

Dear Parents,

Once again, thank you all for your continued hard work over the last 11 weeks. It has been so nice to be in contact with most of you at varying points throughout this time and I cannot begin to tell you how happy I have been to continue to receive your fantastic efforts.

As we move towards a final half term with many changes to consider in our day-to-day lives, whether at home or at school, we turn our attention towards our Cultural Topic for 2020. This year, we have chosen to focus on the fascinating country of Australia.

The following pack is designed to cover three weeks of learning and (if desired) can follow the timetable included overleaf.

The tasks included have a cross curricular focus, under the "umbrella" of our Australia topic, and continue to be broken down into smaller, more manageable sessions.

May I continue to emphasise at this point, that if you feel the need to contact me during this time, please do not hesitate to do so via phone or email.

Take care, stay safe, and I will hopefully see you all soon!

Mr. P. McLeod

Suggested Timetable

DAY	SESSION 1	SESSION 2	SESSION 3
MONDAY	1x Australia Topic Session	1-2 Maths Tasks	1x Australia Topic Session
TUESDAY	1x SPaG Session	1-2 Maths Tasks	1x Australia Topic Session
WEDNESDAY	IDL Spelling or Revisit previous packs' spelling sessions.	Mathletics/TT Rockstars	PE with Joe Wickes/Cosmic Yoga/Other Physical Activity
THURSDAY	1x SPaG Session	1-2 Maths Tasks	Music (Play an instrument, dance, sing, or just listen)
FRIDAY	1x Australia Topic Session	1-2 Maths Tasks	Child initiated Art

With regard to explicit spelling practice, you may wish to "swap out" one of the sessions above and revisit spelling lists/sessions from the previous packs.

If you no longer have access to these spelling sessions, please do not hesitate to contact me and I can provide them for you.

Australia Topic Task #1

Session 1

UNCOVERING AUSTRALIA

For the first five sessions, you are going to combine Geography skills with your, reading, organisation and presentation skills. The end product will be an “Introductory Presentation” on Australia, but we will consider more than just the research and facts in this project. USE POWERPOINT OR LARGE PIECES OF PAPER.

Today, I need you to find out and make note of a number of facts. You will need these tomorrow. The things I would like you to do/research are listed below:

- 1) Locate Australia on a world map. Make note of its hemisphere, latitude, longitude and countries and oceans surrounding it. Is it an island or a landlocked country?
- 2) Make comparisons of Australia's size, population, terrains, and climate to those of the UK's.
- 3) List each of the States of Australia, and the State Capital City of each.



Australia Topic Task #1

Session 2

UNCOVERING AUSTRALIA

You are presenting to a room of people who have never heard of Australia.

Using the geographical information that you uncovered yesterday to write an introductory paragraph to your presentation.

However, try not to just read out the facts from yesterday. You should consider:

- 1) Welcoming your audience and introducing the subject of your presentation.
- 2) The order in which you give your facts.
- 3) Exciting and varying sentence starters that entice your audience.
- 4) Use your knowledge of North, East, South and West to describe the locations of Australia, its states, cities and surrounding cities and oceans.



Australia Topic Task #1

Session 3

UNCOVERING AUSTRALIA

Having introduced Australia as a country yesterday, let's go into more detail. Using the presentation and research skills you have acquired, research five different famous Australian landmarks. You can choose these landmarks that you will use in your presentation.

You will need to do each of the following for each landmark:

- 1) Select an appropriate picture of the landmark
- 2) Select five key facts for the landmark. You will need to consider which facts are the most relevant and important to your audience.
- 3) Consider again, the use of powerful language to make your facts and their presentation stimulating to your audience.
- 4) Add these landmark slides to your presentation.



Australia Topic Task #1

Session 4

UNCOVERING AUSTRALIA

The final section of your presentation will cover the wildlife of Australia. How you tackle this is completely up to you, but this section should contain the same volume of information as your landmark section.

Some things to start you might consider:

- 1) Different animals that are native to Australia.
- 2) What their habitats are like.
- 3) What are their diets?
- 4) What are the things that we might need to be wary of as humans?



Australia Topic Task #1

Session 5

UNCOVERING AUSTRALIA

Put your presentation together., but really take your time. A presentation is not just about telling an audience all of the things you have found out. It should last about 10-15mins in total.

You need to consider the layout of your slides. Do you need to put every single word of your research on? Where have you placed the picture and at what size? What colour are your backgrounds? Is it appropriate to the subject matter? How long is your presentation? Is it short and snappy, or is it too long? Too short?

Present your presentation to a willing audience, and continue to edit it until you are all happy with it.



Australia Topic Task #2

Session 1

CAPTAIN JAMES COOK

Captain James Cook discovered Australia. However, I need you to find out a little bit more about him. In order to do this, I have set you the following questions. Research them COMPLETELY INDEPENDENTLY and write your answers down in FULL SENTENCES.

- 1) When and where was he born?
- 2) What was his profession?
- 3) In what year did he discover Australia?
- 4) Name his ship and find out an additional fact about it.
- 5) How long was his voyage to Australia and what did he name the place where he landed?



Australia Topic Task #2

Session 2

CAPTAIN JAMES COOK

You are a member of Captain Cook's crew, travelling to Australia. You can choose at what point of the voyage you are writing at, but I would like you to write a diary entry for ONE DAY on the voyage.

Some things to consider:

- 1) If you are able to write a diary, what type of role might you have on the ship?
- 2) What is the weather and the sea like?
- 3) What type of things do you eat?
- 4) What do you do to pass the time?
- 5) Do you like being on the ship? Why? Why not?



Australia Topic Task #2

Session 3

CAPTAIN JAMES COOK

Having considered life on board Captain Cook's ship and the time in History that the voyage took place, design your own 18th century ship, fit to sail to Australia. First, you will need to research what ships of the time looked like and what facilities they had on board.

Having done this, you will need to produce a labelled design of your ship, featuring a "Top View" and a "Side View."

