



AUSTRALIAN CURRICULUM MAPPING SKILLS

BOOK 2
YEARS 3-4



AUSTRALIAN
CURRICULUM LINKED

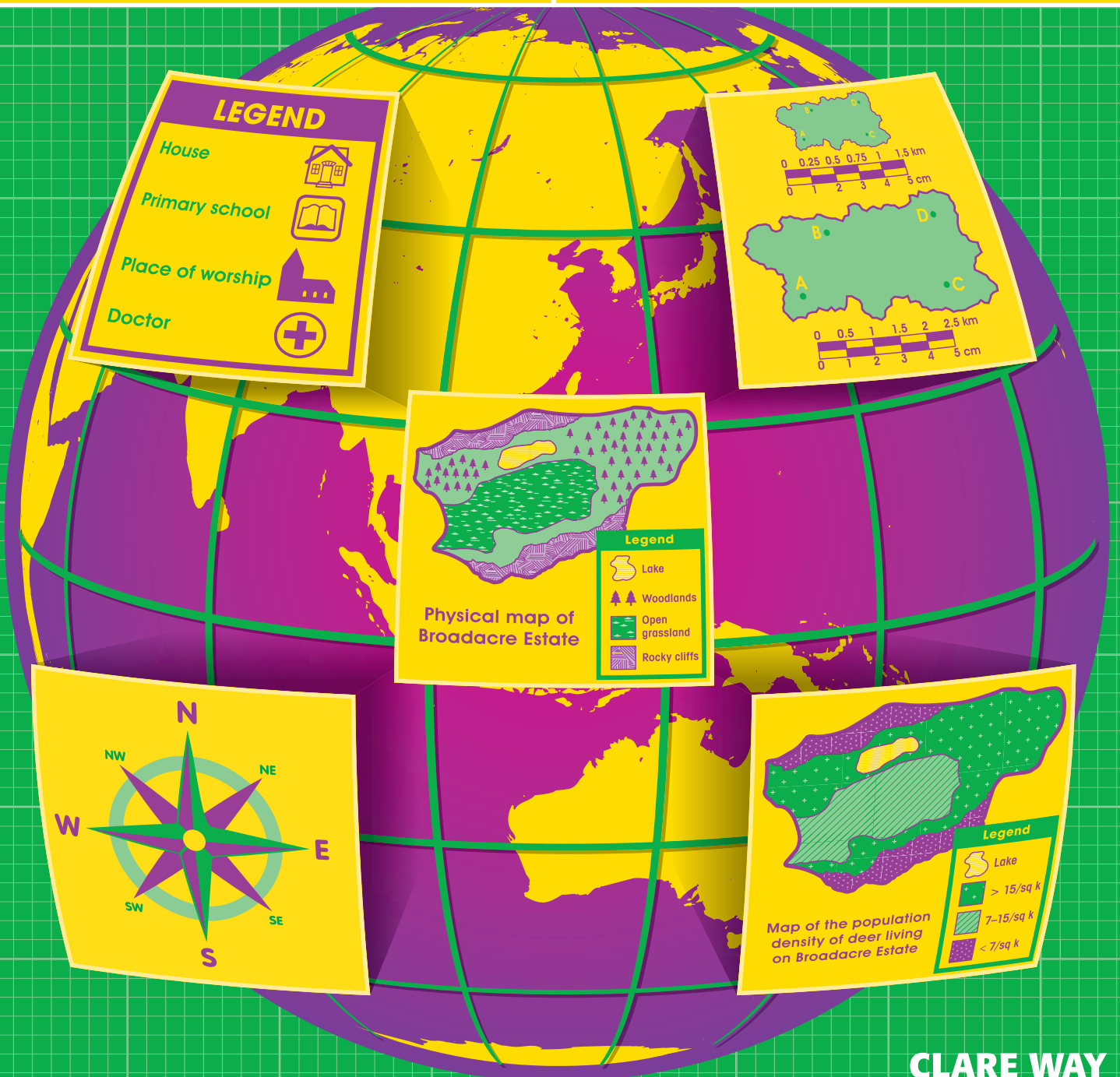


Humanities and Social Sciences

● Inquiry and skills

Mathematics

● Location



CLARE WAY



Different views – 1

