

Curriculum Area	<i>Social Studies/HWB</i>		Level	<i>First</i>
1	Pre-Assessment	<i>Floor book</i>	<i>Drawings in the big book of their playground. What does it look like? Does it have trees etc?</i>	
2	Risk Assessment	<i>Tell me</i>	<i>Ask about a time they have got hurt in the playground. Mitigate it with what they could do to be safer next time.</i>	
3	Journey time	<i>Spot 5</i>	<i>2D/3D shapes (what's most appropriate)</i>	
4	Class management	<i>Shape</i>	<i>Make a square and set boundaries</i>	
5	Lesson	<i>See below</i>		
6	Assessment	<i>Observation sheet</i>	<i>Use chart to mark observations of individuals.</i>	

<p><u>E&O:</u> <i>I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC 1-07a</i> <i>Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a</i></p> <p><u>Learning Outcomes:</u> <i>Demonstrate understanding of representation ie stone = tree.</i> <i>Demonstrate ability to work with others in creating a map.</i> <i>Demonstrate ability to work on task in hand and accept praise.</i></p>	<p><u>Resources Needed</u> <i>White boards and pens or clipboards and paper/pencil.</i> <i>Teacher whiteboard and pen</i> <i>Tub of natural materials; leaves, sticks, pine cones, stones, shells etc</i> <i>Small tarp for Kims game</i></p>
<p><u>Activity</u> <i>Begin with Kims game – Name each item, use the word noun frequently.</i> <i>Remove one item from under the tarp and see if they can remember what it was.</i> <i>Get all the children to gather materials and objects that they can find. They are going to create a map of their playground. Demonstrate representation of paths, tree etc and then allow them to begin building up the map. Next they can add the streets next to the school etc. Can they put objects to represent where they live? Have chalk available if some children don't want to engage, they can draw or create their own maps.</i></p>	<p><u>Assessment</u> <i>Return to class – Can they draw a version of their maps?</i> <i>Hold a discussion about who was good at what parts of the map? Can they identify who did well, can they give each other compliments? This could be done on slips of paper ie “I think ‘Sam’ built a really good path out of pine cones”.</i></p>

Examples – Sticks and leaves to represent trees, basket is the school etc.

