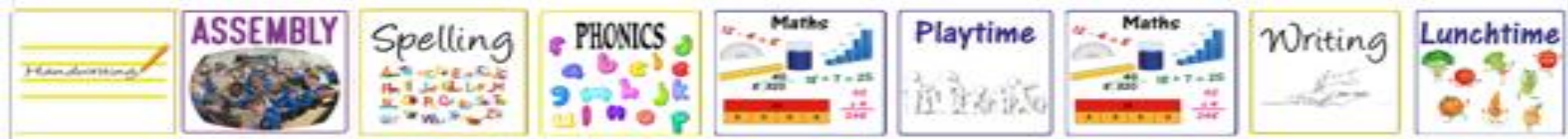


Monday
25th November 2024
GOOD MORNING YEAR 1!





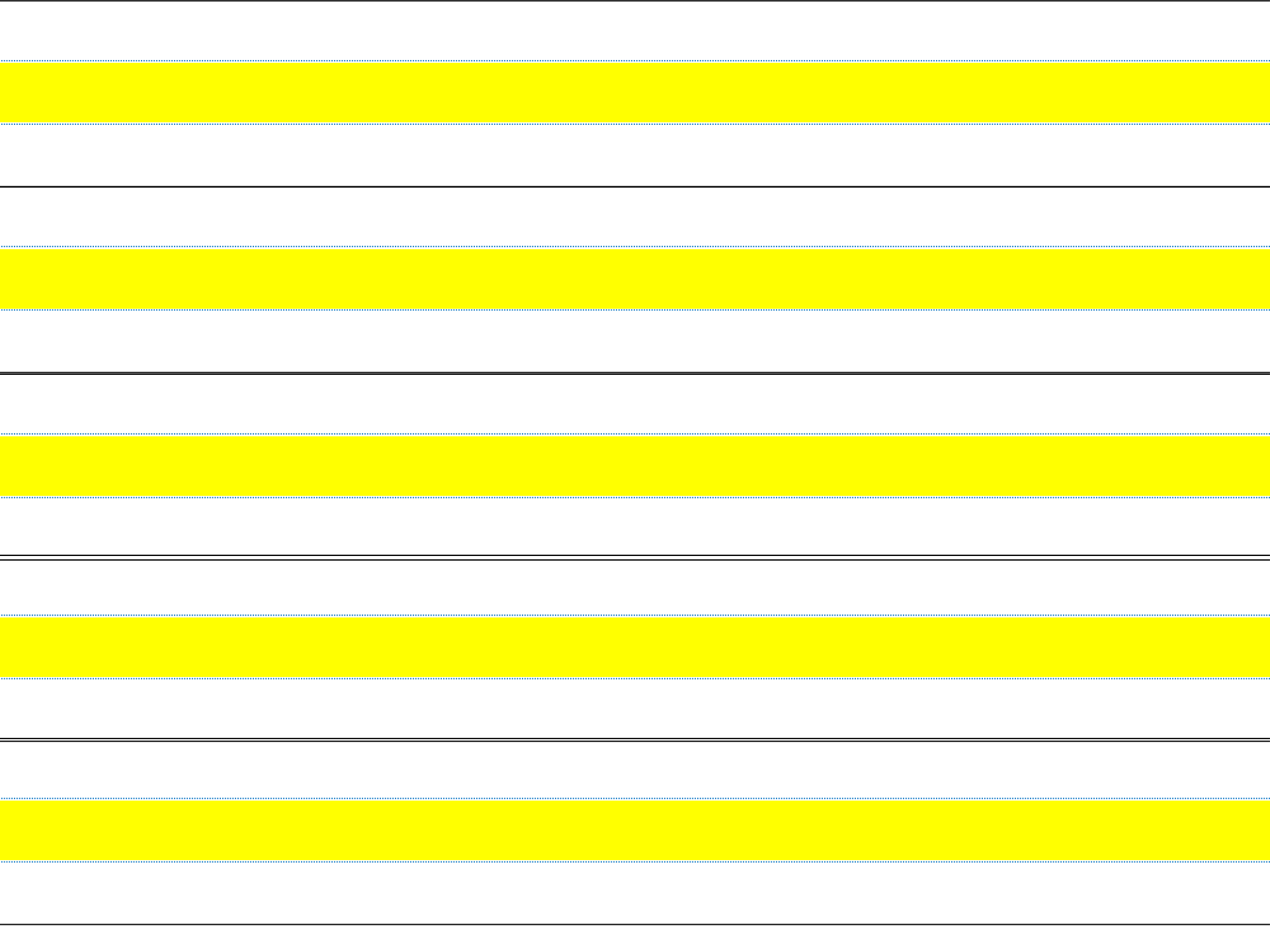
Handwriting

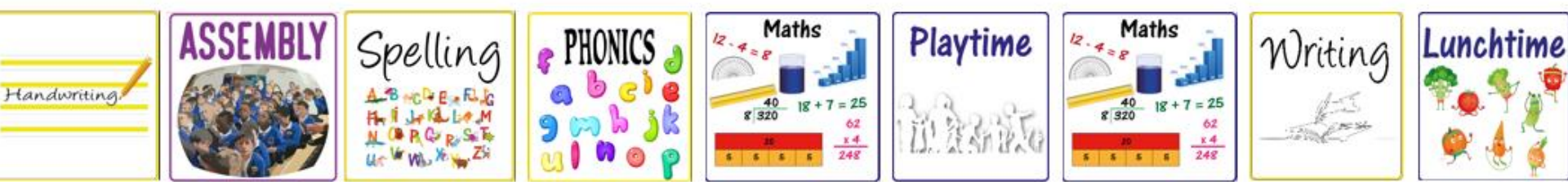
8.30-8.40



handwriting







Word of the Day and Register 8.40-8.50



VOCABULARY NINJA

WORD OF THE DAY



Shinobi Word of the Day

Word of the Day:

Pronunciation / Syllables

gasp
(gasp)

Word Class
(noun / verb)

Definition:

A gasp is a short quick breath of air that you take in through your mouth, especially when you are surprised, shocked, or in pain.



The class **gasp**ed at the ending of the story.

Phrases:

gasped in disbelief

gasp loudly

Synonym:

Antonym:

Prefix / Suffix:

Rhyme:

Link Word:

pant

-ed

clasp

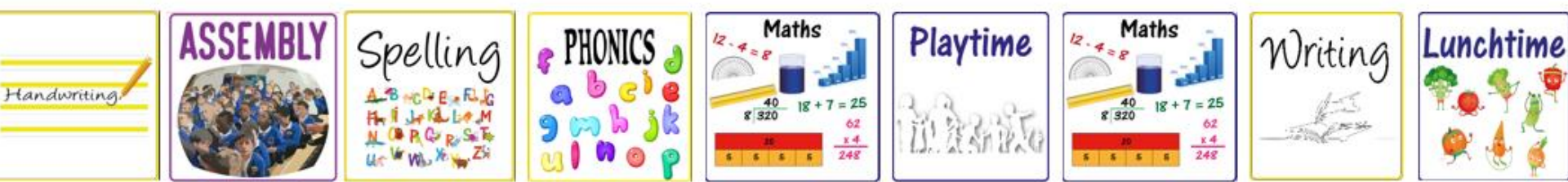
loudly

puff

-ing

rasp

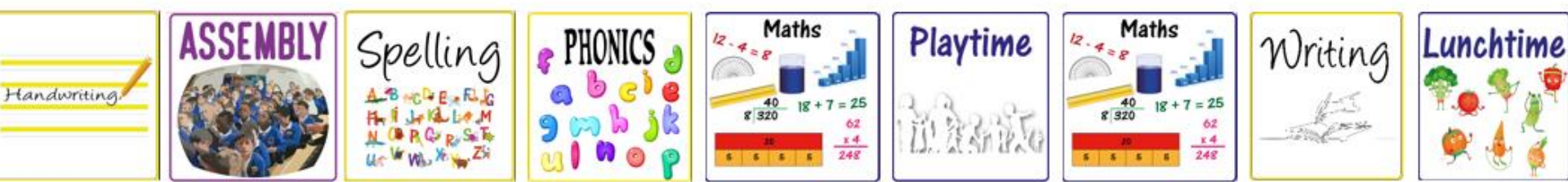
breath



Liturgical Assembly

8.50-9.20

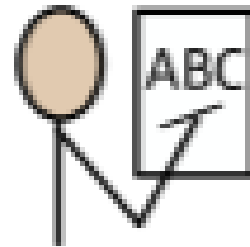




Spelling (Teach)

9.10-9.30

YOU'RE*



Spelling



The (Stressed) Sound /er/ Spelt 'ir' and 'ur'

twinkl

Stressed /er/ Spelt 'ir'

We have already seen that the stressed and unstressed /er/ sound can be spelt with 'er'.