Each feature of your ship that you label, you must provide a short justification for its inclusion (You need to tell me what it is there for!)



Australia Topic Task #2

Session 4

CAPTAIN JAMES COOK

Now that you know where Captain Cook landed (New South Wales,) Do some research into what New South Wales looks like today and what it might have looked like when Captain Cook landed in 1770.

Cast your minds back to the travel brochure we wrote for our Roman soldiers. We are going to spend these next two sessions designing a travel brochure for New South Wales. YOUR TRAVEL BROCHURE CAN BE BASED ON NEW SOUTH WALES TODAY OR IN 1770. Spend today considering two things:

- 1) What NSW looks like and what there is to do there.
- 2) What emotive language are you going to use to “sell” NSW to the reader.



Australia Topic Task #2

Session 5

CAPTAIN JAMES COOK

Today, you will produce your brochure. It needs to include the following:

- 1) A title with a “catchy tag line” (eg: New South Wales: The State where dreams come true)
- 2) Three subheadings/sections each giving information on a different thing about New South Wales.
- 3) An image to support each section. This can either be printed or drawn and coloured yourself.
- 4) Your brochure must be neatly set out and clearly organised.



Australia Topic Task #3

Session 1

ABORIGINAL STORIES

<https://www.bbc.co.uk/teach/school-radio/audio-stories-tiddalik-the-frog-part-one/zdrst39>

Listen to Part One of Tiddalik the Frog. See if you can identify the 5 key features of our story from the story and write them down.

Remember that your 5 key features of any story are:

- 1) Plot
- 2) Character
- 3) Conflict
- 4) Theme
- 5) Setting



Australia Topic Task #3

Session 2

ABORIGINAL STORIES

Think about how Part One of the story ended. Imagine that you are one of the other animals, who is now very thirsty? How are you feeling? Pretty angry I imagine!

Sometimes, anger comes out of us in the wrong way , but it is nevertheless an energy that we all have. We just need to find a healthy way to get rid of that energy. A strategy I have for this, it writing it down using really powerful adjectives and adverbs.

Try writing a letter to Tiddalik telling him how “utterly furious” you are with him. Be as angry as you like and make sure your choice of words indicate how strongly you feel about his behaviour.



Australia Topic Task #3

Session 3

<https://www.bbc.co.uk/teach/school-radio/audio-stories-tiddalik-the-frog/z44ypg8>

LISTEN TO PART TWO OF THE STORY

We talked about how “anger” can be considered a negative emotion, but having listened to part two what have you learnt about positive emotions? How can happiness and laughter help you?

Do you agree with the animals plan to make Tiddalik laugh? Was it nice of Tiddalik to laugh at the snake? Do you think he learnt his lesson?

Answer these questions, giving justified reasons for each of your responses .



Australia Topic Task #3

Session 4

ABORIGINAL STORIES

Aboriginal stories usually have a strong moral message/theme (Like “Don’t be greedy” in the Tiddalik story) and focus around animals from the Australian outback. You are going to write your own Aboriginal Story and will have to consider which animal you would like the story to be about and what moral message/theme you would like your story to have.

Today, you need to research animals that live in the Australian outback so you can base your story on their behaviour.

Then, you need to decide what lesson your animal is going to learn.

Plot a rough outline for your story. You might want to use a story mountain to help you.



Australia Topic Task #3

Session 5

ABORIGINAL STORIES

Publish your Aboriginal story. Things that you need to remember:

- 1) Plot, character, conflict and theme are clear.
- 2) Story has a beginning, a build up, a middle (conflict), resolution and end.
- 3) Your story is clearly organised into paragraphs.
- 4) Your story **MUST** contain some correctly punctuated speech.
- 5) All punctuation, spelling and grammar are checked.
- 6) It is written in your **BEST** handwriting.



SPaG

Session 1

A) Punctuate the following sentences, using capital letters and full stops where necessary.

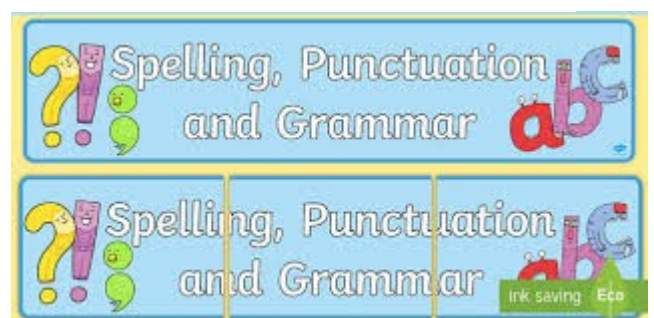
1. mandy threw the apple sauce out of the window, right onto matt's head
2. belgium and france fought over who would host the olympic games
3. noah landed his ark on mount sinai when the flood waters receded
4. mr jones visited doctor barnsley on wednesday
5. coronation street and eastenders are shown on tv every day

B) Link each person with their address and punctuate both using capital letters

george bush	hogwarts school
tony blair	buckingham palace
paddington bear	darkest peru
sherlock holmes	stratford upon avon
queen elizabeth	ten downing street
harry potter	bag end, hobbiton
vera duckworth	221b baker street
william shakespeare	the white house
bilbo baggins	starship enterprise
captain jean-luc picard	the rovers return

Punctuate the following sentences, using full stops and capital letters where appropriate.

