

Learning Intention: *How can you use co-ordinates on a grid?*

I can understand co-ordinates can describe a point on a grid.

I can find a point on a grid from its co-ordinates.

I can give co-ordinates to describe a point on a grid.

**EQUIPMENT:**

Cones/Throw down spot,s  
bibs or strips

Letter and Number Labels  
(Resource 1)

Action cards (Resource 2)

Code sheets (Resource 3)

**WARM UP: Work it out! Teacher to put children into groups of 3/4**

Children to skip around in a given area. As soon a the teacher calls a maths equation and the children are to create the answer using their body. E.g.  $6 \times 8 = 48$  – the children are to make the 4 and the 8 with their body either on lying on the floor or standing.

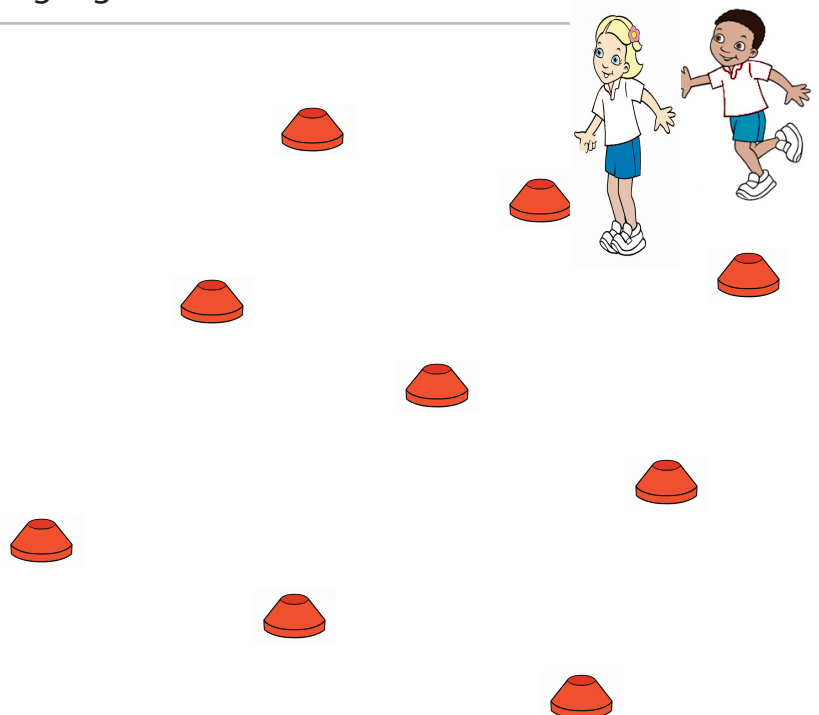
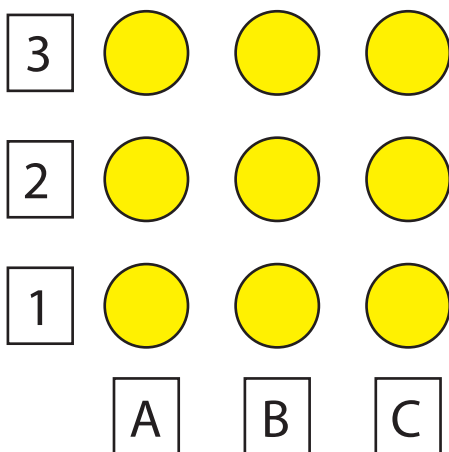
**ACTIVITY 1: Find the co-ordinate**

Teacher to put children into groups. Each group should have a labelled 3 x 3 grid made up of cones or throw down spots as shown below.

Explain to children that each point on the grid can be described as a co-ordinate - in this case a letter and a number. The letter describes which column and the number describes which row. Together, they give specific point.

Teacher to call out co-ordinates. The children should stand at the relevant point on their grid.