In these words the stressed /er/ sound is spelt with the vowel digraph 'ir' instead.



girl



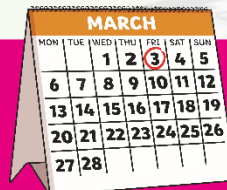
bird



shirt



first



third

Stressed /er/ Spelt 'ur'

In these words the stressed /er/ sound is spelt with the vowel digraph 'ur' instead.



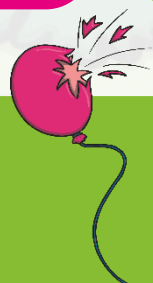
turn



hurt



church



burst

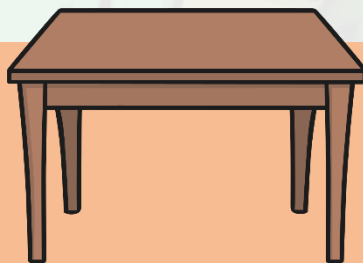


burn

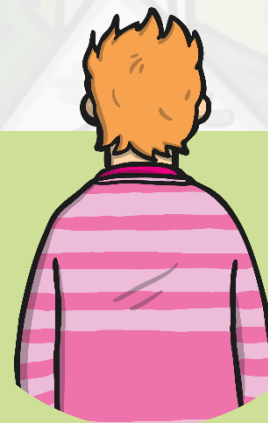
Stressed /er/ Spelt 'ur'



Can you air write an
'ir' with your finger?

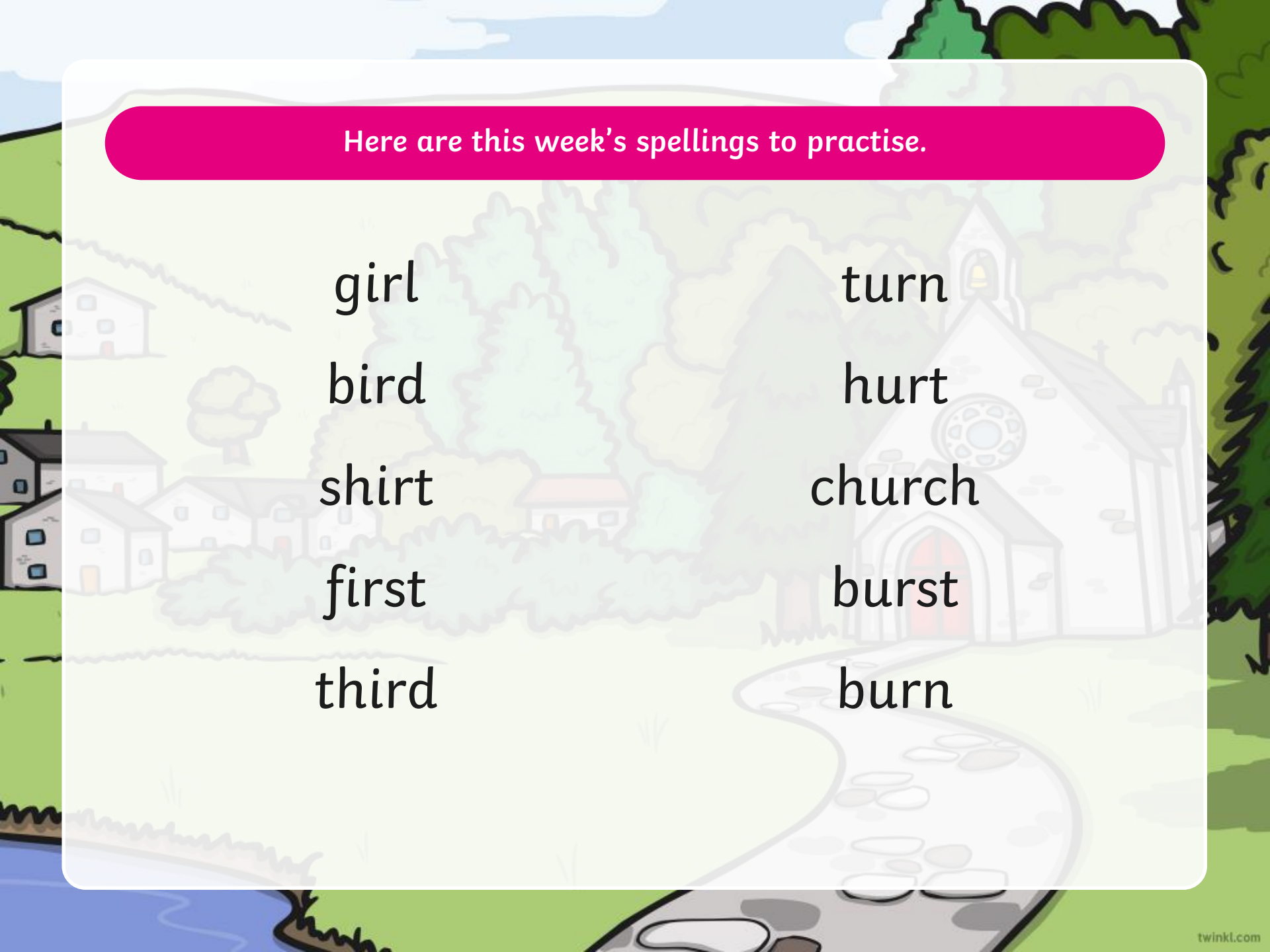


Can you write a 'er'
on your table or on the
carpet?



Can you write either
an 'ir' or an 'er' on a
partner's back?

Can they tell what
letters you have
written?



Here are this week's spellings to practise.

girl

bird

shirt

first

third

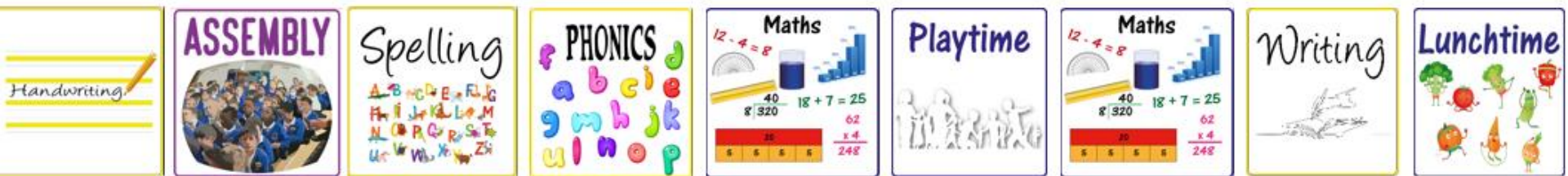
turn

hurt

church

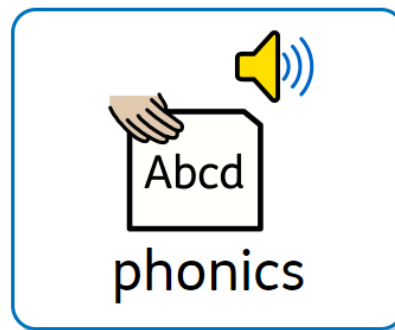
burst

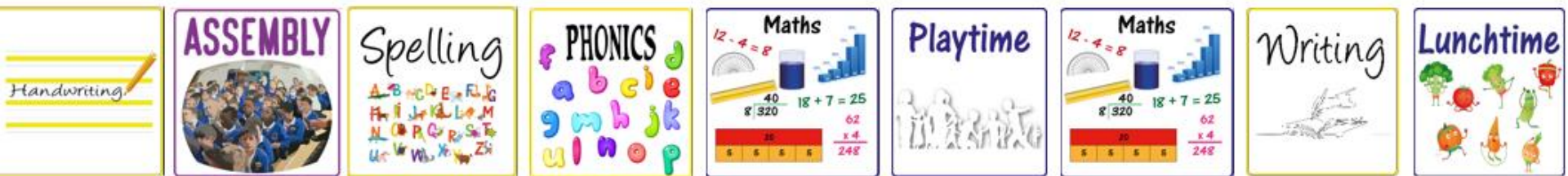
burn



Phonics

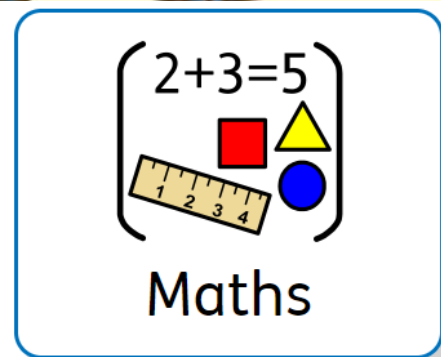
9.30-10.00





Maths-Lesson 11

10.00-10.30



L.O. Comparing numbers to 20

Knowledge Goals

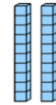
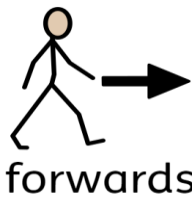
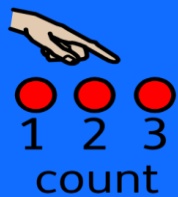
To be able to know what comes after 10.

