



4 The Big Wide World

Create a set of directions, which can be used to guide a follower to specific destinations.

Options

- Draft a satellite navigation (SatNav) script to walk to another part of the school from memory and then test it out.
- Design a set of instructions that lead to a hidden treasure.
- Include travel time, for example how long it would take to run, walk or ride the journey.
- Give instructions to enable another student to conduct a school tour.
- Write a set of instructions that will help a new student find their classrooms from their locker.
- Plot an efficient path between home and school.

Considerations

- Consider the time, distance, and mode of transport when writing directions.
- Identify known symbols for directional language e.g. N=North, FWD=forward, 90°=ninety degrees, m=metres.
- Students may work individually, with a partner or in small groups
- Consider allowing students to choose the type of course to write their sequence.
- Early finishers can follow each other's sequences (where appropriate) and see if the set of instructions make sense.
- Consider downloading a fitness app that shows time, distance and pace.
- Use Google Maps, Apple Maps or similar apps to explore scale.
- Use Google Earth (pictured) or similar apps to generate maps and indicate key locations.



Key Questions

- What are the key features in a set of well written instructions?
- How can symbols communicate directional language?

LANGUAGE

- under, over, between, near, next to, forward, toward, stop, go
- quarter turn, half turn, left, right
- clockwise, anti-clockwise
- compass: North, North East, East, South East, South, South West, West, North West
- angles: 90 degrees, 180 degrees
- paces, metres, centimetres
- coordinates, guide, follower, scale, satellite navigation

CONCEPTS

- location
- direction
- rotation
- orientation
- sequence
- angle
- formal unit
- distance
- landmark

CURRICULUM LINKS

- [Key Ideas](#) -The proficiency strands are understanding, fluency, problem-solving and reasoning. They describe how content is explored or developed; that is, the thinking and doing of mathematics.
- Describe position and movement (ACMMG010)
- Give and follow directions to familiar locations (ACMMG023)
- Identify and describe half and quarter turns (ACMMG046)
- Identify angles as measures of turn and compare angle sizes in everyday situations (ACMMG064)
- Use a grid reference system to describe locations (ACMMG113)
- Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies (ACMMG142).