Activity: Hide and Seek (Instruction)

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| **Level** | **Experience and Outcome** | **Activity Description** | **Learning Intention** | **Success Criteria** | **Differentiation** | **Links to IDL** |
| EarlyOrganiser: Shape, Position and Movement | In movement, games, and using technology I can use simpledirections and describe positions.**MTH 0-17a** | In pairs select an identifiable item (stick, rock, etc) and hide it somewhere. Give verbal instructions to direct another pair to the object. | To be able to use positional language in context.To develop vocabulary relating to positions. | I can give my partner instructions to tell them where to go on a journey.I can follow instructions given by my partner to find a hidden object. | Directions can be verbal ie hot/cold, forward/back/sidewaysSome children may include numeracy ie 2 steps forwardBy number of instructions By use of more sophisticated vocabulary | **SOC 0-09a****EXA 0-04a****EXA 0-05a****HWB 0-16a****HWB 0-23a****HWB 0-024a****HWB 0-25a****LIT 0-02a****LIT 0-04a****LIT 0-10a****LIT 0-14a** |
| FirstOrganiser: Writing | By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.**LIT 1-26a** | In pairs select an identifiable item (stick, rock, etc) and hide it somewhereUsing a writing frame and word mat, complete written instructions for another pair to enable them to find it.Importance of planning, negotiation, communication, assessing risks | To write clear instructions.To apply knowledge of how to write for a specific purpose. | Your instructions can be followed to find your hidden item.I can write instructions in order for my partner to locate an item.I can include the right details/criteria in my instructions. | Create maps/plans/modelsBy amount of detail contained in visualisers/ models | **LIT 1-02a****LIT 1-04a****LIT 1-06a****EXA 1-04a****EXA 1-05a****HWB 1-16a****HWB 1-23a****HWB 1-24a****HWB 1-25a****MTH 1-17a** |
| SecondOrganiser: Writing | By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.**LIT 2-26a** | In pairs select an identifiable item (stick, rock, etc) and hide it somewhere.(1)Write instructions for another pair to enable them to find it.OR(2) Write a summarised set of instructions using specific, succinct language, use as few words as possible in each instruction (limit to a tweet – 140 characters) per instruction.OR(3) Write a set of clues using exact language, each clue must contain an exact number, a compass point and sufficient detail to locate item.OR(4) Write a set of specific instructions to locate an item for an intended audience (e.g. younger children) using appropriate language for your audienceEXTENSION TASKS1. Use no more than 5 instructions to locate item.
2. What is the fewest number of instructions you can write in order to locate the item?
3. Can you write instructions using a code or a symbolic representation?
4. Can you use only pictoral clues e.g. visualise to locate items?

Importance of planning, negotiation, communication, assessing risks | To write clear instructionsTo apply knowledge of writing conventions. | Your instructions can be followed to find your hidden item.I can write ordered, detailed instructionsI can provide sufficient detail for a partner to locate an item.I can include the right details/criteria in my instructions. | Set criteria – i.e. must include * Angles
* compass points
* positional language
* x amount of directional change

create maps/plans/models | **LIT 2-02a****LIT 2-04a****LIT 2-06a****EXA 2-04a****EXA 2-05a****HWB 2-16a****HWB 1-23a****HWB 2-24a****HWB 2-25a****MTH 2-17a** **MTH 2-17c****MTH 2-17d** |

Activity: Clock (Time)

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| **Level** | **Experience and Outcome** | **Activity Description** | **Learning Intention** | **Success Criteria** | **Differentiation** | **Links to IDL** |
| Early Organiser: Time | I am aware of how routines and events in my world link with times and seasons, and haveexplored ways to record and display these using clocks, calendars and other methods.**MNU 0-10a** | Create a clock faceIntroduce hands.What time does nursery start?What time do you have lunch/tea?What time do you go to bed? | To develop an understanding of the purpose of clocks. Pupils will develop an understanding of times and routines and how these relate to one another. | I can explain what a clock is for.  I can describe routines using “o’clock” and other time related vocabularly (eg after lunch, bedtime) | Introduce half past, quarter past/top.Use objects in the environment to create the numbers around the clock.1to1 correspondence – ie 1 stone at 1, 2 sticks at 2 etc |  |
| FirstOrganiser: Time | I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explainhow it impacts on my daily routine and ensure that I am organised and ready for eventsthroughout my day.**MNU 1-10a** | Create a clock face using materials in the environment.Must be Diameter 1m Using Digital times (on laminated cards) - create the time on the ‘natural clock’. | To reinforce knowledge of digital to analogue times. | I can use 24 hour times and display them on 12 hour clock. | Time Hunt – give children first digital time on card. The next card is placed in the direction of where the big hand would be on the previous time (ie they will only find the next card if they have the correct analogue time) |  |
| SecondOrganiser: Time | Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance. **MNU 2-10c** | Create a clock face using materials in the environment.Must be Diameter 1m Display the estimated finishing time of the activity – eg. How long will it take to run from A to B in playground?Stopwatch can be used to check - or children count the time once the prediction has been made. | To investigate time related problems. | I can correctly estimate a sensible amount for time for the given problem.I can accurately measure the time taken. | Add in factors that would affect the test i.e. compare the time taken if running, walking, hopping etc. |  |