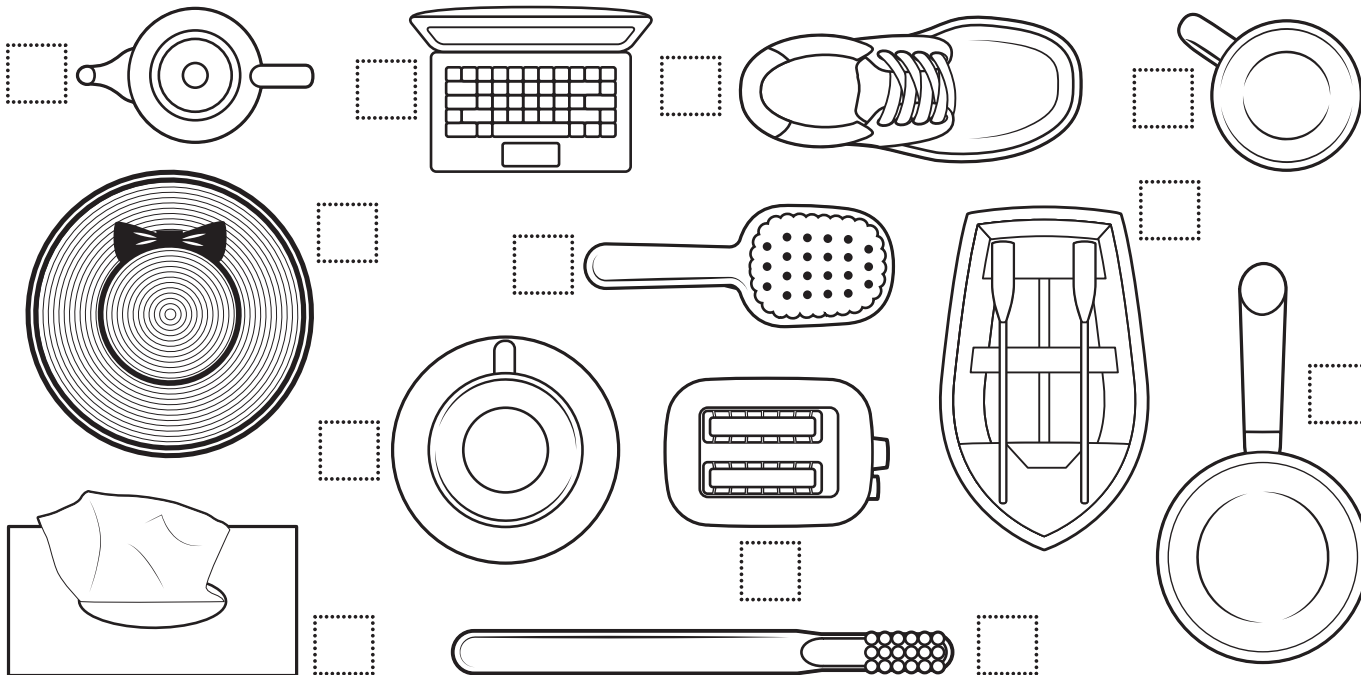
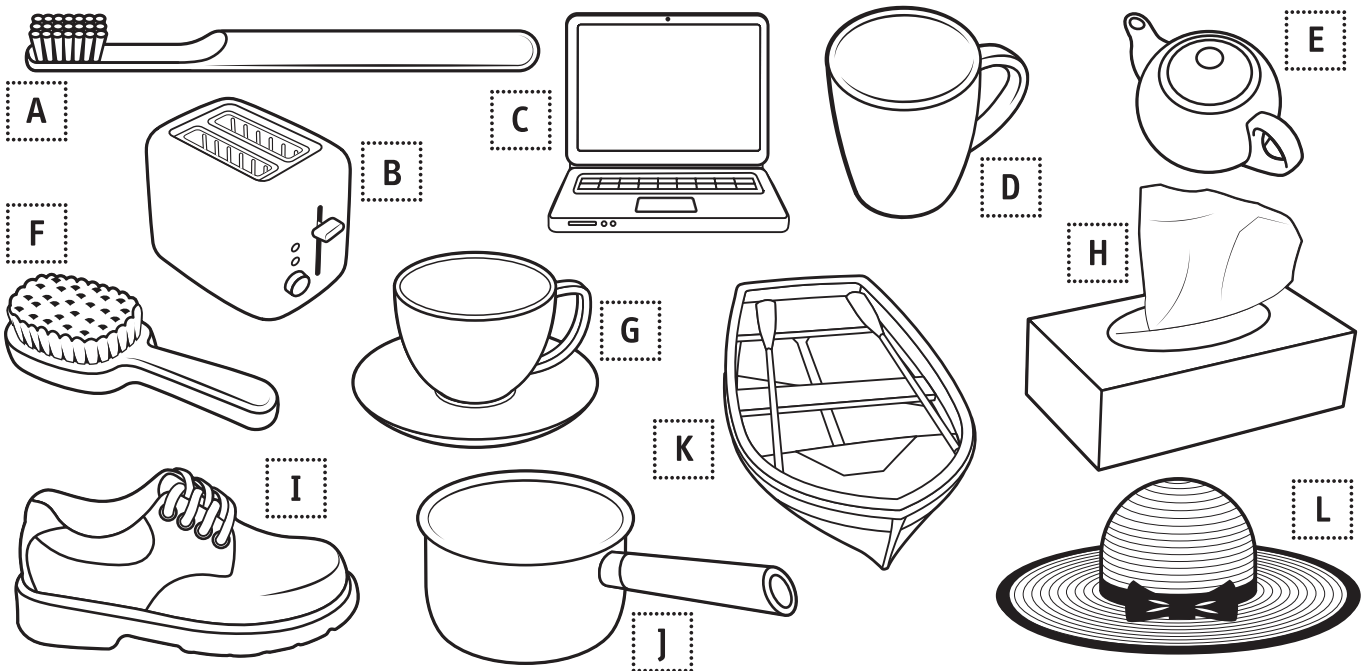
It is easy to recognise images of different objects if they have been drawn or photographed at the same angles we would usually view them. Viewed from above, they may not be so easy to recognise.

