

Coordinates lesson plan

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	<p>Mental:</p> <p>Main: Plot coordinates</p>	<p>Mental:</p> <p>Main: Write a couple of examples of coordinates on the board e.g. (A,4), (D,8) and (2, 6) Ask children if they know what these are. When do we use them? Explain that these are coordinates and that we are going to learn how to 'plot' (read) them Look at PowerPoint with sayings (and matching images) of 'along the corridor, up the stairs', 'crawl before you climb' and 'across, then up) Leave this up throughout lesson Model how to plot coordinates:</p> <ul style="list-style-type: none"> • Read across first (use above sayings), then up • Write the coordinates in brackets • Have a comma between each letter / number • Axes can be labelled with letters or numbers • Numbers and items can be halfway i.e. in the middle of boxes (as for lower ability) <p>(Lower ability start work)</p> <ul style="list-style-type: none"> • Numbers and items can be on the line (as for middle and higher ability) • Items can be halfway between two numbers e.g. (4, 2 ½) <p>Emphasise need to read across first and remember to include the brackets and the comma</p>	<p>Lower ability – read coordinates (axes labelled in jumps of 1)</p> <p>Middle ability – read coordinates (axes labelled in jumps of 2)</p> <p>Higher ability – read coordinates (axes labelled in jumps of 2, with items at half points (e.g. 4, 6 ½)</p> <p>Extension – give blank grid, label axes and draw own items for partner to give coordinates for</p>	<p>Create a large grid (using cones / floor spots / skipping ropes) for children to stand in. Give children a card with a coordinate on it e.g. (A, 5). Have half the children go and stand in their place on the grid. Swap over. Swap card with other children. Repeat</p> <p style="text-align: center;">OR</p> <p>If not enough time / space to do the above, on IWB have children move items to the correct place on the grid for a given coordinate</p>