Strand: Spatial sense and geometric reasoning  
Band: Early years  
Standard: 1  
Year Level: 2

Key Idea
Children explain ways of representing themselves and familiar locations in spatial terms, and begin to think in geometric ways. [Id] [T] [C] [KC2]

Outcome
1.14 Uses everyday and positional language and makes informal maps to represent their location and familiar places. [In] [T] [C]

Task/Activities
1. Students give directions to a partner to relocate them from one chosen point to another in the classroom.
2. Together the partners draw a map to show the path taken. Written instructions are included.
3. Another partnership follows the written instructions and map.

Examples of evidence towards achievement of outcomes
Students:
• Give and follow directions using the language of position and measurement. Eg right, left, turn, forward, backward, number of steps, etc.
• Draw an informal map, clearly representing location and pathway.
• Follow the map.