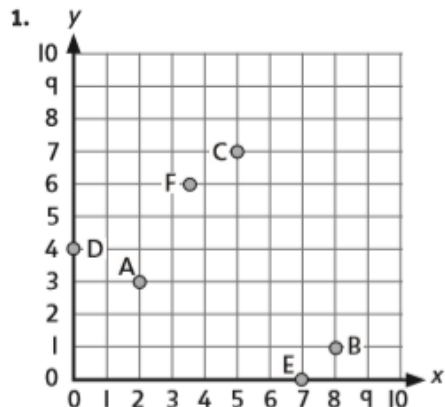


Unit 6: Geometry – position and direction

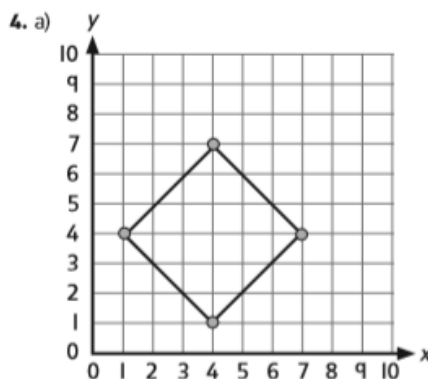
Lesson 1: Plotting coordinates in the first quadrant

→ pages 155–157



2. A (4,7) D (2,5) G (10,5)
B (6,5) E (7,7) H (8,4)
C (4,3) F (9,7) I (6,5)

3. a) (4,10) and (1,10) or (4,4) and (1,4)
b) (8,4) and (8,2) or (0,4) and (0,2)



b) The vertices of the square are:

- (1,4)
(4,7)
(7,4)
(4,1)

5. Point A (2,4) Point D (11,1)
Point B (8,7) Point E (8,1)
Point C (11,4)

Reflect

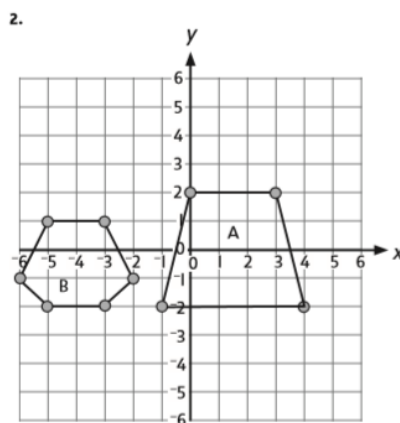
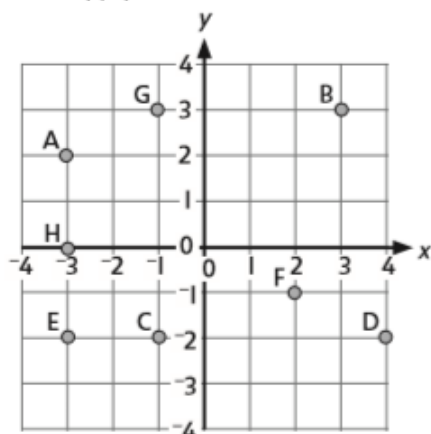
It tells me that the point lies on one of the axes. If the zero is the first coordinate, then the point lies on the y-axis; if the zero is the second coordinate, then the point lies on the x-axis.

Lesson 2: Plotting coordinates

→ pages 158–160

1. a) Point A (−3,2)
Point B (3,3)
Point C (−1,−2)
Point D (4,−2)

b)



Shape A is a trapezium.
Shape B is a hexagon.

3. Lucy is not correct. The first coordinate tells you how far the point is from the origin if you move in the x-direction (horizontally). The second coordinate tells you how far the point is from the origin in the y-direction (vertically). It therefore does matter which way round you write the coordinates as, for example, (2,5) is a different point to (5,2).
4. Mia needs to plot the point (−3,1) to complete her rectangle.

Reflect

Answers may vary; encourage children to justify their reasons and give examples. For example, children might argue that it is harder to plot coordinates in all four quadrants because you have to consider whether the point lies to the left or right of the origin and whether it lies above or below the origin.