

Left, right, above, below, between: position words

CURRICULUM ALIGNMENT

SHA.SAL.2a

use spatial knowledge for the purposes of orientation and navigation.

INTERACTIVES Pattern Blocks · challenge, display, explore

WHAT THIS LESSON TEACHES

Position words tell us exactly where something sits. We use left, right, above, below and between to place or find shapes and play pieces.

- The triangle is to the right of the square.
- The yellow rhombus sits between the two red squares.

MODEL THIS ON THE BOARD

PLACE THE YELLOW RHOMBUS

- 1 Draw two red squares with a gap between them.
- 2 Listen for the word **between**.
- 3 Draw the yellow rhombus in the gap in the middle of the two squares.
- 4 Check: one square is on its left and one square is on its right.

LESSON ARC

Open standing: pupils touch left ear, right hand on head, then point left with the right hand — body check before any grid work. On the pattern-blocks interactive, name five placements (left, right, above, below, between) while the class holds up the matching hand. Try It Together: four pupils place one shape each; whole class agrees out loud. Brief copybook draw (circle left of a square), then Class Challenge core path. Student Activity Book follows for desk practice.

TEACHING MOVES

1. **Getting Started.** Run it as a brisk standing game. Call each action once, pause half a second, watch the room. The mixed call — point left with the right hand — is the tell: a few will freeze. Name left and right from each pupil's own body, never from the board.
2. **Watch and Notice.** For each picture, hold up left or right hands together before you name the word. On 'between', ask: could the rhombus still be between if one square was missing? Keep the five slots brisk — one clear position word each.
3. **Try It Together.** Call one placement at a time; do not list them all on the board. Before the pupil at the board moves a block, the whole class holds the matching hand or points up/down. Rotate four pupils. If a placement is one cell off, ask 'is that left of the square, or above it?' and let the class settle it.
4. **Draw left of the square.** Walk the row glancing at where the circle sits. Left of the square means the circle is on the pupil's left as they look at the page. No marking — whole-class copybook practice only.
5. **Class Challenge.** Keep board work brisk: one idea each — right of the square, above the triangle, between two squares, left of the square. Hand-check before every left/right placement. If a pupil lands one cell off, revoice the position word and let them retry the same target. Do not re-teach.
6. **What Did We Notice?.** Point at the rhombus between the two squares so every pupil shares the picture. Listen for exactness: left/right name one side; between needs two. Revoice a strong answer as 'the word

tells everyone the same spot, with no guessing.’ Head off the idea that left and right flip when you turn the page.

COMMON MISCONCEPTIONS

⚠ Pupils place ‘left of the square’ on the board’s left from the teacher’s facing, so the block lands on the wrong side of the square.

Stop and have every pupil hold up their left hand while looking at the grid. ‘Left means your left as you face the board.’ Retry the same placement with the hand still up.

⚠ Pupils say a shape is ‘between’ when it only touches one other shape, or sits near two shapes without one on each side.

Clear one of the two red squares and ask: is the rhombus still between? Rebuild with a shape on both sides before accepting the word.

⚠ On the copybook page, pupils draw the circle to the square’s right because they copy the board layout instead of reading from their own body.

Have them touch the left edge of the page with their left hand, then draw. ‘Your page, your left — not the board’s.’

DIFFERENTIATION

EMERGING

- Stay on left and right only for the first two Class Challenge turns; hold the matching hand up the whole time while a peer places.
- On the copybook draw, pre-sketch the square centred on the page so the pupil only decides which side gets the circle.

DEVELOPING

- After a correct left placement, ask: if we turn the page upside down, is the circle still on your left? Why?
- Add a justify beat: ‘say the full phrase before you place — the triangle is to the left of the square on the left.’

PROFICIENT

- On a clean grid moment, give a two-clue target only after the core path: left of the shape that sits below the rhombus — pause after clue one, then add clue two.
- Ask them to invent one position sentence the class must place, using between plus left or right, then check the class landing.

✂ **Cross-curricular:** Tie to PE lining-up: stand to the left of your partner, between the cones, right hand on the ball.

ANSWER KEY

Scaffold: visual check on the page

Q1: ○ □

Q2: ◆ ♥ ◆

a) Always : Left always means the left side when you face the page.

b) Always : Between places a shape in the middle of two others.

c) Never : Any shape can sit to the right; it is not fixed as a triangle.

d) Never : Below is lower down; left is to the left side.

EXTENSION SHEET · STRETCH ANSWERS

S1: ○ □

S2: ○ △ ○

S3: the box

S4: heart under the star, moon on its left

Investigation: Where is it? — open-ended; scan pupils’ working for valid solution paths rather than a single answer.