To be able to count forwards and backwards.

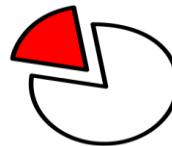
To know what if we go one more and one backwards my answer is getting bigger and smaller.

Your Turn

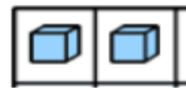
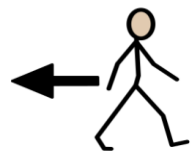
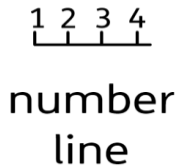
Vocabulary



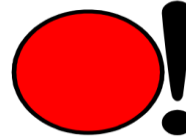
tens



part



ones



whole

Today's Star Word is...



compare

Step for Depth

Complete our step for depth and chilli challenge

1) Write 20 in words.

2) Match the symbols to the words.

less than

greater than

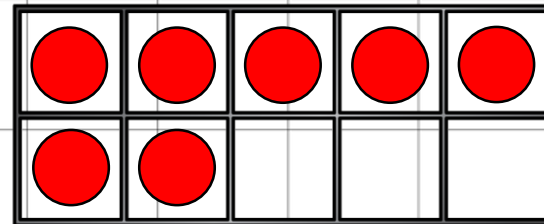
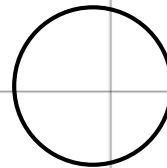
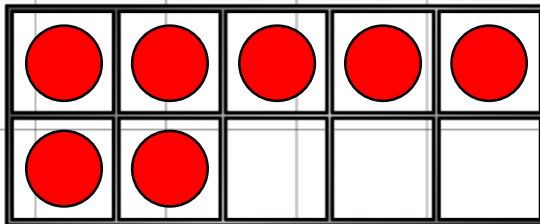
equal to

$>$

$=$

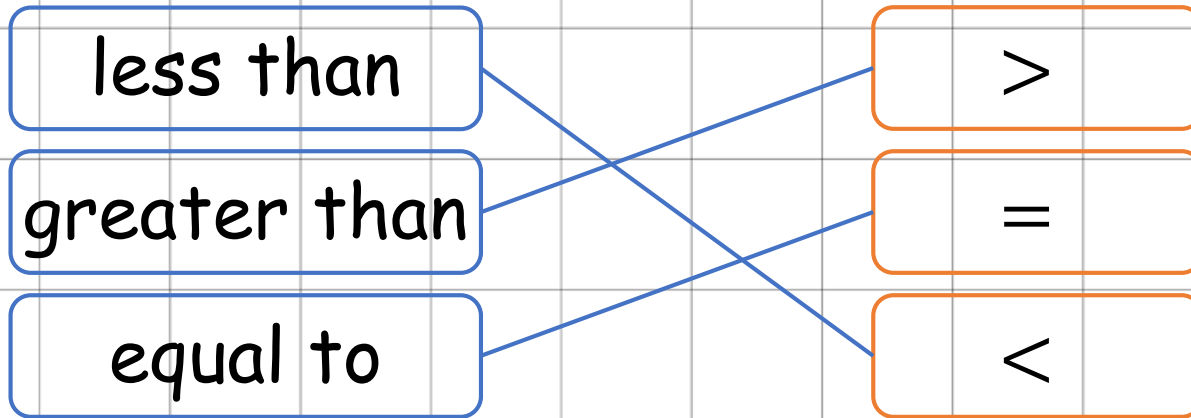
$<$

3) Write $<$, $>$ or $=$ in the circle.

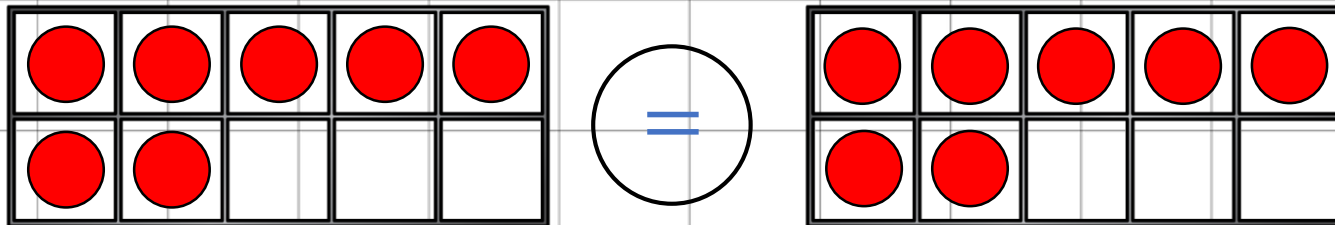


1) Write 20 in words. *twenty*

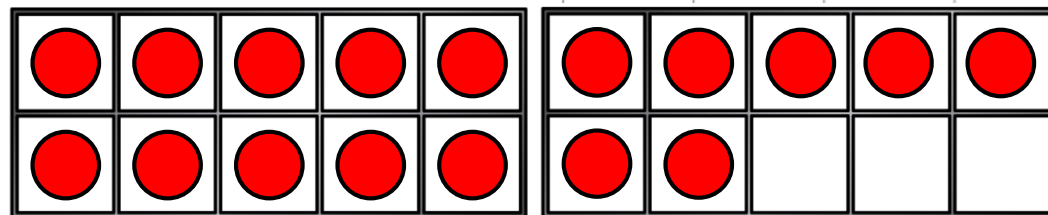
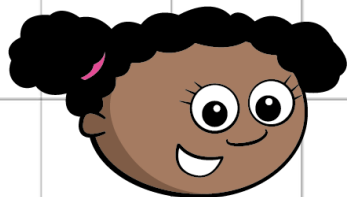
2) Match the symbols to the words.



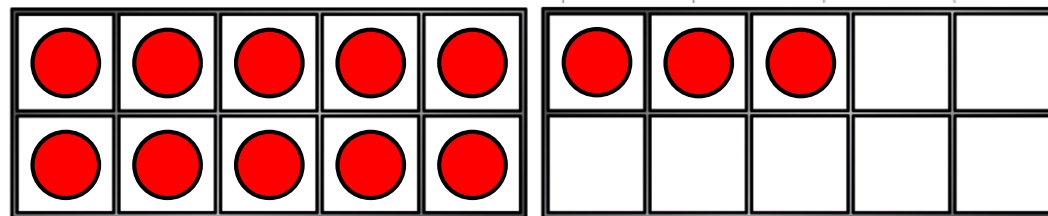
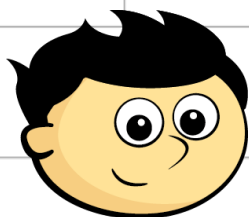
3) Write $<$, $>$ or $=$ in the circle.



Whitney and Jack have each made a number.



17

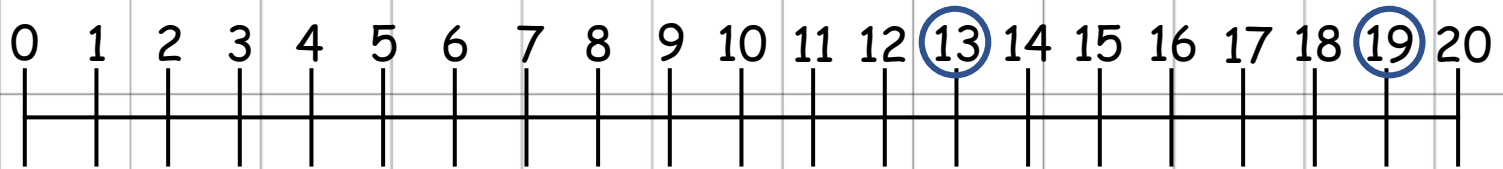


13

Who has made the greater number?

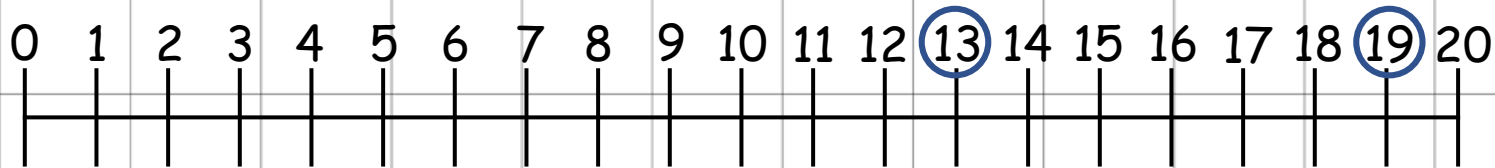
Whitney

Circle 13 and 19 on the number line.



Write **less** or **greater** to compare the numbers.