1. the man bought the newspaper he was an avid reader of the sun
2. jill ran up the hill with jack they needed to fetch a pail of water
3. the must-see film of the year is the new spiderman movie it stars tobey mcguire
4. on wednesday and thursday I am travelling to russia on the orient express
5. will young won the first ever pop idol competition pete waterman was a judge
6. manchester united have won my trophies
7. the beatles claimed they were more famous than god
8. the great wall of china was built by shih huang ti his title was first emperor of china
9. the mediterranean sea is a favourite holiday destination for british tourists
10. in 1989 a war broke out between the british and the boers in south africa



SPaG

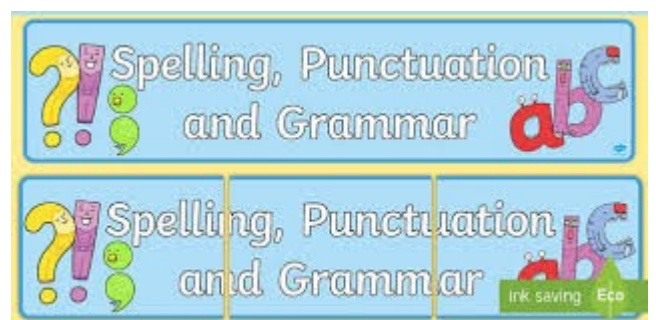
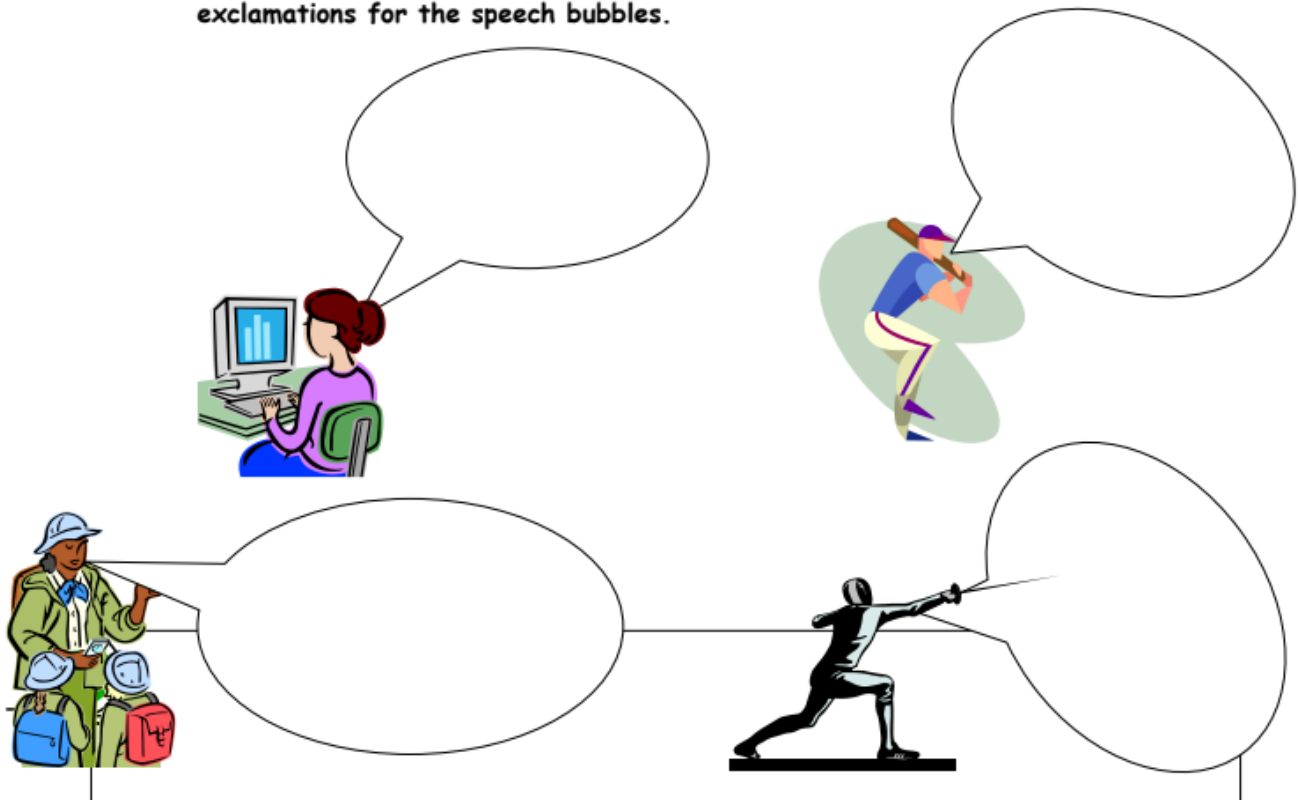
Session 2

A) The following are situations in which an exclamation mark could be used.
Think up a suitable interesting exclamation for each situation.

E.g. Lost- "Help! I think I'm lost!"

1. Football match.
2. Fire in a house.
3. Accident.
4. In deep water.
5. Surprise party.
6. A mouse under your chair.
7. Seeing a beautiful sight.
8. Going into battle.
9. The Olympics.
10. Seeing a ghost.

B) Study the pictures below and then think up interesting, original exclamations for the speech bubbles.



SPaG

Session 3

1. Direct questions end in a question mark.

E.g. Are you going to the store?

2. Indirect questions DO NOT end in a question mark.

E.g. I asked if you were going to the store.

3. In direct speech, sometimes an apparent statement may be a question, depending on the speaker's tone.

E.g. "You will be happy here?" Mum asked.

4. The question mark is used after a statement followed by a short question. Notice the use of the comma before the question.

E.g. You are the shortest person here, aren't you?



A) Write answers to the following questions. Use full sentences.

1. What are you most afraid of in the world?
2. What is your earliest memory?
3. Who is the person who has influenced you and why?
4. If you could be anywhere in the world right now, where would you be and why?
5. How are you feeling right now?

B) Write interesting, original questions that could give these answers.

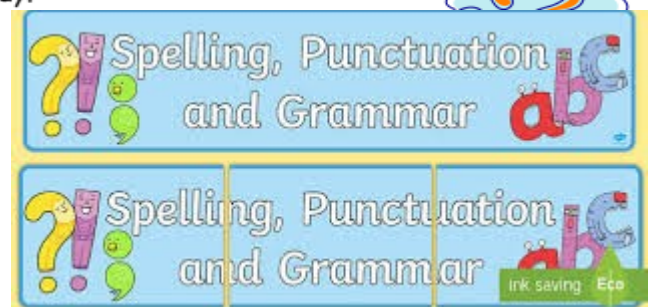
1. Definitely, springtime.
2. The Lake District.
3. He was caught taking bets on how many runs he was going to make.
4. They were given a life sentence and they both deserved it.
5. My aunt.

