Lesson Topic : Math - Position and Orientation

Year Group : 2

Learning Outcome	• We are learning how to describe the position of an object.
Links with the New Zealand Curriculum 	**Level 1** Geometry and Measurement **Position and orientation** • **Give and follow instructions for movement that involve distances, directions, and half or quarter turns.** • **Describe their position relative to a person or object.**
Key Competencies 	• **Thinking** - Children are actively thinking of ways to position their object before taking a photo. • **Using language, symbols and texts-** Children will use their personal language to communicate the position of their object. • **Participating and contributing** - Children will contribute to class discussions in order to develop their understanding of positional language. • **Managing self** - Children manage themselves to complete the task in the set time. • **Relating to others-** Children listen to others ideas and build on these, as well as supporting each other.
Prior knowledge 	Children are becoming more familiar with the Explain Everything App. This is the third time they have used it to create. In these prior experiences children have had to practice uploading photos and recording audio. Prior to this lesson we had a separate lesson to introduce positional language. NZ Maths - Scatter Cat!
Lesson Sequence 	**Session Outline** This is the third time children have used the Explain Everything app to create and share their learning. This lesson is based around the curriculum area of Math (Geometry) and teaching students how to describe the position of an object. It is also a great lesson to develop students' knowledge of prepositions in the learning area of English. **Student Activity** | **Teacher Activity**

	Learn - Learners view a youtube clip to revisit positional language. - WALT introduced: describing the position of an object. - Students view and participate within class discussion. - Learners participate in co constructed examples of the WALT. - Learners navigate to the class site and access work via downloading Explain Everything Template. **Create** - Children take and insert photos of their object in positions of their choice. - Using the audio tool children construct and record a sentence that communicates the position of their object to the viewer. **Share** - Children brought together at the end of the lesson to share their work with a buddy. - Children share what they have created using Explain Everything on their blog with a short statement about their learning.	Children seated on the mat with the teacher at the front. Teacher clearly introduces the learning objective for the lesson (To be able to describe the position of an object). Children revisit and revise learning covered in a prior lesson by watching youtube clip on positional language. The teacher uses questioning to check children's understanding. Gives examples of what is expected through the learning task with student input. Teacher clearly gives instructions for today's learning task. Including: - Where to access task - Reminders of how to use technology (insert photos, record audio) - Visual instructions of steps to be taken by students (displayed on the board so that children can revisit) Students are given an opportunity to clarify and ask questions. Students move away to take photos both inside and outside of the learning hub. Teacher roams and works with individual students. Children called back together to share their work with a buddy.
Resources	• The Prepositions Song	

Reflection and Analysis

The students are still becoming familiar with their device and how to use it for their learning. This is only the third time children have used Explain Everything. This was also only the second time that they have been required to access work and download it from our Hub Site.

Due to this and their young age it was important for me to set clear expectations and instructions for the task. I always find it useful to leave visual instructions visible for students to revisit throughout the lesson. The children were familiar with the language required for this task because of their prior knowledge. This meant that they were able to focus more on the creation aspect. In these beginning stages I am finding that the set up takes a lot longer than normal and we often run into some technical problems that require 1:1 support. However once children get started they are always so engaged!

Lesson Content - The students found this lesson engaging due to it involving a soft toy they had brought from home and of course the use of our ipads! The youtube clip used at the start was short and sharp to revisit children's prior knowledge. The remainder of the lesson was focussed around the setup and explanation of the create task. This was necessary for children's age and stage.

Lesson Pacing - The learning at the beginning of the lesson was able to be made more brief due to children's prior knowledge. However time was still spent revisiting this and being very explicit about how children could show their understanding. Following this, I made sure that the children had a good chunk of time during the lesson to go and create.

Lesson Delivery - Lesson delivery went well for the children's age and stage. They still need lots of explicit teaching, examples and expectations delivered at the beginning of each lesson. The inclusion of soft toys meant that children were engaged in the delivery.

Student Understanding - All students created at least one photo with one audio recording on Explain Everything. The audio recording meant that I could measure their understanding with evidence. More capable students were also catered for as they were able to create more content with their understanding and digital fluency.