1. Look at the two sets of images.

The first set shows objects as you would normally see them. This is known as an **oblique** or **sideways view**.

The second set shows the same objects, in different positions, as seen from above. This is known as an **aerial** or **plan view**.

Write the correct letter to match the aerial view of each object with the oblique view.





When maps are drawn, things on the ground are always drawn from an aerial or plan view.

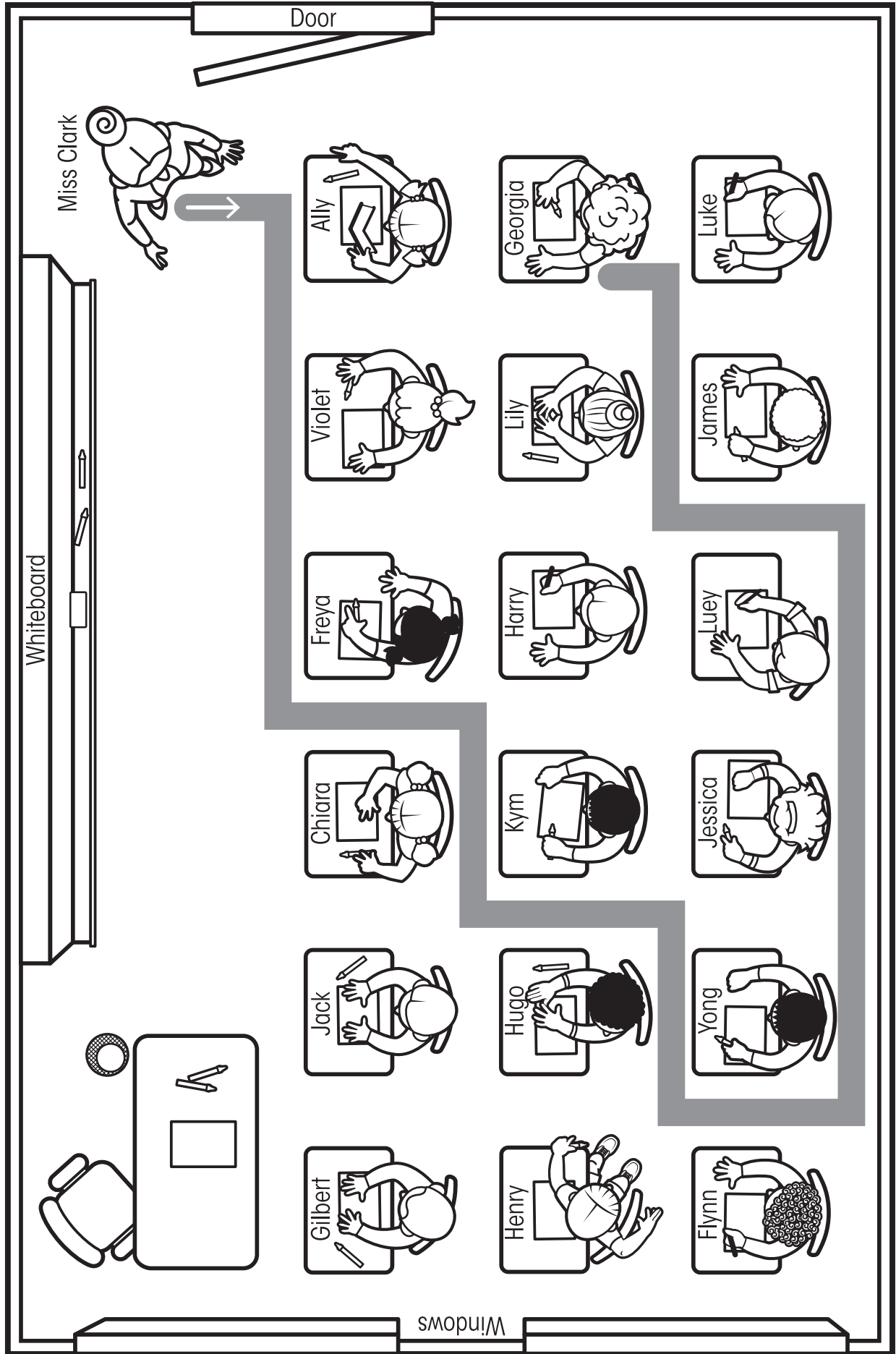
1. (a) Make simple oblique and aerial drawings of different things that might be represented on a map.
- (b) Add two more objects that might be found on a map.