C) Add short questions appropriate to the following statements.

1. You are going to be late, _____?
2. He is from Germany, _____?
3. You're not serious, _____?
4. The weather's terrible, _____?
5. It can't happen, _____?

D) Imagine you gave a report to the police. Read the report below and then write down the actual questions you were asked.

It was really dark and misty so visibility was poor. They arrived in a red Mercedes convertible. The driver was large and bald and had a tattoo of a skull on his arm. The two other men ran into the jewellery store, pulling ski masks over their faces as they did so. About three minutes later I heard a gunshot and the two men ran out, carrying several small black sacks. The car sped off in the direction of the freeway.



SPaG

Session 4

☒ A colon is used to:

1. Introduce a list.

E.g. He bought the groceries: eggs, butter, jam, sugar and pot noodles.

2. Introduce a title or quotation.

E.g. His words echoed in my head: "Do unto others only good!"

3. Separate contrasting parts of a sentence.

E.g. The good are saved: the bad are damned

A) Punctuate the following sentences, inserting colons where necessary.

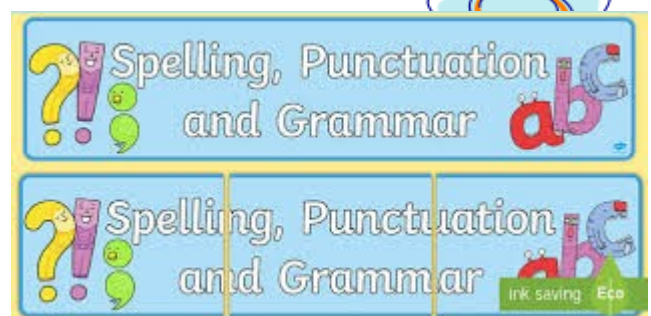
1. We shall fight on the beaches we shall never surrender.
2. The good die young the wicked live forever.
3. Peace to those I love strife to my enemies.
4. Bright is the day dark is the night.
5. Behind me lay despair in front, only hope.

B) Punctuate the following sentences, inserting colons and commas where necessary.

1. I took five items my jacket a fishing rod a peanut butter sandwich a tooth pick and a pen knife.
2. The guest list read as follows Rev. Bill Hinter Lady Smythe-Bottom Gordon James and Dizzy the Clown.
3. These were the reasons for his odd behaviour fear of the dark fear of confined spaces fear of spiders and way too much caffeine that morning.
4. Certain people are legends Marilyn Monroe James Dean Houdini and Charlie Chaplin.
5. He shook with fear when he saw what lay before him a rocky path a steep slippery slope a cliff edge and a fifty foot drop into the unknown.

C) Punctuate the following sentences, inserting colons, commas and capital letters.

1. charles dickens wrote 'a tale of two cities' 'little dorrit' 'a Christmas carol' and 'bleak house' amongst others.
2. exams will take place this week monday tuesday before break thursday afternoon and friday in place of assembly.
3. the guests arrived early lady ponsonby in diamonds and a white fur coat lord picklenoze with a glamorous girl on each arm mr carruthers with half the contents of a bottle of whisky already under his belt and the luscious honourable miss hilly flower in a very short very shiny dress.



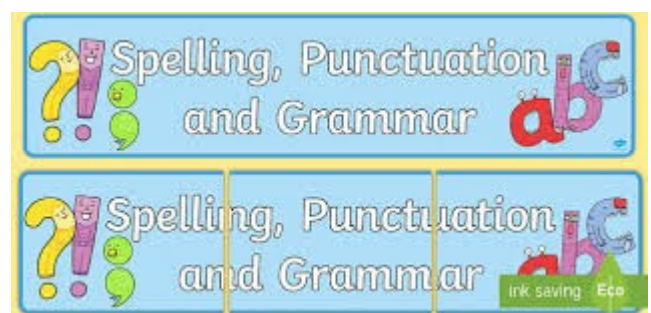
SPaG

Session 5

- ☑ The semi-colon is stronger than a comma but not as strong as a full stop. It separates two groups of words which could be two sentences but which are so closely linked in subject matter that a full stop would be too strong.
E.g. The criminal surrendered; he was defeated.
- ☑ The semi-colon is also used in a list when commas are already needed in the phrases contained in that list.
E.g. You need: four eggs, lightly beaten; one spoon of nutmeg, grated finely; and a pint of milk.

A) There are ten pairs of sentences in this Exercise. Each pair of sentences has been joined together using a conjunction. Rewrite each pair replacing the conjunction with a semi-colon. Check that each side of the semi-colon can stand as a sentence in its own right.

1. Sara watched television after she had finished her homework.
2. The baby was crying because he was hungry.
3. The old man shivered violently because it was bitterly cold.
4. Mum told him to brush his hair which was a total mess.
5. She read the book which was an adventure story.
6. The children went home tired and hungry because they had had enough.
7. I shall take some of the library books back now but the others will have to wait.
8. She had worked very hard for the exam and she hoped it would be enough.
9. It was a warm, sunny day so they decided to go to the seaside.
10. The parcel had been badly wrapped and some of the contents were showing.



SPaG

Session 6

A) Fill in the table below with as many words as possible that you can think of to replace the word 'SAID'. A few examples have been done for you.