Have a think

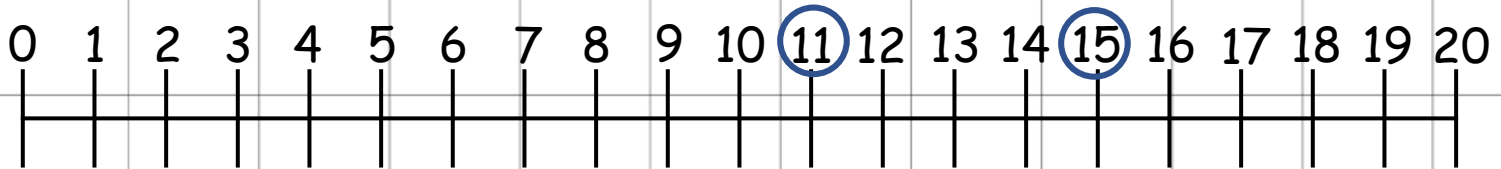


13 is less than 19

19 is greater than 13

Write **less** or **greater** to compare the numbers.

Have a think



15 is greater than 11

11 is less than 15

Complete the phrases.

Have a think



greater than

less than

equal to

11 is less than sixteen.

Twenty is equal to 20

18 is greater than 10

12 is equal to twelve.

L.O. Comparing numbers to 20

Knowledge Goals

To be able to know what comes after 10.

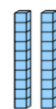
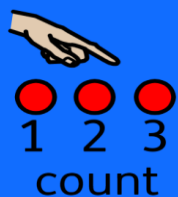
To be able to count forwards and backwards.

To know what if we go one more and one backwards my answer is getting bigger and smaller.

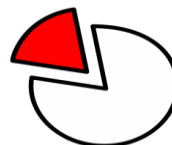
Your Turn

Complete questions 1-3

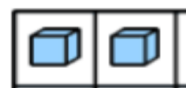
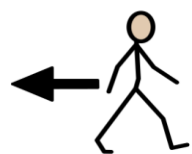
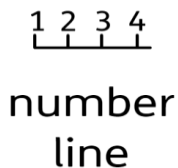
Vocabulary



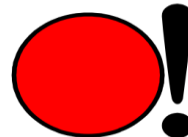
tens



part



ones



whole

Today's Star Word is...

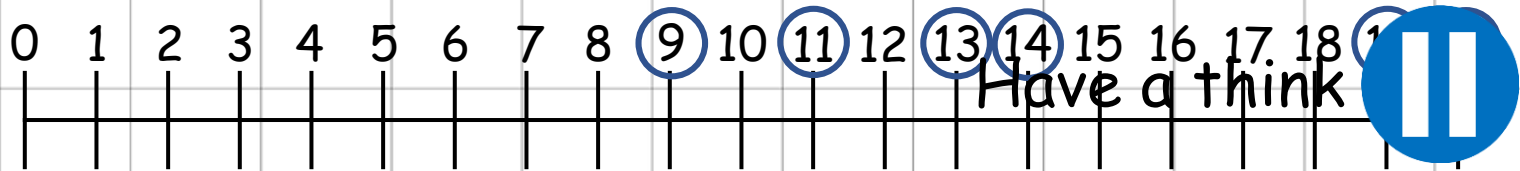


compare

Step for Depth

Complete our step for depth and chilli challenge

Write $<$, $>$ or $=$ to ★ the numbers.



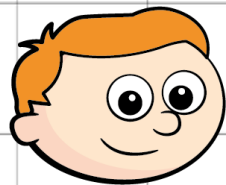
$$14 > 9$$

$$19 < 20$$

$$13 > 11$$

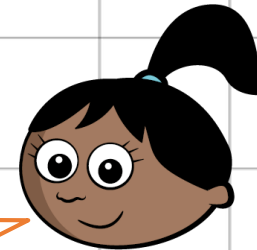
Ron and Sam have three jars of sweets.

Have a think



There are more sweets in jar B than in jar A.

There are fewer sweets in jar B than in jar C.



How many sweets could there be in jar B?

13 14 15 16

L.O. Comparing numbers to 20

Knowledge Goals

To be able to know what comes after 10.

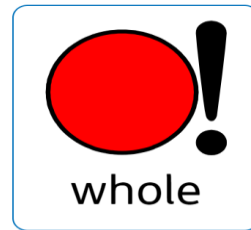
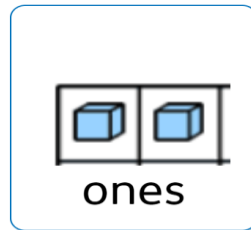
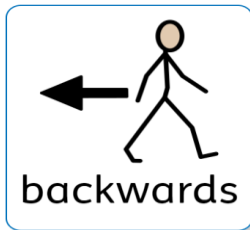
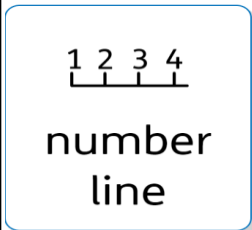
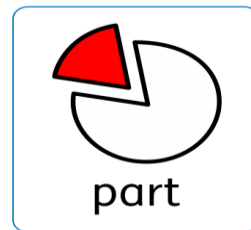
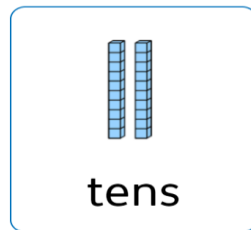
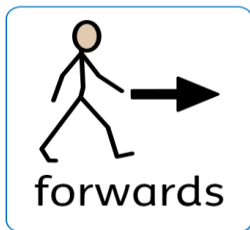
To be able to count forwards and backwards.

To know what if we go one more and one backwards my answer is getting bigger and smaller.

Your Turn

Complete the rest of the worksheet

Vocabulary



Today's Star Word is...



compare

Step for Depth

Complete our step for depth and chilli challenge

Adapted Task

Complete questions 1-3 in book. Then complete Maths boxes focusing on Place Value.



Adaptive Task
Slide



Notes



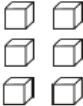
Starred
Children

How Many Tens and Ones?

	
tens	ones

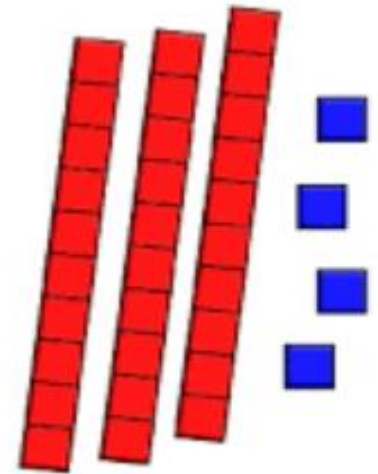
	
tens	ones

	
tens	ones

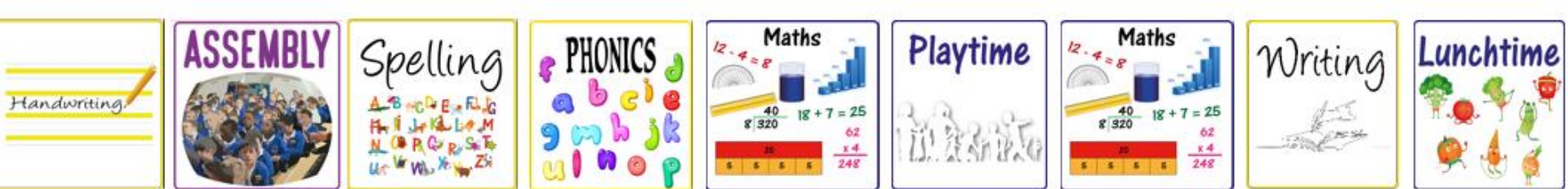
	
tens	ones

	
tens	ones

	
tens	ones

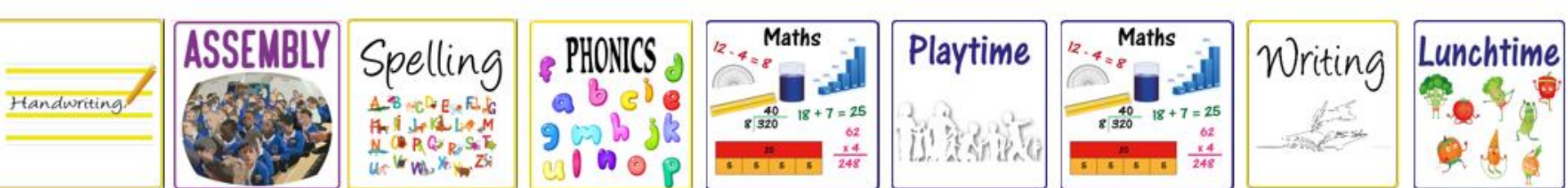


Question	Answer
1	a) Sam: 11 Max: 18 b) Max c) Sam
2	a) 10 fifteen nine twenty ✓ b) 1 ten and 6 ones twelve ✓ 10 + 8 13
3	a) less than b) greater than c) equal to d) less than
4	a) < b) > c) >
5	a) multiple possible answers, e.g. 15 b) multiple possible answers, e.g. 10 c) multiple possible answers, e.g. 20 d) 19 e) multiple possible answers, e.g. 9 f) multiple possible answers, e.g. 15 Children are likely to have given different answers, except for part d).



