

Describing Turns

Adult Guidance with Question Prompts



Children describe turns using the vocabulary 'clockwise' and 'anticlockwise'. They build upon their previous learning of identifying quarters and halves, using the terms 'full turn', 'quarter turn', 'half turn' and 'three-quarter turn'. This activity develops their understanding of combining turns and directions.

How far has the (object) been turned?

In what direction has it been turned?

How else could the (object) have been turned?

How is the thread different from the other objects?

How far has the (object) been turned?

In which direction has it been turned?

How else could the (object) have been turned?

Can you find alternative answers for each object's description?

What would you need to change each time?



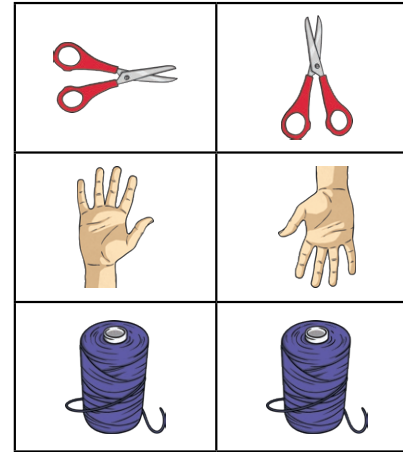
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Describing Turns



Match the turn to the description.



A full turn clockwise.

A quarter turn anticlockwise.

A half turn clockwise.

Describe how each object has been turned.

		The scissors made a _____ turn _____.
		The hand made a _____ turn _____.
		The thread made a _____ turn _____.

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Children use their knowledge of clockwise and anticlockwise, as well as full turns, quarter turns, half turns and three-quarter turns, to reason about how shapes have been turned. Children may benefit from access to concrete resources for this activity to enable them to physically carry out the turn.

How far has the shape been turned?

Which direction was the shape turned?

How is your answer different to Anna's?

What mistake do you think she made?

What should the correct answer be?

Can you find two possible answers?

What is different in each answer?

How would the shape look if Anna was correct?

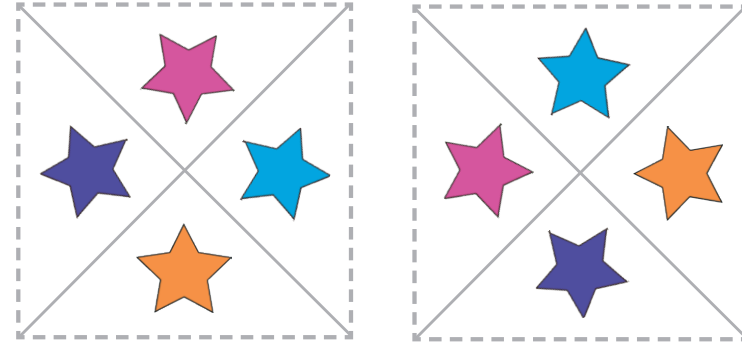
What does Anna need to remember next time?

How could Anna remember the meanings of clockwise and anticlockwise?

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Anna uses this shape in her quilt.



She says:



I turned the shape a quarter turn clockwise.

Can you spot Anna's mistake?

How could she describe the turn she made?

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Children use their knowledge of clockwise and anticlockwise, as well as full turns, quarter turns, half turns and three-quarter turns, to find different possibilities when shapes have been turned. Children may benefit from access to concrete resources for this activity to enable them to physically carry out the turn. Some children may begin to work systematically, turning the shape in steps of quarter turns to see the different possibilities.

Which direction will you turn the grid first?

How far will you turn it?

Where is each shape now?

What turn could you try next?

Where is each shape now?

Can you predict where each shape will be when you turn the grid again?

Have you tried all the possible turns in this direction?

How do you know?

Which other direction could you try?

How could you use two different turns, one after the other, to create a position?

What happens if the turns have different directions?



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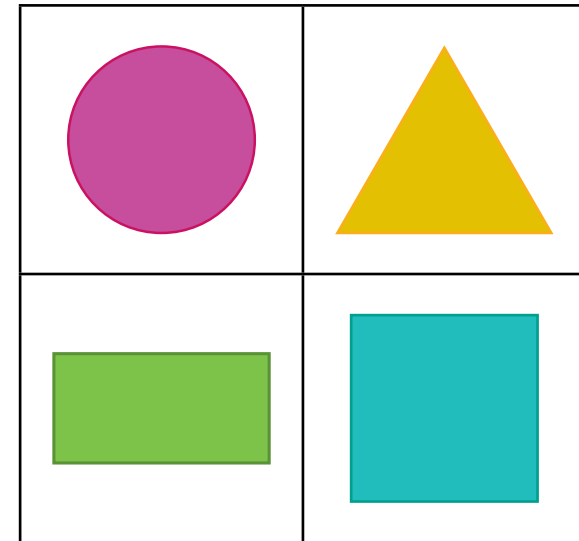
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True or false?

There are 4 different ways to draw this grid after it has been turned.

Prove it!



How many different ways can you turn the grid to create its different positions?

Can you use 2 different turns to create a position?