LOUD	SOFT	POSITIVE	NEGATIVE
yelled	murmured	exclaimed	moaned

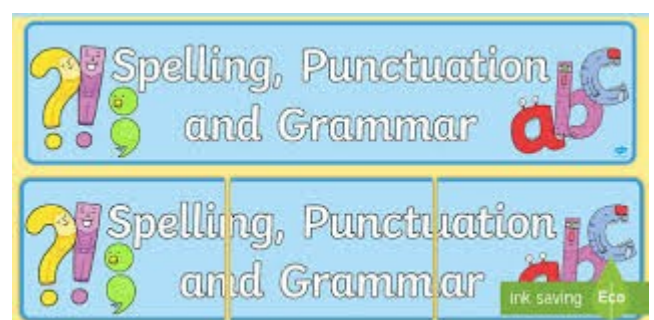
B) In each of the following sentences, replace the word 'SAID' with a more effective word.

1. "Ouch! You're standing on my foot!" Jim said.
2. "Mmm, I've been looking forward to this chocolate all day!" Lizzie said.
3. "Hurry! The bus is about to leave!" Percy said.
4. "Go, Rangers, go!" Tim said.
5. "I wonder if this will work," the scientist said.

C) Write an appropriate, descriptive, direct speech sentence for each of the following situations.

E.g. Building a fence- "Whew! This is really hot work!" I panted, wiping my brow.

1. Hailing a taxi.
2. Scolding a naughty child.
3. Returning a faulty item.
4. Meeting an old friend.
5. Speaking to your deaf great-uncle.
6. Visiting a zoo.
7. Lulling a small baby to sleep.
8. Witnessing a robbery.
9. Entering a haunted mansion.
10. Playing sport.



Children develop their understanding of obtuse and acute angles by comparing with a right angle. They use an angle tester to check whether angles are larger or smaller than a right angle.

Children learn that an acute angle is more than 0 degrees and less than 90 degrees, a right angle is exactly 90 degrees and an obtuse angle is more than 90 degrees but less than 180 degrees.

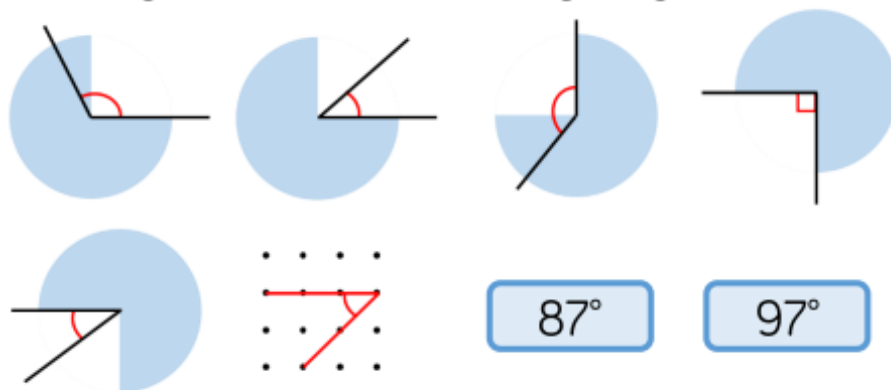
How many degrees are there in a right angle?

Draw an acute/obtuse angle.

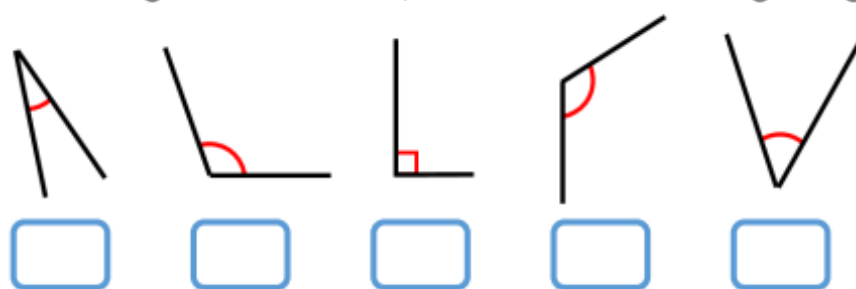
Estimate the size of the angle.

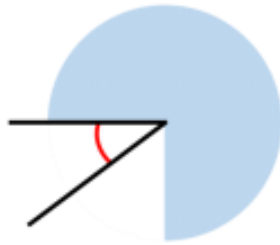
- A right angle is ____ degrees.
Acute angles are ____ than a right angle.
Obtuse angles are ____ than a right angle.

- Sort the angles into acute, obtuse and right angles.



- Label the angles. O for obtuse, A for acute and R for right angle.





I know the angle is
not obtuse.



Teddy



Alex

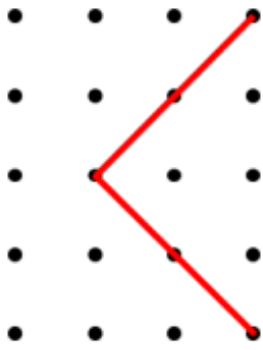
I know the angle is
acute.



Whitney

I think the angle is
roughly 45° .

Who is correct?
Explain your reasons.



Is the angle acute, obtuse or a right angle?
Can you explain why?

Find the sum of the largest acute angle
and the smallest obtuse angle in this list:

12° 98° 87° 179° 90° 5°

Children compare and order angles in ascending and descending order.

They use an angle tester to continue to help them to decide if angles are acute or obtuse.


Children identify and order angles in different representations including in shapes and on a grid.

How can you use an angle tester to help you order the angles?


How many obtuse/acute/right angles are there in the diagrams?

Compare the angles to a right angle. Does it help you to start to order them?

Rotate the angles so one of the lines is horizontal. Does this help you to compare them more efficiently?


 Circle the largest angle in each shape or diagram.

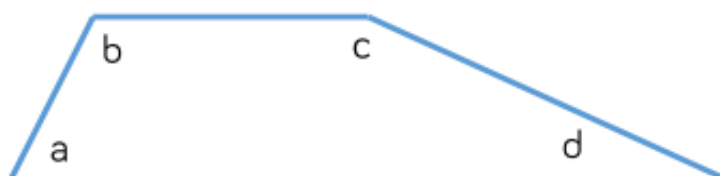


 Order the angles from largest to smallest.