Object	Oblique view	Aerial view
Tree		
Picnic table		
Barbecue		
House		
Bus shelter		
See-saw		



Describing location: a classroom – 1

This is a plan of the teacher and student desks in Miss Clark's classroom.





You will need a copy of Describing location: a classroom – 1.

1. Look at the map of the classroom from Miss Clark’s perspective. Name the person sitting at each position.

- | | |
|--------------------------------|--------------------------------|
| (a) to the right of Kym | (b) to the left of Freya |
| (c) in front of Flynn | (d) behind Ally |
| (e) to the right of Ally | (f) to the left of Luey |
| (g) behind Hugo | (h) in front of Jessica |

2. Complete these position statements from the perspective of each student.

- (a) Violet is sitting of Ally.
- (b) Yong is sitting of Flynn.
- (c) Harry is sitting Lily and Kym.
- (d) Georgia is sitting Ally.

3. Who am I?

- (a) From Miss Clark’s perspective, I am sitting to the right of Jack and in front of Henry. I am
- (b) Luey is on my left and Luke is on my right. Lily is in front of me. I am
- (c) Jack is in front of me and Yong is behind me. I am

4. Georgia follows the route marked on the map back to her own desk from Miss Clark. Name the students she passes:

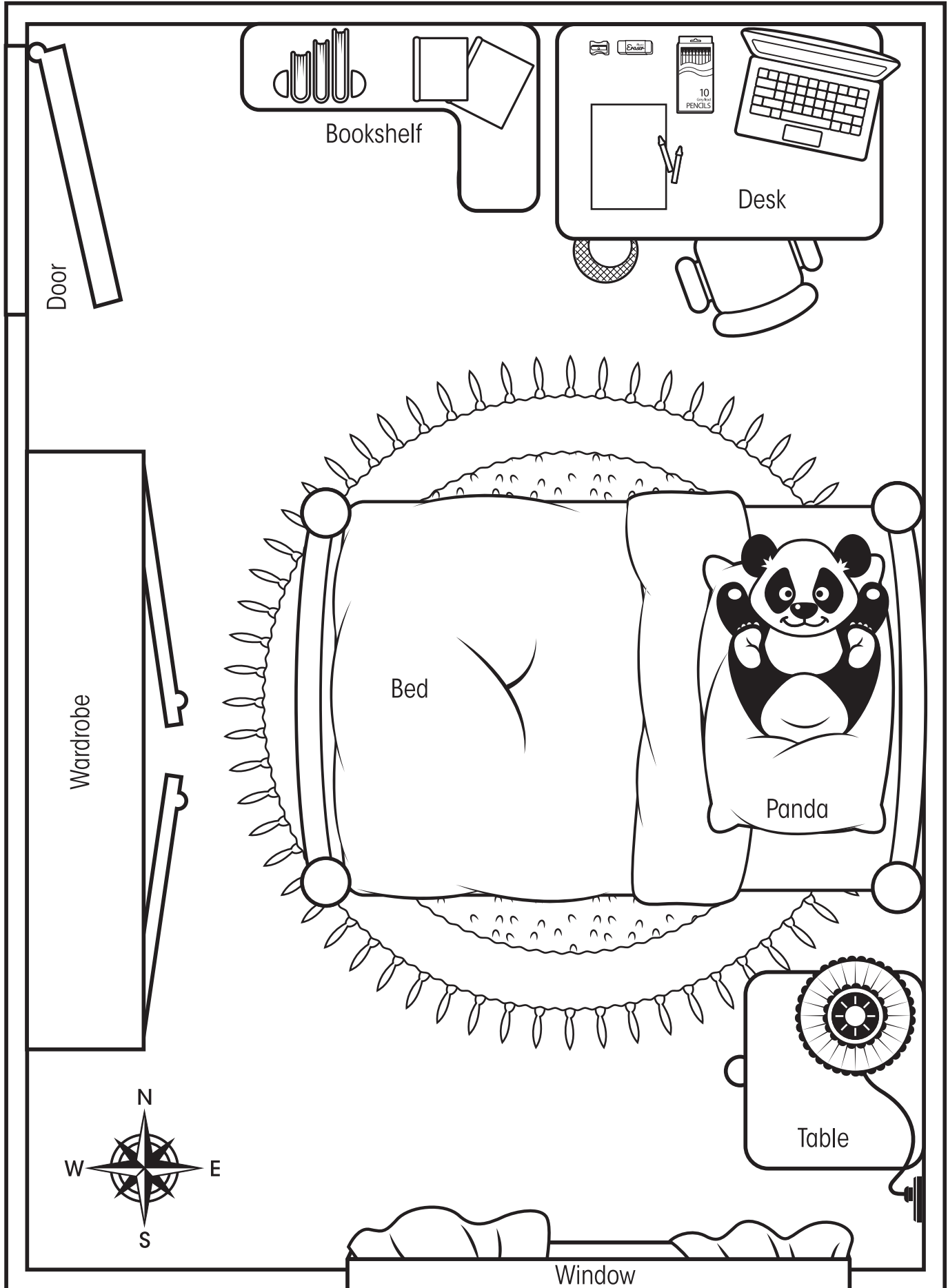
- (a) on her right
- (b) on her left
- (c) in front of
- (d) behind





Describing location: a bedroom – 1

This is a plan of a child's bedroom. The compass rose shows which direction is north.





You will need a copy of Describing location: a bedroom – 1.

1. Look at the plan of the bedroom. It is an

aerial	oblique
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 view of the room. Circle.
2. Use location words or phrases from the box to describe the location of these bedroom features. The first one is done for you.

to the left	to the right	beside	opposite	beneath	above
on top of	under	next to	north	south	east west

- (a) The bed *is on the east wall, opposite the wardrobe, next to the bedside table.*
.....
- (b) The bookshelf
- (c) The lamp
- (d) The door
- (e) The wardrobe
- (f) The window

3. Read the clues and guess the bedroom feature.

- (a) I am next to the bed and underneath the lamp.
- (b) I am next to the door and along the north wall.
- (c) I am on the south wall.
- (d) I am on top of the bed and the pillow.
- (e) I am to the right of the bookshelf and north of the bed.
- (f) I am south of the bed and on top of a table.

