

Journey to the shops

Related outcomes

- S 2.4: A student describes the position of objects in relation to one another and uses simple maps and informal grids to represent this relationship.
- WM 2.1: A student poses questions or problems about mathematical situations.
- WM 2.3: A student represents, interprets and explains mathematical situations using everyday language with some mathematical terminology, including simple graphs and diagrams.
- VA 9: A student uses mathematics creatively in expressing new ideas and discoveries.
- VA 12: A student appreciates that a mathematical model is a simplified image of some aspect of the social or physical environment.

Possible indicators

- A student can:
- draw simple routes on a map
 - use appropriate position language to describe a model or sketch
 - ask questions about the data represented in the map or route
 - use a map to represent the best way to get from one location to another.

Syllabus links

- Working mathematically** Communicating (pp 20-37)
Space Position 3, 4, 5

Teaching activity

1. Show students how to draw a route on a simple map. For example, students might walk from the classroom to the canteen, and then outline the route on a map.
2. Provide students with maps of the local area or enlargements of parts of the local area. In pairs, students draw onto the map the route from their home to the local shopping centre.
3. In pairs, students discuss at least four landmarks (e.g. post office, park, mailbox) that they each pass on their way to the shopping centre.
4. Students add these landmarks to their map.
5. Pairs of students then compare their maps with those of other pairs of students and discuss similarities and differences.

Language

around, over, down, through, up, left, right, highest, lowest, map, route, plan, location, position, path

Equipment

maps of the local area, coloured pencils