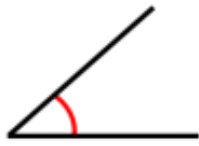


Can you draw a larger obtuse angle?
Can you draw a smaller acute angle?

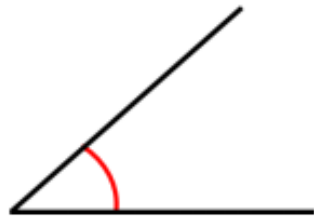
 Order the angles in the shape from smallest to largest.
Complete the sentences.



Angle ____ is smaller than angle ____.
Angle ____ is larger than angle ____.



Angle A



Angle B



Ron

Angle B is bigger than Angle A because it has longer sides.

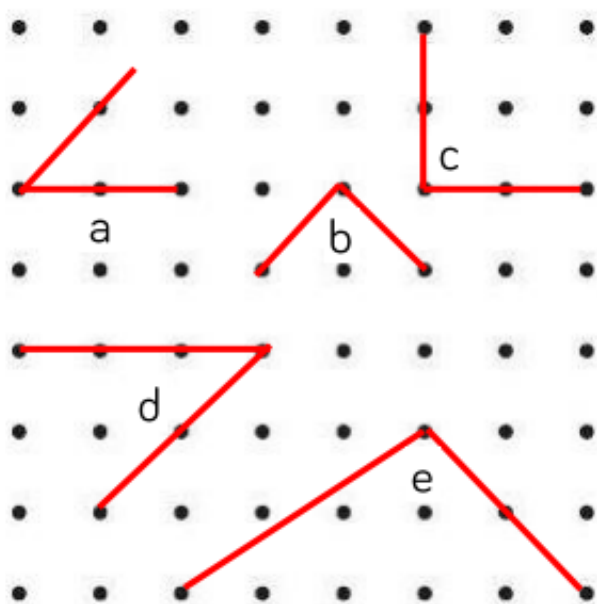
Do you agree with Ron? Explain your thinking.

Here are five angles.

There are two pairs of identically sized angles and one odd one out.

Which angle is the odd one out?

Explain your reason.



Teachers might start this small step by recapping the definition of a polygon. An activity might be to sort shapes into examples and non-examples of polygons.

Children will classify triangles for the first time using the names 'isosceles', 'scalene' and 'equilateral'. Children will use rulers to measure the sides in order to classify them correctly. Children will compare the similarities and differences between triangles and use these to help them identify, sort and draw.

What is a polygon? What isn't a polygon?

What are the names of the different types of triangles?

What are the properties of an isosceles triangles?

What are the properties of a scalene triangle?

What are the properties of an equilateral triangle?

Which types of triangle can also be right-angled?


How are the triangles different?

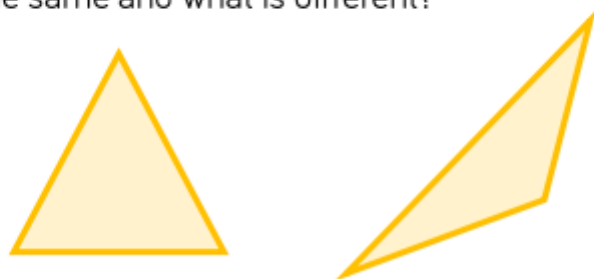
Do any of the sides need to be the same length?


 Label each of these triangles: isosceles, scalene or equilateral.



Are any of these triangles also right-angled?

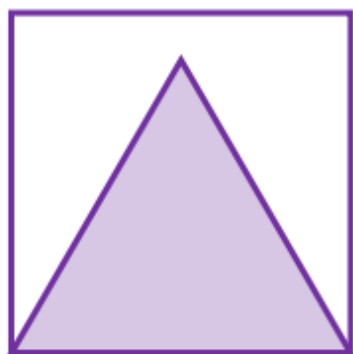
 Look at these triangles.
What is the same and what is different?



 Using a ruler, draw:

- An isosceles triangle
- A scalene triangle

Here is a square.
Inside the square is an equilateral triangle.
The perimeter of the square is 60 cm.
Find the perimeter of the triangle.





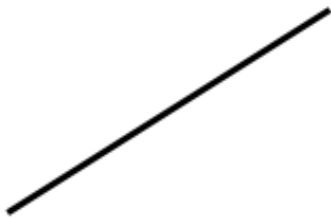
Eva

If I use 6 straws to make a triangle, I can only make an equilateral triangle.

Investigate whether Eva is correct.

Draw two more sides to create:

- An equilateral triangle
- A scalene triangle
- An isosceles triangle



Which is the hardest to draw?

Children name quadrilaterals including a square, rectangle, rhombus, parallelogram and trapezium. They describe their properties and highlight the similarities and differences between different quadrilaterals.

Children draw quadrilaterals accurately using knowledge of their properties.

Teachers could use a Frayer Model with the children to explore the concept of quadrilaterals further.

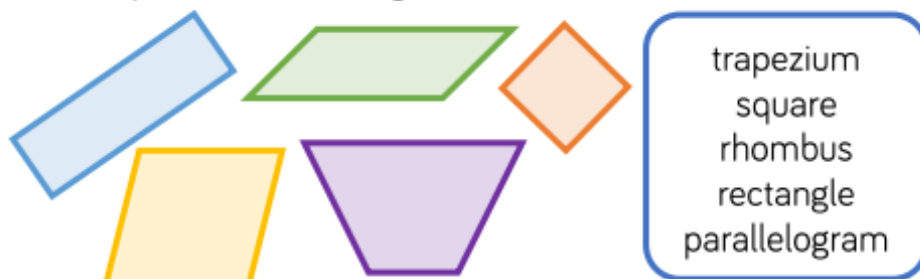
What's the same about the quadrilaterals?

What's different about the quadrilaterals?