**Make it harder:** Groups could have a larger grid.



## ACTIVITY 2: Crack the code!

Teacher to set up a 6 x 6 grid labelled as in activity 1- letters describing the columns, numbers describing the rows.

Straight jump	Star jump	Bunny hop
Press ups	Sit ups	Right foot hop
Left foot hop	Run on the spot	One foot balance
Straddle sit	Touch your toes	Turn clockwise
Turn anti-clockwise	Tuck jump	Arm circles
Squat	Lunge forward	Reverse lunge

Under each spot or cone **place an action card (resource card 2)**.

Put the children into groups of 4 and give each group a code (a list of co-ordinates) that they will need to crack (**resource card 3**).

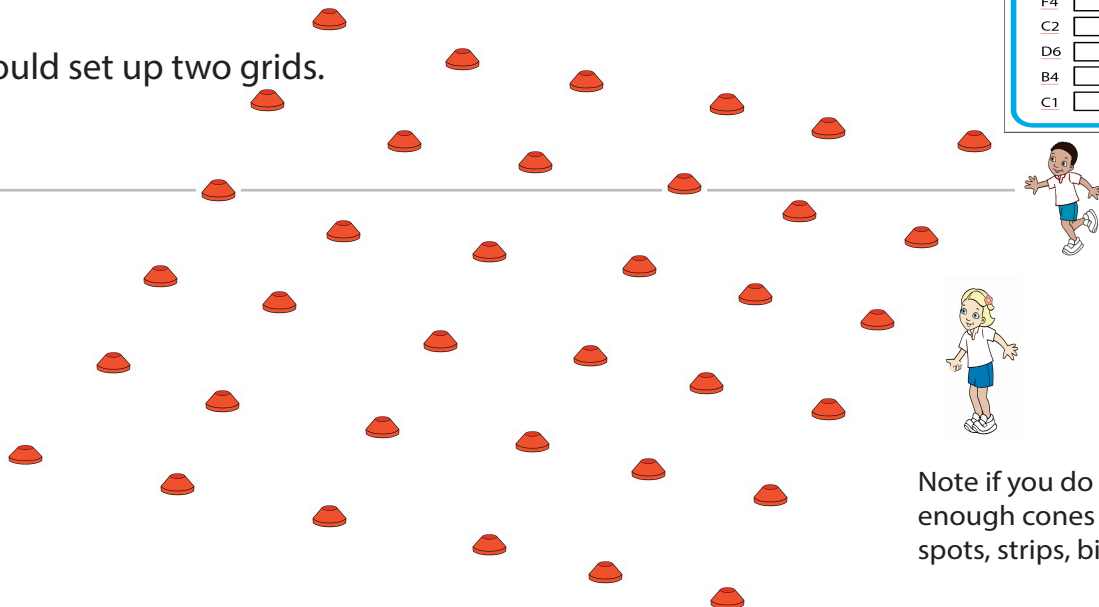
In their groups, children should take it in turns to find a co-ordinate from their code and return to their group to record what the action is. When all groups have cracked their codes, they should show the class. The teacher can reveal the cones to check it has been solved correctly.

Once complete, the children could have a different code to crack.

Note you could set up two grids.

Crack the code!

A3	<input type="text"/>
E5	<input type="text"/>
B1	<input type="text"/>
F4	<input type="text"/>
C2	<input type="text"/>
D6	<input type="text"/>
B4	<input type="text"/>
C1	<input type="text"/>



Note if you do not have enough cones you can use spots, strips, bibs.

## ACTIVITY 3: Challenge (in groups of 3's or 4's)

Children can create their own codes for other children to crack. Teacher should ensure that when children are writing co-ordinates, they write the co-ordinates in the correct order eg (A,3) NOT (3,A).

The children are to swap around and have a go at cracking the other groups codes

**Make it harder:** Children can add rules e.g. you must hop, jump, skip or side step to the co-ordinate

## PLENARY

**Plenary:** Why does a map have co-ordinates? What did you enjoy about this lesson?