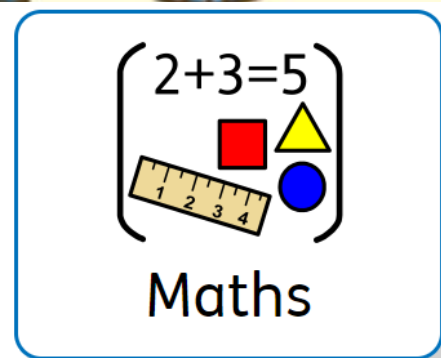
Breaktime
10.30-10.45





Finish Maths-Lesson 11

10.45-11.10



L.O. Comparing numbers to 20

Knowledge Goals

To be able to know what comes after 10.

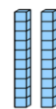
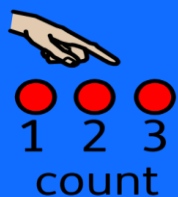
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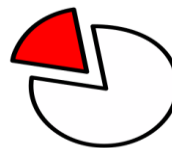
Your Turn

Complete questions 1-3

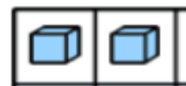
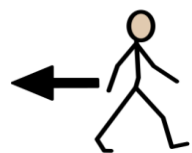
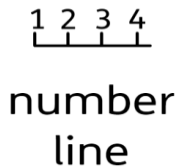
Vocabulary



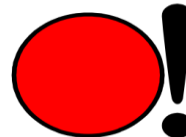
tens



part



ones



whole

Today's Star Word is...

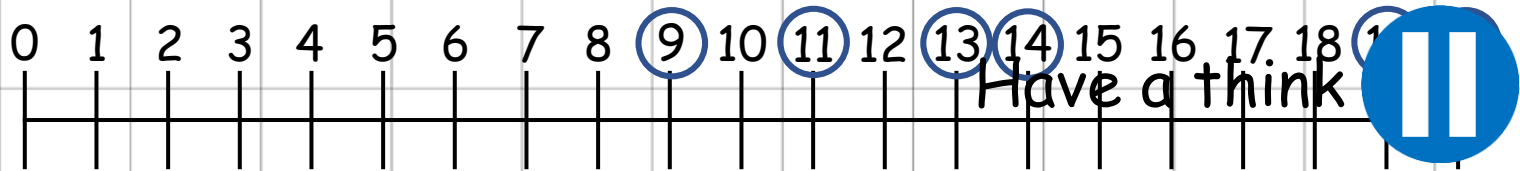


compare

Step for Depth

Complete our step for depth and chilli challenge

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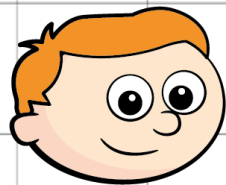
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$$13 > 11$$

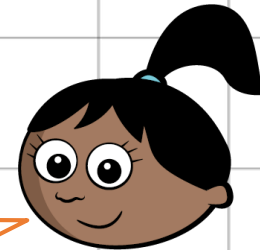
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Have a think



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How many sweets could there be in jar B?

13 14 15 16

L.O. Comparing numbers to 20

Knowledge Goals

To be able to know what comes after 10.

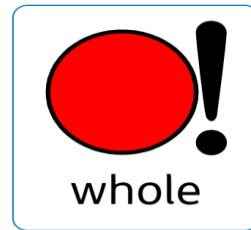
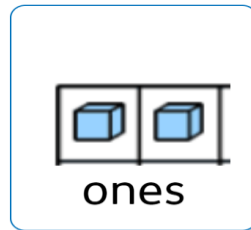
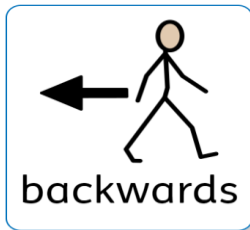
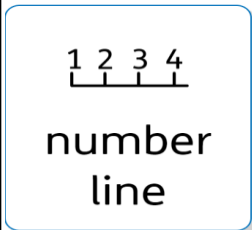
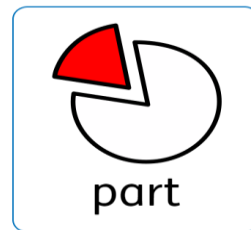
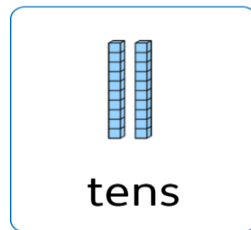
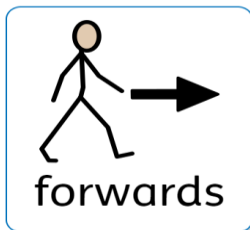
To be able to count forwards and backwards.

To know what if we go one more and one backwards my answer is getting bigger and smaller.

Your Turn

Complete the rest of the worksheet

Vocabulary



Today's Star Word is...



compare

Step for Depth

Complete our step for depth and chilli challenge

Adapted Task

Complete questions 1-3 in book. Then complete Maths boxes focusing on Place Value.



Adaptive Task
Slide



Notes



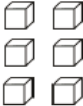
Starred
Children

How Many Tens and Ones?

	
tens	ones

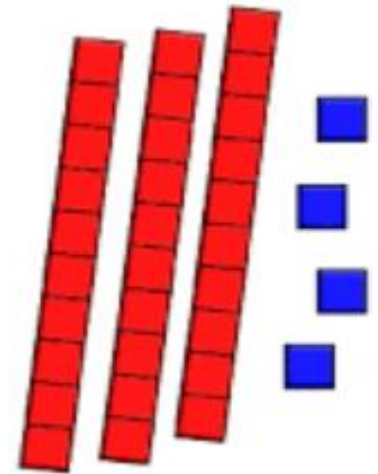
	
tens	ones

	
tens	ones

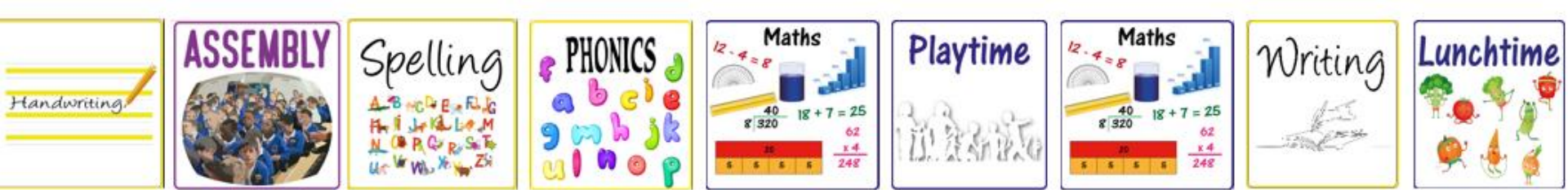
	
tens	ones

	
tens	ones

	
tens	ones



Question	Answer
1	a) Sam: 11 Max: 18 b) Max c) Sam
2	a) 10 fifteen nine twenty ✓ b) 1 ten and 6 ones twelve ✓ 10 + 8 13
3	a) less than b) greater than c) equal to d) less than
4	a) < b) > c) >
5	a) multiple possible answers, e.g. 15 b) multiple possible answers, e.g. 10 c) multiple possible answers, e.g. 20 d) 19 e) multiple possible answers, e.g. 9 f) multiple possible answers, e.g. 15 Children are likely to have given different answers, except for part d).



English Writing

11.10-12.00



The Three Little Wolves

Instructions

Autumn 2 Week 5

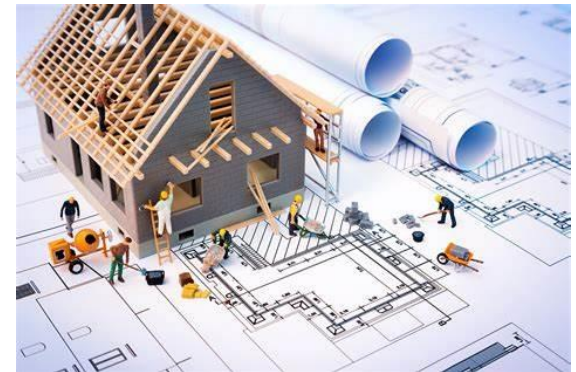
Lesson 6: WABOLL



Success Criteria:

- I know the purpose of instructions.
- I can identify the key features in instructions.
- I can highlight and explain the use of the features in the WAGOLL.