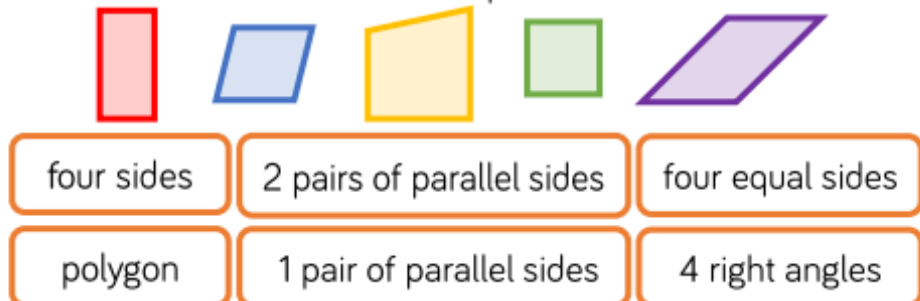
Why is a square a special type of rectangle?

Why is a rhombus a special type of parallelogram?

Label the quadrilaterals using the word bank.



Use the criteria to describe the shapes.



Which criteria can be used more than once?

Which shapes share the same criteria?

Draw and label:

- a rhombus.
- a parallelogram.
- 3 different trapeziums

Complete each of the boxes in the table with a different quadrilateral.

	4 equal sides	2 pairs of equal sides	1 pair of parallel sides
4 right angles			
No right angles			

Which box cannot be completed?
Explain why.

You will need:

Some 4 centimetre straws

Some 6 centimetre straws

How many different quadrilaterals can you make using the straws?

Calculate the perimeter of each shape.

Children find and identify lines of symmetry within 2-D shapes. Children explore symmetry in shapes of different sizes and orientations. To help find lines of symmetry children may use mirrors and tracing paper.

The key aspect of symmetry can be taught through paper folding activities. It is important for children to understand that a shape may be symmetrical, but if the pattern on the shape isn't symmetrical, then the diagram isn't symmetrical.

Explain what you understand by the term 'symmetrical'.

Can you give any real-life examples?

How can you tell if something is symmetrical?

Are lines of symmetry always vertical?

Does the orientation of the shape affect the lines of symmetry?

What equipment could you use to help you find and identify lines of symmetry?

What would the rest of the shape look like?

Using folding, find the lines of symmetry in these shapes.



Sort the shapes into the table.

	1 line of symmetry	More than 1 line of symmetry
Up to 4 sides		
More than 4 sides		

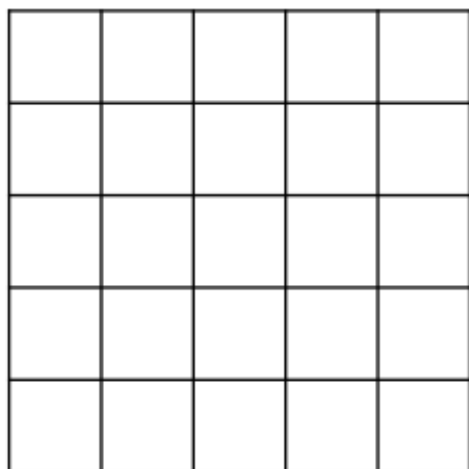


Draw the lines of symmetry in these shapes (you could use folding to help you).



What do you notice?

How many symmetrical shapes can you make by colouring in a maximum of 6 squares?





Jack

A triangle has 1 line of symmetry unless you change the orientation.

Is Jack correct? Prove it.

Always, Sometimes, Never.

A four-sided shape has four lines of symmetry.

Children use their knowledge of symmetry to complete 2-D shapes and patterns.

Children could use squared paper, mirrors or tracing paper to help them accurately complete figures.

What will the rest of the shape look like?

How can you check?

How can you use the squares to help you?

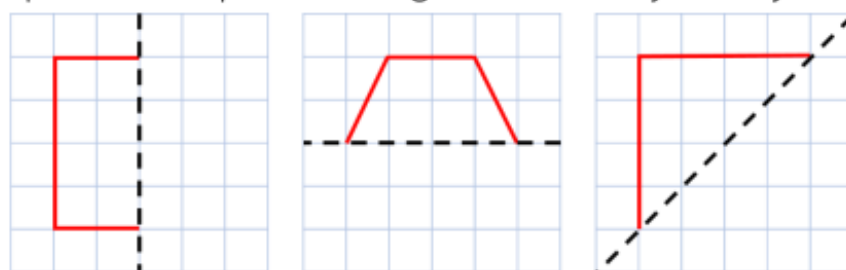
Does each side need to be the same or different?

Which lines need to be extended?

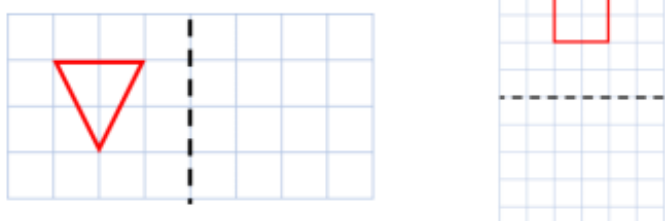
Colour the squares to make the patterns symmetrical.



Complete the shapes according to the line of symmetry.



Reflect the shapes in the mirror line.



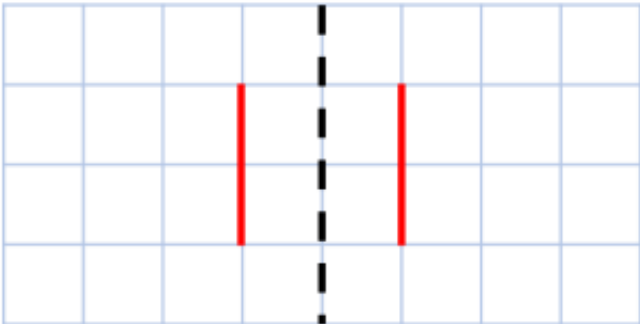


Dora

When given half of a symmetrical shape I know the original shape will have double the amount of sides.