Activity: Chalked Numbers – Place Value

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| EarlyOrganiser: Number and Number Processes | I have explored numbers, understanding that they represent quantities and I can use them tocount, create sequences and describe order.**MNU 0-02a** | Number Line 0-10 chalked on ground.Laminated numbers around playground – find the numbers and match them on the number line | To develop an awareness of numbers and match these on number line.To extend children’s knowledge  | I can recognise numbers 0-9 and correctly match them onto a number line.I understand that numbers represent quantities and can find the correct amount.I can correctly sequence numbers 0-10. | Missing Numbers?No chalk numbers – poss just 0-10 – children have to correctly place in order in number line.Rather than finding numbers – children can find the correct amount of items relating to each number on line.Expand by adding one on – find the number and place it on the number 1 more than. |  |
| FirstOrganiser: Number and Number Processes | I have investigated how whole numbers are constructed, can understand the importance ofzero within the system and can use my knowledge to explain the link between a digit, its placeand its value.**MNU 1-02a**I can use addition, subtraction, multiplication and division when solving problems, making bestuse of the mental strategies and written skills I have developed.**MNU 1-03a** | Hundreds, Tens and Units chalked on ground in 0-9 (see example).Working in groups (of 3 if you are working with H,T,U) Call out number e.g. 345 (or use laminated cards with 3 digit numbers) – each child must stand in correct place on their grid. | To explore place value | I can correctly identify the value of a digit in its location.I can correctly identify the number operation used within a sum.I can create number problems for peers to solve.  | Use only Tens and Units.Add in Thousands – upto a million.Once the children show an understanding you can bring in addition, this can also involve bridging across the units, tens and hundreds.Include Subtraction problems.  |  |
| SecondOrganiser: Number and Number Processes | Having determined which calculations are needed, I can solve problems involving wholenumbers using a range of methods, sharing my approaches and solutions with others.**MNU 2-03a** | See above activity | Investigating inverse operations with numbers up to ...... | I can correctly identify the value of a digit in its location.I can correctly identify the number operation used within a sum.I can create number problems for peers to solve using all 4 number operations. | Use multiplication/division by 10s or 100s Children stand on the answer – work back – what was the sumInclude decimal points |  |

Example:

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| Hundreds | Tens | Units |
| 9 | 9 | 9 |
| 8 | 8 | 8 |
| 7 | 7 | 7 |
| 6 | 6 | 6 |
| 5 | 5 | 5 |
| 4 | 4 | 4 |
| 3 | 3 | 3 |
| 2 | 2 | 2 |
| 1 | 1 | 1 |
| 0 | 0 | 0 |

Activity: Creative Writing

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| Early Organiser: Listening and Talking, Reading Writing | I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.**LIT 0-01b/LIT 0-11b**As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.**LIT 0-21b** | Fairy Tales in the woodsWithin the environment place some pictures (try Sparklebox) (or toys) of characters to stimulate a story.Each child’s story would startOnce upon a time in the woods .......Children can stick pics on a sheet and adult scribe the story. | Children will understand the elements of a effective structured story (beginning, middle and end) | I can describe characters within a story.I can describe settings and events within a story.I can follow the structure of a story I can include genre related vocubularly e.g. once upon a time, happy ever after, princess, prince, castle etc... | Rather than using pics – ask the children to find natural materials and use imagination to create the story using this as a prop e.g. stick = magic wand.Set criteria – story must have a goodie, baddie and happy ever after.Use materials to re-create a familiar story (drama) Use flip cameras to record the story.When back inside – children could draw the picture of the story to go alongside the scribe. |  |
| FirstOrganiser: Writing | By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.**LIT 1-26a** | Gather information – look, listen, touch, collect and bring* Choose from a range of adjectives words which describe your object
* Setting: an outdoor location, choose from: the seaside/ woods/ the play park or an idea of your own
* Character: must include a 5 year old girl/ boy
* Draw your beginning/ middle/ ending planner showing what happens in your story
* Write2 or 3 sentences under each box
* Read your story to a partner
* What can be improved on?
* Two stars and a wish
* Use ‘Comic Life’ or ‘Paint’ to summarise the main ideas of your story
 | Use the information/objects that you find as a stimulus for the piece of writingTo extend writing skills in an imaginative piece of writing | I can write a story with a beginning, middle and endingI can use wow words in my storyI can write a story which my peer partner enjoys | Word matsWriting frameWow wordsChoice of settingsPhrases to provide effective peer assessment |  |
| Second | By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.LIT 2-26a | Gather information – look, listen, touch, collect and bring* Choose a dilemma from story sack
* Produce a brief diagram/ picture of the main character
* Describe this character to a partner
* Teacher as model – using Active Literacy second level CD-rom – examine elements of a newspaper report
* Produce a planner with 4-5 elements (must be set outside somewhere)
* Write 3 questions using Blooms fans about the plot of the event – try out on a partner
* What are the main facts to be communicated in a newspaper report?
* Produce an outline of your newspaper report
* Share with your peer partner
* Silent, sustained writing – of newspaper report (remember success criteria)
* Conference writing
* Publish using ICT package e.g. word
 | Use the information/objects that you find as a stimulus for the piece of writingTo extend narrative writing skills | I can use conventions of a newspaper report in my writingI can write using the third personI can include all relevant facts in my writing | Story sack – containing range of dilemmasWriting frame with newspaper columnsVocabulary word mats containing language used in newspaper reportsWriting frame containing main elements of a newspaper report with details missingExtension task: summarise a partners newspaper report in 3 key points |  |