4. Add two more features to the plan of the bedroom and describe the location of each one.

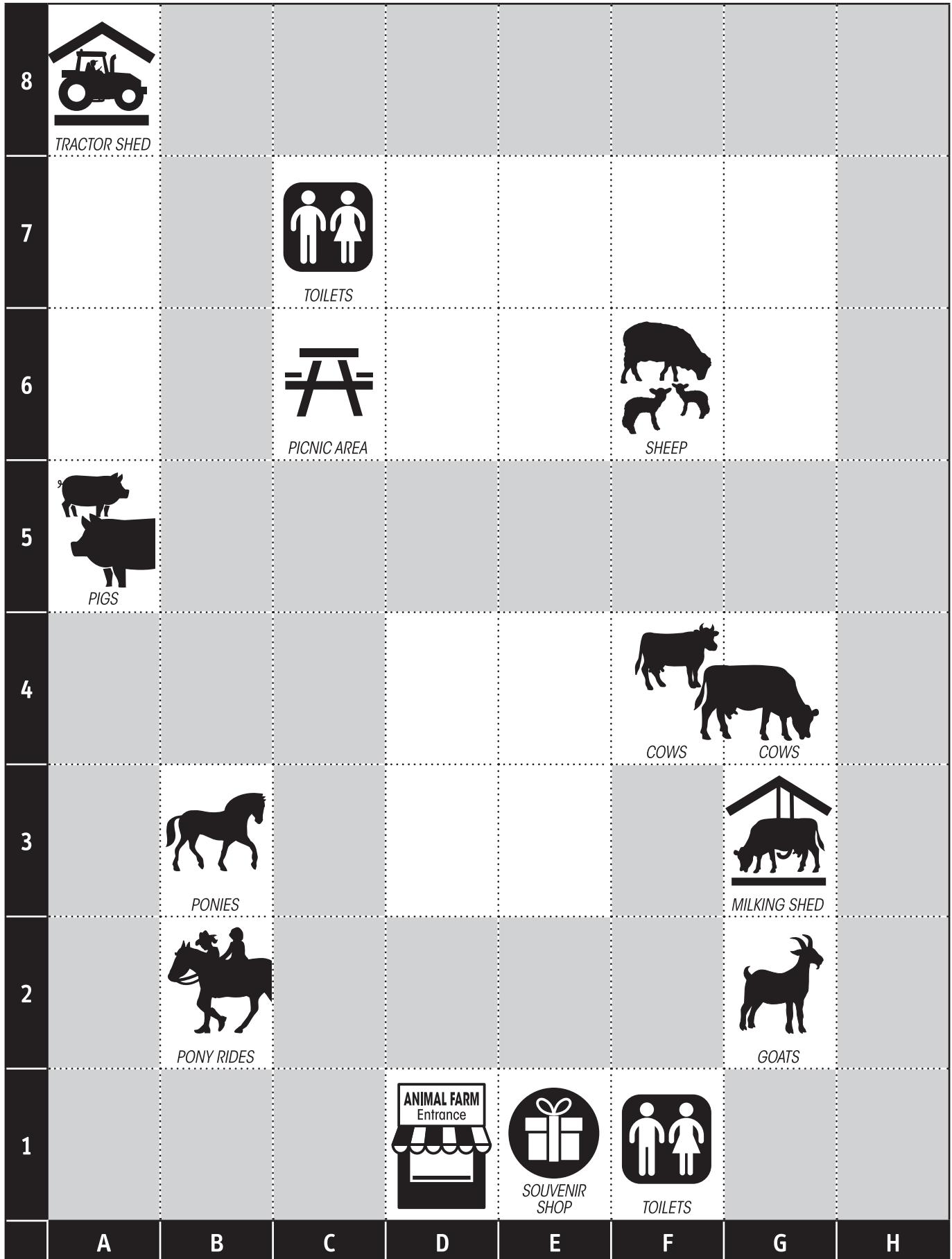
Feature	Location





Grid maps: an animal farm – 1

Grid maps use letter and number references for locating features on a plan or map.





1. What is located at each reference?

- (a) B2:
- (b) B3:
- (c) C6:
- (d) A8:
- (e) F6:
- (f) G2:

2. Why do you think the cows and goats are located close to the milking shed?

.....

3. Where would be a good place to add a playground? Explain your choice and mark it on the map.

.....
.....

4. Choose two squares to locate farm birds such as chickens, ducks, geese and turkeys. Mark them on the map.

5. On a visit to the farm, Faith wanted to see the pigs, goats, sheep and farm birds, and have a pony ride. She also wanted a picnic lunch and some free time to play on the playground. She had brought money to buy a souvenir of her visit.

In red, mark on the map a route Faith could follow around the farm.

6. On the map, write two other features you would like to add. Write their names and letter/number references.

-
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7. (a) In blue, mark on the map the route you would follow around the farm.