Do you agree with Dora?
Convince me.

How many different symmetrical shapes can you create using the given sides?



Children are introduced to coordinates for the first time and they describe positions in the first quadrant.

They read, write and use pairs of coordinates. Children need to be taught the order in which to read the axes, **x**-axis first, then **y**-axis next. They become familiar with notation within brackets.

Which is the **x**-axis?

Which is the **y**-axis?

In which order do we read the axes?

Does it matter in which order we read the axes?

How do we know where to mark on the point?

What are the coordinates for _____?

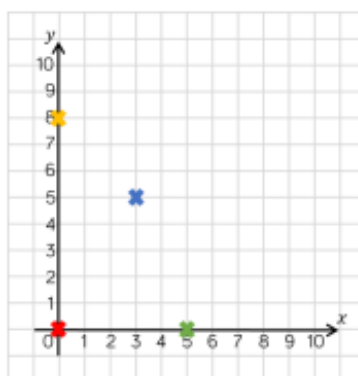
Where would (__ , __) be?

- Create a large grid using chalk or masking tape. Give the children coordinates to stand at. Encourage the children to move along the axis in the order they read them.

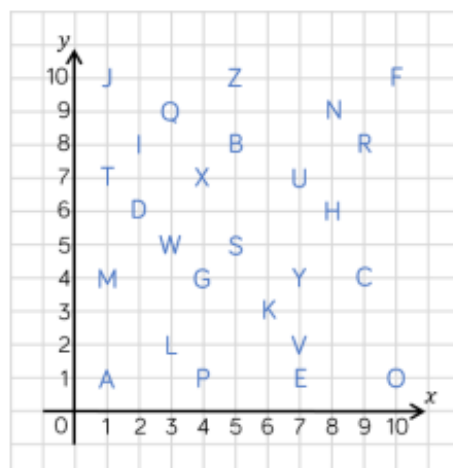
- Write the coordinates for the points shown.

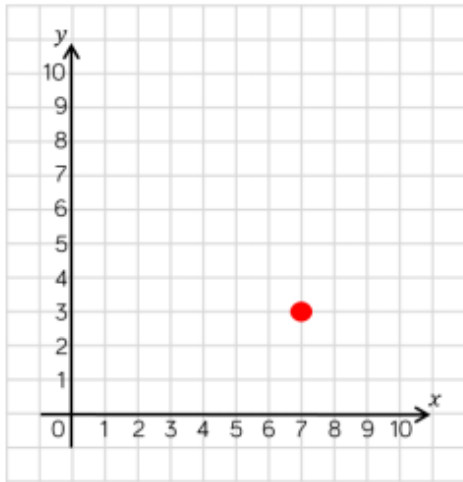
✕ (__ , __) ✕ (__ , __)

✕ (__ , __) ✕ (__ , __)



- Write out the coordinates that spell your name.





The point is plotted
at $(7, 3)$



Teddy

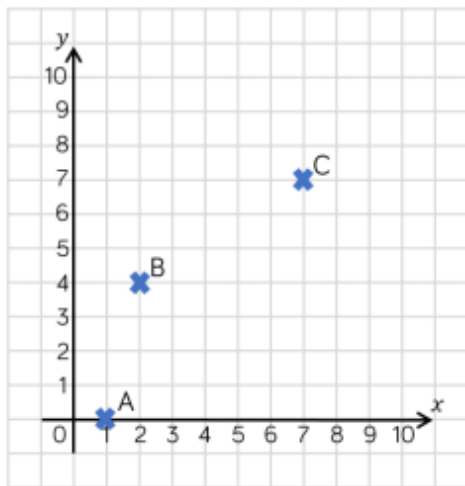


Rosie

The point is plotted
at $(3, 7)$

Who is correct?

What mistake has one of the children
made?



Which clue matches which coordinate?

Clue 1

My x coordinate is half of my y coordinate.

Clue 2

My y coordinate is less than my x coordinate.

Clue 3

Both my coordinates are prime numbers.

Children develop their understanding of coordinates by plotting given points on a 2-D grid.

Teachers should be aware that children need to accurately plot points on the grid lines (not between them).

They read, write and use pairs of coordinates.

Do we plot our point on the line, or next to the line?

How could we use a ruler to help plot points?

In which order do we read and plot the coordinates?

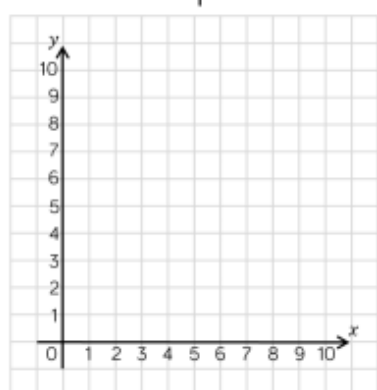
Does it matter which way we plot the numbers on the axis?

What are the coordinates of _____?

Where would (__, __) be?

Can you show _____ on the grid?

 Draw the shapes at the correct points on the grid.



(7, 8)




(4, 6)

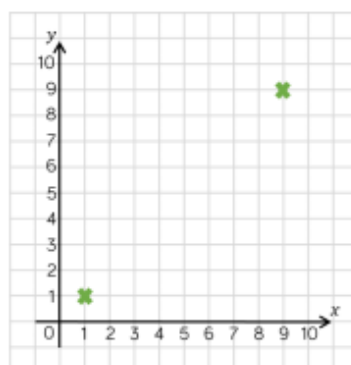



(9, 1)



(10, 0)

 Plot two more points to create a square.



 Plot these points on a grid.

(2, 4)

(4, 2)

(5, 8)

(7, 6)

What shape has been created?

What shapes could be made by plotting three more points?



When you are plotting a point on a grid it does not matter whether you go up or across first as long as you do one number on each axis.



Amir

Do you agree with Amir?
Convince me.

Always, Sometimes, Never.

The number of points is equal to the number of vertices when they are joined together.