- capital letter
- full stops
- list of equipment or materials
- steps in order
- specific adverbials.
- plural suffixes - s
- verbs



Prior Learning

What are
instructions?

What do
they do?

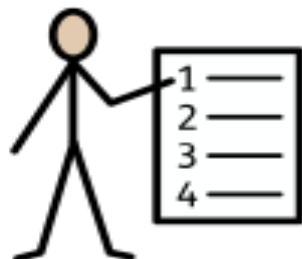
Can you
think of
any?



Key Vocabulary



build



instructions



trowel



pour



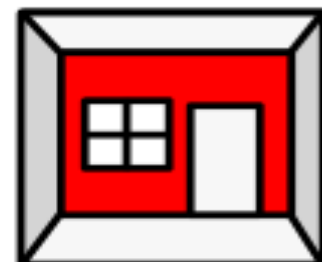
concrete



house



bucket

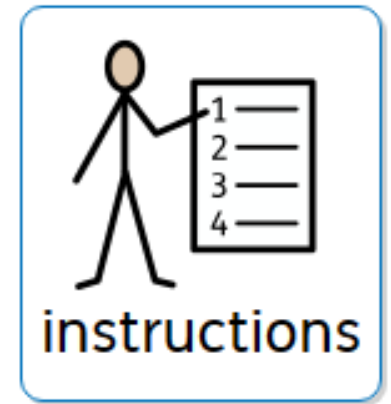


wall

Teach

Instructions

- Saying instructions means we tell someone how to do something.
- We can have instructions for different things eg building a house or making a cake.
- Instructions have to make sense and be in the right order. They have to be informative.



WAGOLL: Model Text

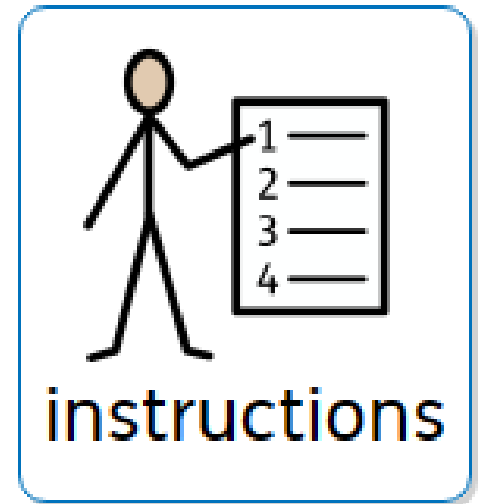
Let's read some instructions and discuss what features you spot

How to build a house

Equipment

Bricks, concrete, trowel, bucket

1. First, mix the concrete in a bucket with water.
2. Next, pour a line of concrete on the ground.
3. Then place the first row of bricks on the concrete.
4. After, spread concrete on top of the row of bricks.
5. Now, keep adding rows of bricks until the walls are high.
6. Finally, let the concrete dry and become hard.



Do you like your new house?

WAGOLL: Model Text

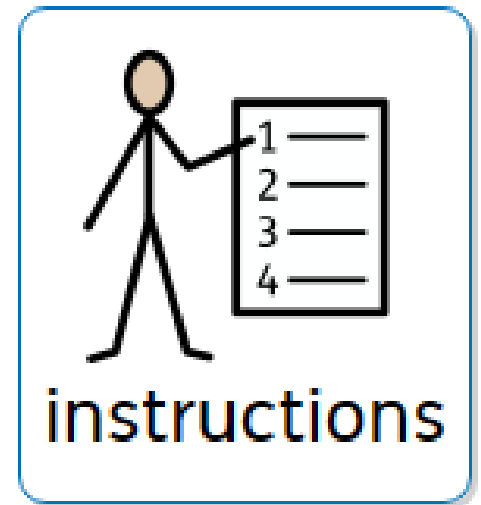
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Equipment

Bricks, concrete, trowel, bucket

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3. Then place the first row of bricks on the concrete.
4. After, spread concrete on top of the row of bricks.
5. Now, keep adding rows of bricks until the walls are high.
6. Finally, let the concrete dry and become hard.



Do you like your new house?

Teach

Instructions must include these key features

- Title, equipment and question
- Steps in order
- specific adverbials
- Plural suffixes-'s'
- verbs
- begin a sentence with a capital letter
- use full stops to demarcate sentence
- Key vocabulary

Let's take a look together!

How to build a house

Equipment

Bricks, concrete, trowel, bucket

1. First, mix the concrete in a bucket with water.
2. Next, pour a line of concrete on the ground.
3. Then place the first row of bricks on the concrete.
4. After, spread concrete on top of the row of bricks.
5. Now, keep adding rows of bricks until the walls are high.
6. Finally, let the concrete dry and become hard.

Do you like your new house?

Key features

- Title, equipment and question



The title tells us what the instruction are for. The equipment tells us what we need before we start.

How to build a house

Equipment

Bricks, concrete, trowel, bucket



1. First, mix the concrete in a bucket with water.
2. Next, pour a line of concrete on the ground.
3. Then place the first row of bricks on the concrete.
4. After, spread concrete on top of the row of bricks.
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6. Finally, let the concrete dry and become hard.

Do you like your new house?

WAGOLL: Model Text

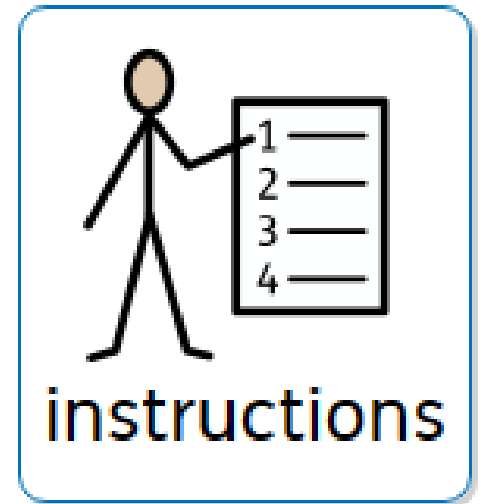
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5. Now, keep adding rows of bricks until the walls are high.
6. Finally, let the concrete dry and become hard.



Do you like your new house?

Key features

- Steps in order



The numbers tell us the order of the instructions and how we have to follow them so they will work.

How to build a house

Equipment

Bricks, concrete, trowel, bucket



1. First, mix the concrete in a bucket with water.
2. Next, pour a line of concrete on the ground.
3. Then place the first row of bricks on the concrete.
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6. Finally, let the concrete dry and become hard.

Do you like your new house?

WAGOLL: Model Text

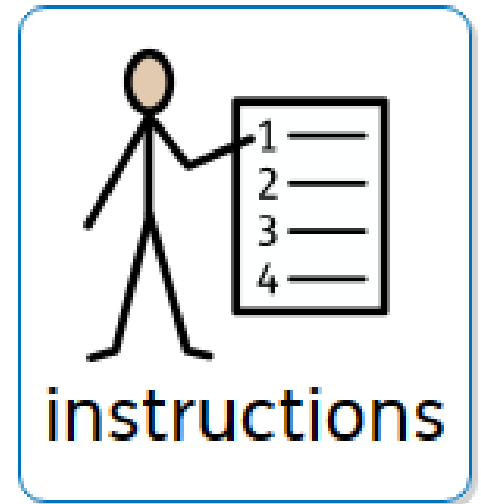
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6. Finally, let the concrete dry and become hard.



Do you like your new house?

Key features

- specific
adverbials



The adverbials are the first word in every sentence which include a time of when to do something.

How to build a house

Equipment

Bricks, concrete, trowel, bucket



1. First, mix the concrete in a bucket with water.
2. Next, pour a line of concrete on the ground.
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6. Finally, let the concrete dry and become hard.

Do you like your new house?

WAGOLL: Model Text

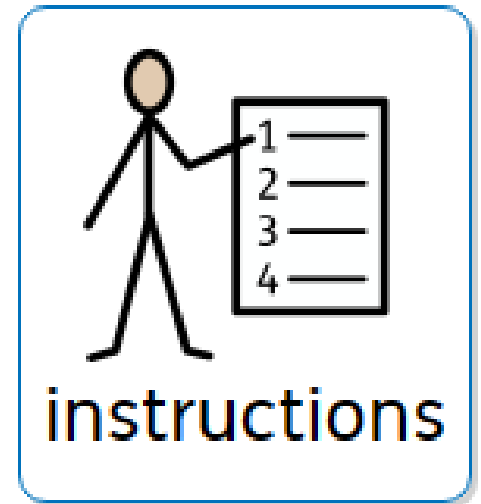
Let's read some instructions and discuss what features you spot

How to build a house

Equipment

Bricks, concrete, trowel, bucket

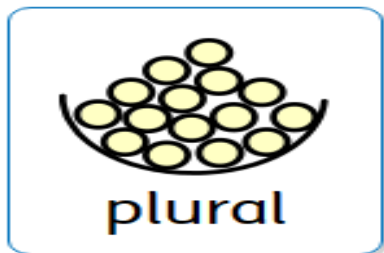
1. First, mix the concrete in a bucket with water.
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3. Then place the first row of bricks on the concrete.
4. After, spread concrete on top of the row of bricks.
5. Now, keep adding rows of bricks until the walls are high.
6. Finally, let the concrete dry and become hard.



