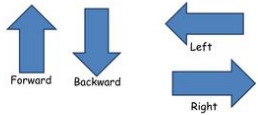


Giving and Following Directions





















# STEM in Computing

## Position and Movement

Name: \_\_\_\_\_ Date: \_\_\_\_\_

LO: Whole, half and quarter turns

Start with...	Do a...	And it looks like this...
	Quarter turn clockwise 	
	Half turn anticlockwise 	
	Full turn clockwise 	
	Quarter turn anticlockwise 	
	Half turn clockwise 	
	Quarter turn anticlockwise 	



We went into the hall and we practised using language such as anti-clockwise, clockwise and quarter and half turns.



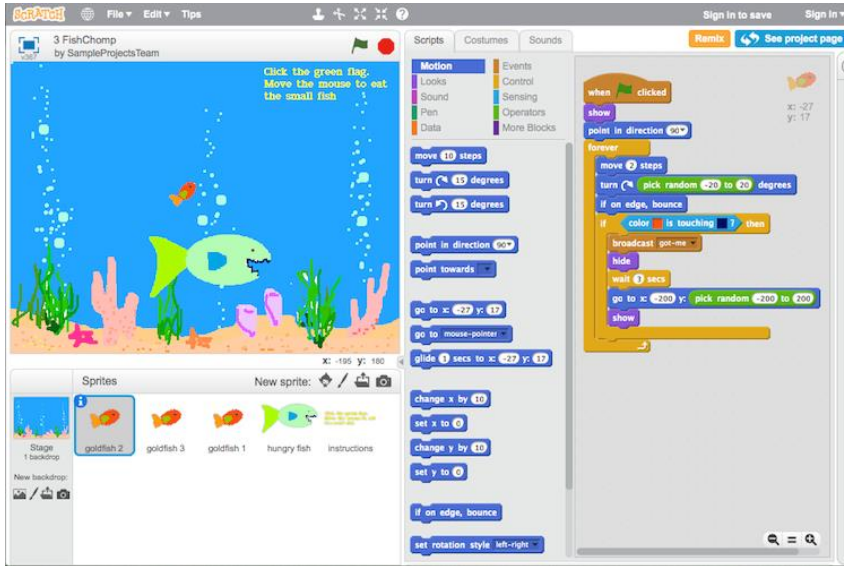
- We made a big grid on the floor and gave Miss Stainton directions for how to reach different objects using positional language.
- We gave instructions and programmed her to move.



We all had a go at moving across the grid listening to the directional instructions and moved ourselves accordingly.

We used the language well and worked really hard doing this.





We used our knowledge of positional language to create codes for a scratch animation.