**

**Lesson 1: Naming Positions**

## Lesson Objective

To be able to use the appropriate positional language (ordinal numbers) for up to 10 positions.

**Lesson Approach**

To begin this lesson, take pupils outside and organise some silly races (e.g. crab walking, crawling). Use the language of first, second, third and so on while outside. Bring them back inside and ask them some of the things they noticed about the races. Prompt them with some of the language they heard you using.  
  
Show them the In Focus task and ask them what was important about the race and why people race. When someone mentions first place or winning, ask if they know what that is. Then ask if they know what position the next person would be in, and the next.   
  
Relate this to numbers 1–5 for first to fifth. Ask five pupils to stand in a line with flags or badges that show their position in the line. Read the sequence together. After the first five, introduce a 6th person to the line and ask if anyone can tell the class what position they are in. Continue in this manner until you get to the 10th position. Remember, you can use your own pupils so that the class finds it easier to remember the names and can focus on the positional language. Split the class into three groups and go outside for a race. Ask pupils who are not racing to give out the badges for the positions in which their classmates have finished. After the race, bring pupils back inside, recap on the positional language and get them to match the numeral representation to the words (e.g. 1st to first, 5th to fifth, etc.).  
  
During Guided Practice, remember to refresh their vocabulary and the concept of positional language. Begin by showing them the animal races on page 66 and ask them what they can tell you about the positions in which the animals finished their race. Continue with the picture of the children.

**Additional Activity**

Use the Activity Time as the opening to the lesson, building in vocabulary.

**Misconceptions**

Pupils use cardinal numbers (one, two, three) rather than ordinal numbers (first, second, third).

**Formative Assessment**

Pupils can use ordinal terminology of positions up to tenth.  
Pupils can determine position, using terms such as 'before' and 'after'.  
Pupils can recognise the ordinal terminology in numerical and word forms.

**Non-Negotiable**

Pupils can verbally determine the position of characters in a picture.

**Variation**

Example 1: Identifying the character linked to their position in the race, with one example where they determine ordinality.  
Example 2: Children wearing position badges are arranged in random order. Using text and picture clues to determine the position of the children using ordinal language.

**National Curriculum**

Describe position, direction and movement.

**Resources**

* Objects for ordering (toys/characters)
* Positional number cards – 1st to 10th (one large set between 10)
* Postitional number/word cards – 1st to 10th (suggest double sid (one small set between two)

# Lesson 2: Naming Positions in Queues

## Lesson Objective

To be able to name the positions in a queue with reference to a specific starting point.

**Lesson Approach**

To begin this lesson, ask 10 pupils to line up at the front of the class. Ask the rest of the class if they can tell you the position name of each person in the queue. Ask them where different pupils are within the queue and their numerical positions. Encourage them to use vocabulary such as 'before', 'after', 'between' and the positional language learnt in the previous lesson. Ask pupils how they know who is first and who is last; what clues tell us? Remind them of the positions in the race.   
  
Show pupils the In Focus task. Prompt them to describe where Amira is in the line: her actual position, but also her surroundings. Tell pupils your friend said that 1st is always at the front of the line, but they were unsure how to tell where the front of a line was. How do we know where the front of a line is? Allow them some time to discuss this in relation to the In Focus task picture. How do we know Holly is first and Ruby is last?   
  
During Guided Practice, pupils are using positional language to describe the place of each child. Allow them to practise writing the positions in numerical and word forms.

**Misconceptions**

Pupils use cardinal numbers (one, two, three) rather than ordinal numbers (first, second, third).  
Pupils use ordinality correctly but from the wrong starting point.

**Formative Assessment**

Pupils can identify a position in a queue.  
Pupils can write ordinal terminology in numerical and word forms ('2nd' and 'second').  
Pupils can identify the position of objects using terms such as 'before', 'after' and 'between'.

**Non-Negotiable**

Pupils can identify positions in a queue orally and recognise numerical and word representations (1st, 2nd; first, second).

**Variation**

Labelling positions from right to left using both numerical and word notation; describing the children's position in the queue in the given picture.

**National Curriculum**

Describe position, direction and movement.

**Resources**

* Whiteboards and pens
* Objects for ordering
* Positional number/word cards – 1st to 10th (suggest double sid (one set between two)

# Lesson 3: Naming Left and Right Positions

## Lesson Objective

To be able to name positions, including left and right, with respect to a reference point.

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**Lesson Approach**

To begin this lesson, ask pupils if they know their left and right hands. Show them that their left hand, when held up, makes the shape of an L. Show pupils the picture of the In Focus task and ask them if they can name all the animals from left to right. Then ask them to do the same from right to left. Ask pupils if they can tell you, starting from the left, who is in first place. If the giraffe is in first place, then who is next and how do you describe that position? Then ask them to tell you which position the giraffe is in if we go from right to left. Guide them to say both last and fifth.   
  
Prompt pupils from time to time with misconceptions that your friend told you. Have them prove you wrong and talk out loud about their thinking, for example: My friend said that the tiger is first from the left. Is my friend correct? Is there a time when he could be correct? What would need to happen for him to be correct? Reintroduce the term 'between' and introduce 'next to'. Ask pupils if they can describe any of the animals using these terms.   
  
Go through the class photo or the picture and ask about who is in particular positions, making sure to emphasise the naming of positions and the direction from which they are starting. Ask them to describe certain (unnamed) characters' features, so they can also tell their positions to the class.   
  
During Guided Practice, pupils are identifying the position of the characters in a given picture. Go through the characters and ask different pupils to describe some of their positions. Make sure they begin by clarifying if they are starting from the left or the right. Allow pupils to see the context and practise the use of 'left', 'right', 'next to' and 'between'.

**Additional Activity**

Ask pupils to bring in a family photo or use a class photo or photos/pictures of groups of people. Ask pupils to work in pairs and tell their partners their position in the family photo using the sentences given on page 70. Then partners check their answers. Alternatively, ask pupils to write sentences in their Maths Journals to describe their position or the position of others within the group. Make them aware that they will need to share their work with the class.

**Misconceptions**

Pupils may not know their left and right and start from the wrong starting point.

**Formative Assessment**

Pupils can identify right and left.  
Pupils can use the word 'from' in their thinking and discussion.  
Pupils can use the word 'between' and 'next to' to describe position.

**Non-Negotiable**

Pupils can verbally describe positions from the left and from the right.

**Variation**

Example 1a: Looking at the order of characters from the left, which is similar to previous learning.  
Example 1b: The term 'next to' is used.  
Example 1c: The term 'between' is used.  
Example 1d: Looking at the position of a particular character from the left and then from the right.

**National Curriculum**

Describe position, direction and movement.

**Resources**

* Objects for ordering
* Family photographs or pictures with a number of people in them (one between two)
* Positional number cards – 1st to 10th (one set between two)
* Word cards for 'left' and 'right'

# Lesson 4: Chapter Consolidation

## Lesson Objective

To be able to apply knowledge of position to solve problems

**Lesson Approach**

Mind Workout  
Ask pupils if they have ever decorated a cake. If not, then they need to experience the sequence or choose a sequence that they are familiar with, such as making sandwiches or getting dressed. Once they are familiar with the activity, ask them to talk through the process using the positional language of 1st through to 6th. Then ask them to label the pictures both with numerals and words and explain their thinking.  
  
Maths Journal  
Ask pupils to follow instructions as you read them out on where to place the toys in their drawing. If they struggle with drawing then have prepared pictures of toys that they can arrange and place in the correct order. Ask them to make labels for the position of each picture.  
  
Self Check  
Complete this with pupils as a chapter summary and determine if any pupils need extra support.