

Discussion Problems

Step 1: Describing Movement

Teaching Note:

As this step focuses on describing movement, the answers do not make reference to turning which is covered in the following steps. Should your children already understand these concepts then you may include these in your discussions and answers.

National Curriculum Objectives:

Mathematics Year 2: (2P2) [Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns \(clockwise and anticlockwise\)](#)

About this resource:

This resource has been designed for pupils who understand the concepts within [this step](#). It provides pupils with more opportunities to enhance their reasoning and problem solving skills through more challenging problems. Pupils can work in pairs or small groups to discuss with each other about how best to tackle the problem, as there is often more than one answer or more than one way to work through the problem.

There may be various answers for each problem. Where this is the case, we have provided one example answer to guide discussion.

We recommend self or peer marking using the answer page provided to promote discussion and self-correction.

More [Year 2 Position and Direction](#) resources.

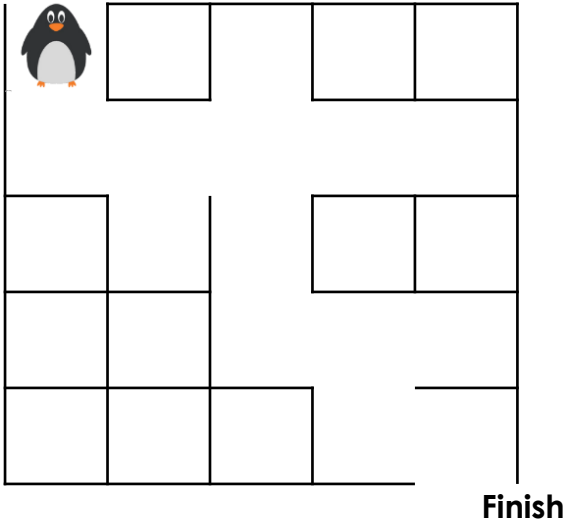
Did you like this resource? Don't forget to [review](#) it on our website.

Describing Movement

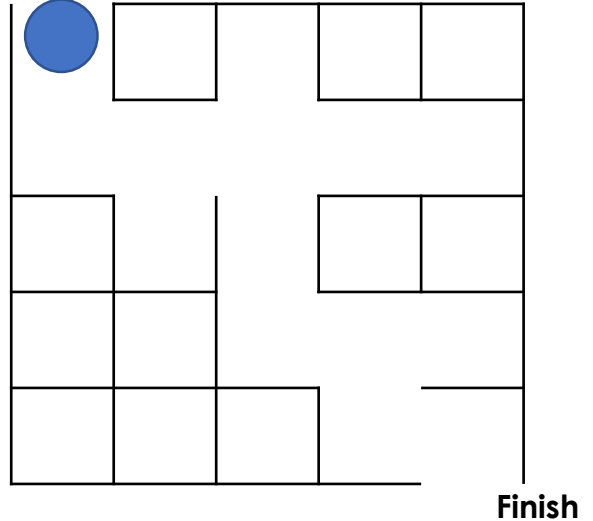
1. Explain how the penguin would move from start to finish.

Explain how the counter would move from start to finish.