Do you like your new house?

Key features

plural
suffixes-'s'



The adverbials are the first word in every sentence which include a time of when to do something.

How to build a house

Equipment

Bricks, concrete, trowel, bucket



1. First, mix the concrete in a bucket with water.
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6. Finally, let the concrete dry and become hard.

Do you like your new house?

WAGOLL: Model Text

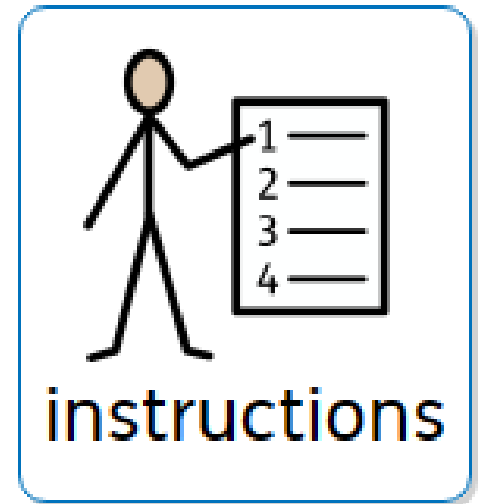
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5. Now, keep adding rows of bricks until the walls are high.
6. Finally, let the concrete dry and become hard.



Do you like your new house?

Key features

verbs



The verbs are the 'action words' in the sentence. They give us an action to do when we are moving or doing something.

How to build a house

Equipment

Bricks, concrete, trowel, bucket



1. First, mix the concrete in a bucket with water.
2. Next, pour a line of concrete on the ground.
3. Then place the first row of bricks on the concrete.
4. After, spread concrete on top of the row of bricks.
5. Now, keep adding rows of bricks until the walls are high.
6. Finally, let the concrete dry and become hard.

Do you like your new house?

WAGOLL: Model Text

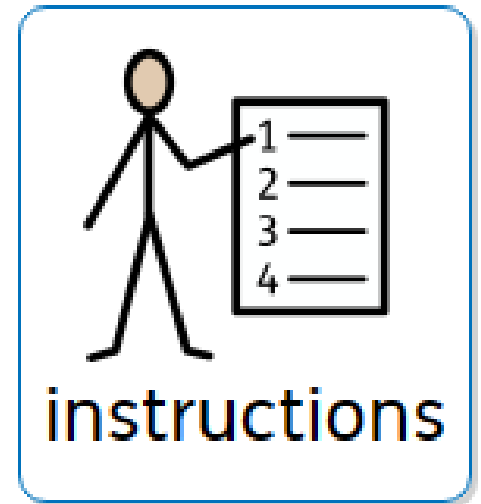
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5. Now, keep adding rows of bricks until the walls are high.
6. Finally, let the concrete dry and become hard.



Do you like your new house?

Key features

Key vocabulary



These are our special words we use just for our instructions. They also include our focus words that we know.

How to build a house

Equipment

Bricks, concrete, trowel, bucket



1. First, mix the concrete in a bucket with water.
2. Next, pour a line of concrete on the ground.
3. Then place the first row of bricks on the concrete.
4. After, spread concrete on top of the row of bricks.
5. Now, keep adding rows of bricks until the walls are high.
6. Finally, let the concrete dry and become hard.

Do you like your new house?

WAGOLL: Model Text

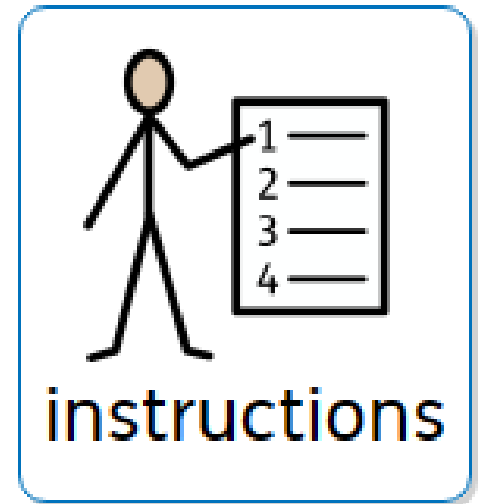
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How to build a house

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Bricks, concrete, trowel, bucket

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3. Then place the first row of bricks on the concrete.
4. After, spread concrete on top of the row of bricks.
5. Now, keep adding rows of bricks until the walls are high.
6. Finally, let the concrete dry and become hard.



Do you like your new house?

Key features

- **Capital Letters**



capital
letter



full stop

They are the bigger, taller version of letters. They go at the start of a sentence to show it is a new idea or thought.

Next pour a line of concrete on the ground.

Now keep adding rows of bricks until the wall is high.

WAGOLL: Model Text

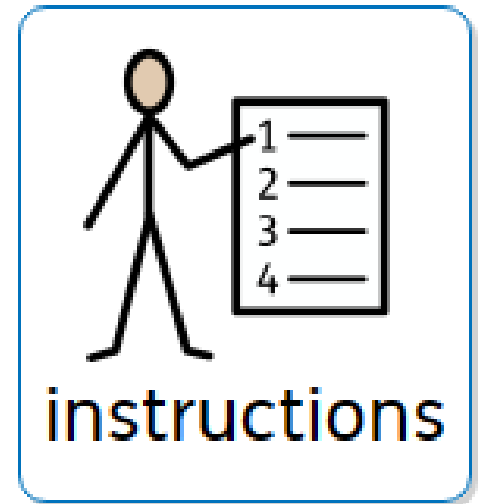
Let's read some instructions and discuss what features you spot

How to build a house

Equipment

Bricks, concrete, trowel, bucket

1. First, mix the concrete in a bucket with water.
2. Next, pour a line of concrete on the ground.
3. Then place the first row of bricks on the concrete.
4. After, spread concrete on top of the row of bricks.
5. Now, keep adding rows of bricks until the walls are high.
6. Finally, let the concrete dry and become hard.



Do you like your new house?

Key features

- Full Stops



capital
letter



full stop

Full stops go at the end of sentences and show us that an idea or a thought is finished and over.

First, mix the concrete in a bucket.

Finally let the concrete dry and become hard.

WAGOLL: Model Text

How to build a house

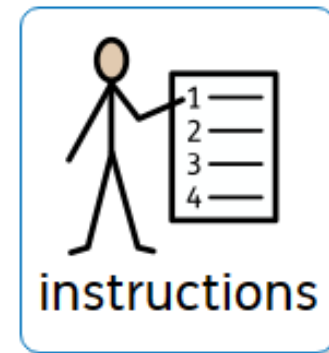
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Bricks, concrete, trowel, bucket

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3. Then place the first row of bricks on the concrete.
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5. Now, keep adding rows of bricks until the walls are high.
6. Finally, let the concrete dry and become hard.

Do you like your new house?

- Title, equipment and question
- Steps in order
- specific adverbials
- Plural suffixes-'s'
- verbs
- capital letters
- use full stops
- Key vocabulary



SEN Task

Let's read a set of instructions and discuss what features you spot.



Adaptive Task
Slide



Notes



Starred
Children

1. Mix the pot.

2. Pour it out.

3. Add a brick.

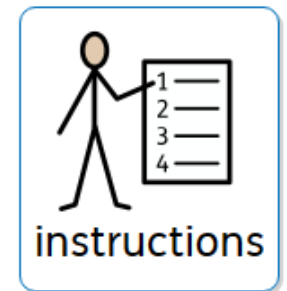
- capital letters
- use full stops
- Steps in order

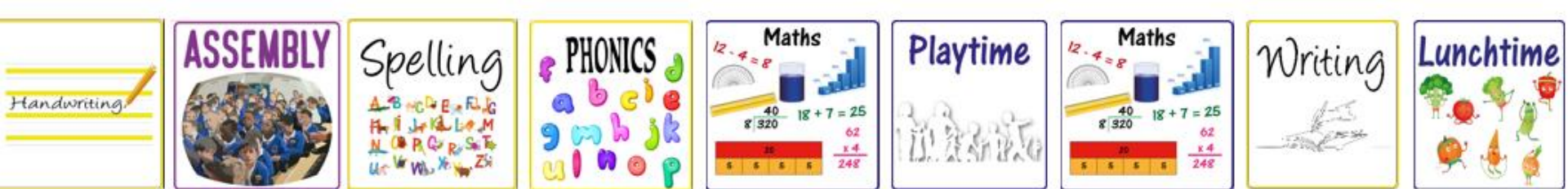
Success Criteria:

- I know the purpose of instructions.
- I can identify the key features in instructions.
- I can highlight the use of the features in the WAGOLL.