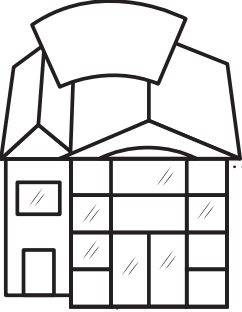
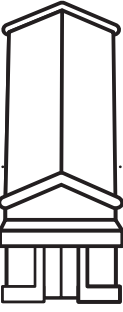




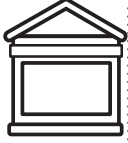













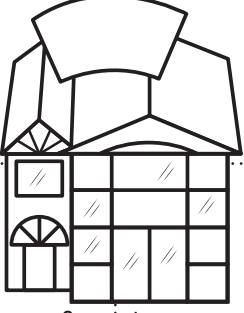









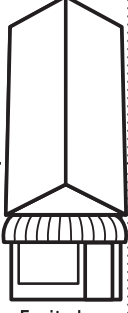


(b) In order, list the features you would see on your route.

.....
.....



Grid maps: a shopping centre – 1

For locating features, grid maps use letter and number references known as coordinates.

	A	B	C	D	E	F	G	H	I	J
1	 Supermarket						 Sport store	 Homewares		
2				 Sandwich bar	 Indian food			 Linen world		
3	 Sushi bar			 Hot potatoes	 Fast food		 Craft shop	 Cap world		
4	 Cafe			 Burgers	 Salad world		 Gift shop	 Card shop		
5	 Make-up									
6	 Shoes				 Super store					
7	 Jeans			 Play area	 Toilets					 Ice-cream parlour
8	 Surf shop							 Bread shop		
9	 Kids wear			 Eye wear	 Mobile world			 Fruit shop		
10	 Designer wear									 Flowers





You will need a copy of Grid maps: a shopping centre – 1.

1. What store would you find at each coordinate?

- (a) H2: (b) J7: (c) A4:
 (d) D9: (e) G3: (f) I8:

2. Locate and write the grid references for each store:

- (a) Make-up: (b) Cap world: (c) Mobile world:
 (d) Salad world: (e) Cafe: (f) Gift shop:

3. Write the coordinates and names of the stores that take up more than one space.

.....

4. Evan and Helena went shopping with their parents. They needed glasses for Mum, a mobile for Dad, a cap for Evan and Helena wanted a new pair of jeans and to buy flowers for a friend. They planned to have lunch at the Sandwich bar.

Describe a route they could take from the entrance to visit the six stores. Include the names and coordinates of the shops they visited in order. Mark the route on the map in red.

.....

5. (a) Write the coordinates of five stores you would visit in the order you would visit them.

.....

(b) In blue, mark on the map the route you would take to visit these stores.

(c) Explain why you chose that route.....

.....





Creating a grid map: an aquarium – 1

Use the grid for creating a plan of an aquarium.

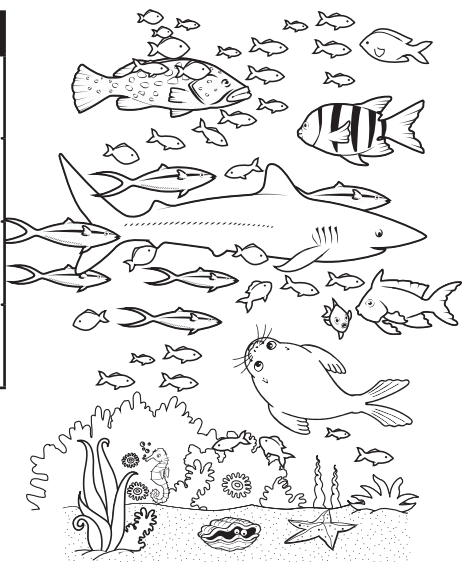
10								
9								
8								
7								
6								
5								
4								
3								
2								
1								
	A	B	C	D	E	F	G	H



You will need a copy of *Creating a grid map: an aquarium – 1*.

1. Discuss and write some features other than exhibits to include for visitors. You may want more than one of some features. Add the coordinates for each feature.

Feature	Coordinates



2. Where will the path around the aquarium go? There must be a path to all exhibits. Shade the path on the map.
3. (a) List 12 creatures you might find in an aquarium.
(b) Add the coordinates to show where the creatures will be located.

Creature	Coordinates	Creature	Coordinates

4. On the map, draw a simple image of each creature in its correct location.
5. Use coordinates to describe a route you would take around the aquarium. Ask a partner to draw the route on your map.