Start



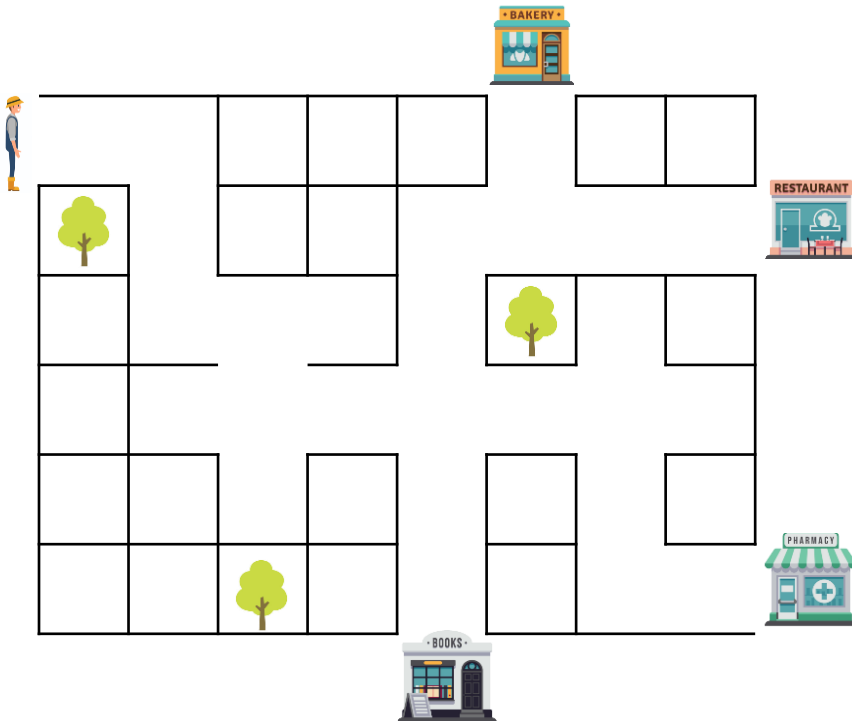
Start



How are the two sets of instructions different?

DP

2. Simon is going out for the morning, but where is he going? Follow the instructions to find Simon's destination.



- **Simon walks forward 2 spaces.**
- **Then 2 spaces to his right.**
- **He walks forward 1 space and then 1 space to his right.**
- **Simon then walks forward 2 spaces.**
- **After that, Simon moves 2 spaces to his left.**
- **Then, he moves forward 3 spaces.**
- **Simon has arrived at his destination.**

OP

Describing Movement

1. Explain how the penguin would move from start to finish.

1 space forward. 2 spaces to the left. 2 spaces forward. 1 space to the left. 1 space forward. 1 space to the left.

Explain how the counter would move from start to finish.

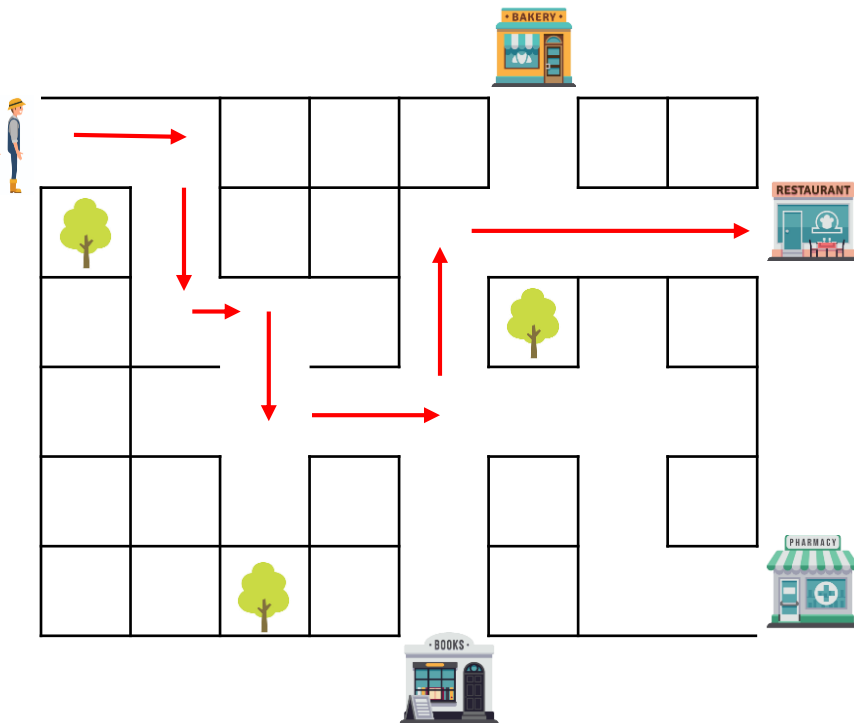
1 space down. 2 spaces to the right. 2 spaces down. 1 space to the right. 1 space down. 1 space to the right.

How are the two sets of instructions different?

The instructions are different because we have to look at the maze from the penguin's point of view because it is a living animal. For example, the penguin is described as moving 'forwards', whereas the counter is described as moving 'down'.

DP

2. Simon is going out for the morning, but where is he going? Follow the instructions to find Simon's destination.



- Simon walks forward 2 spaces.
- Then 2 spaces to his right.
- He walks forward 1 space and then 1 space to his right.
- Simon then walks forward 2 spaces.
- After that, Simon moves 2 spaces to his left.
- Then, he moves forward 3 spaces.
- Simon has arrived at his destination.

Simon is going to the restaurant.

DP