Task: Features of Instructions

- Now it's your turn.
- Identify the key features in the instructions using the colours at the top of the page.
- Underline neatly - **DO NOT COLOUR OVER THE TOP!!**





Lunchtime

12.00-12.40





Big Maths
12.40-1.00





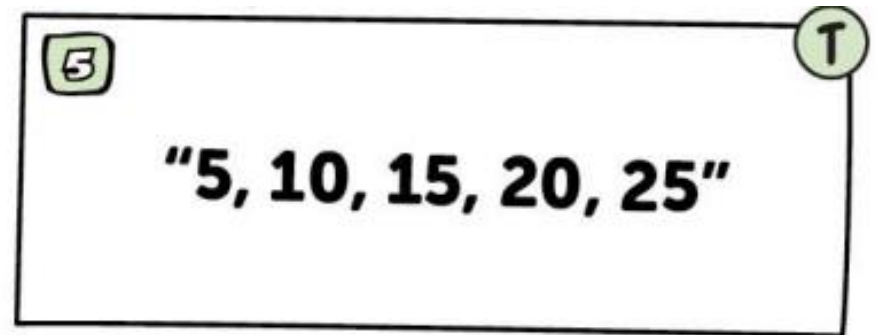
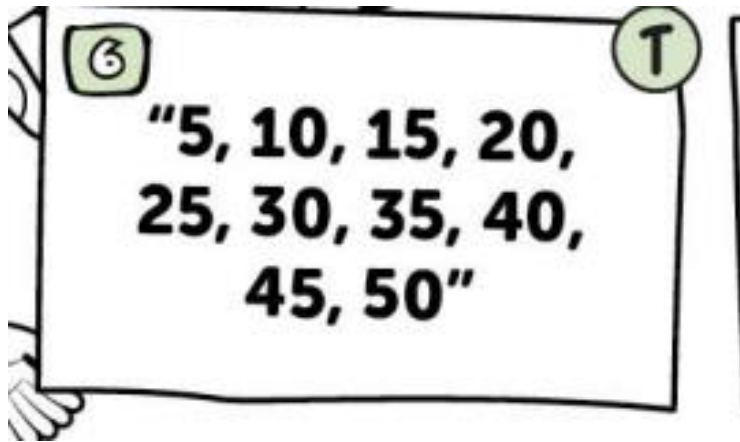
C = Counting

L = Learn Its

I = It's Nothing New (INN)

C = Calculation

C = Counting





Paint the Squares

Press **Esc** to exit full screen



Select a chart

1 to 10

1 to 50

1 to 20

1 to 100

1 to 30

1 to 120

Decimals

-100 to 1

These charts can be configured further on the game screen

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

L = Learn Its

Step 1

$$1 + 1 =$$

$$2 + 2 =$$

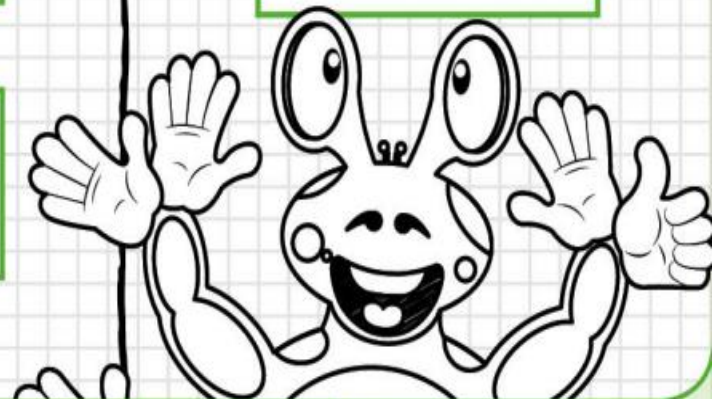


Step 2

$$4 + 4 =$$

$$3 + 3 =$$

$$5 + 5 =$$



Step 3

$$2 + 3 =$$

$$2 + 1 =$$

I = It's Nothing New (INN)

Step
1

Doubling With Pim
(Without Crossing 10)

I can double 1d numbers

This is PIM

*PIM can
help us
understand
doubling!*



**He is an
alien from
the planet
CLIC**



1 cat and
1 cat is ...

2 cats

How do
you know?



1
cat



1
cat



**Double 1
cat is ..
2 cats**

*How do
you know?*



**1
cat**



**1
cat**



1 duck and
1 duck is ...

2 ducks

How do
you know?



1
duck



1
duck



**Double 1
duck is ...
2 ducks**

*How do
you know?*



**1
duck**



**1
duck**



1 ball and
1 ball is ...
2 balls

*How do
you know?*



1
ball



1
ball



**Double 1
ball is ...
2 balls**

*How do
you know?*



**1
ball**

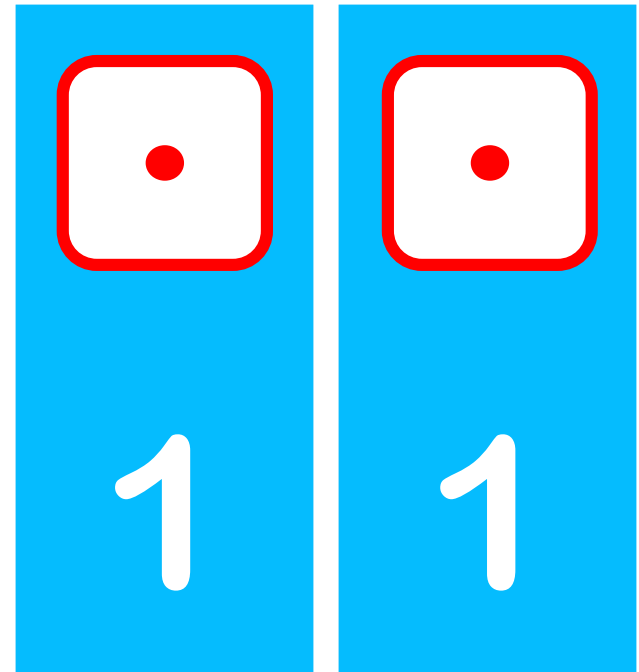


**1
ball**



1 and 1
is 2

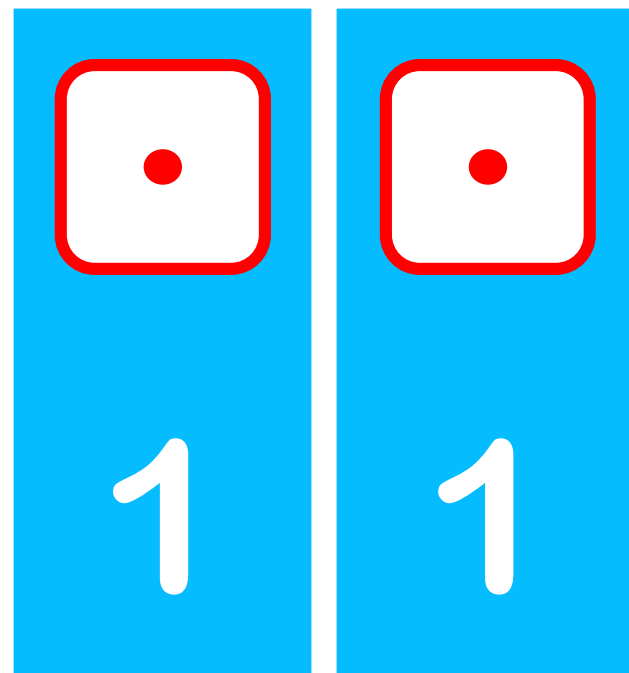
How do
you know?

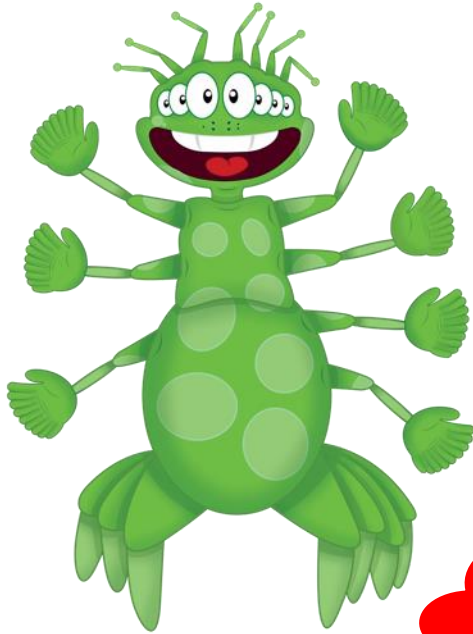




$$1 + 1 = 2$$

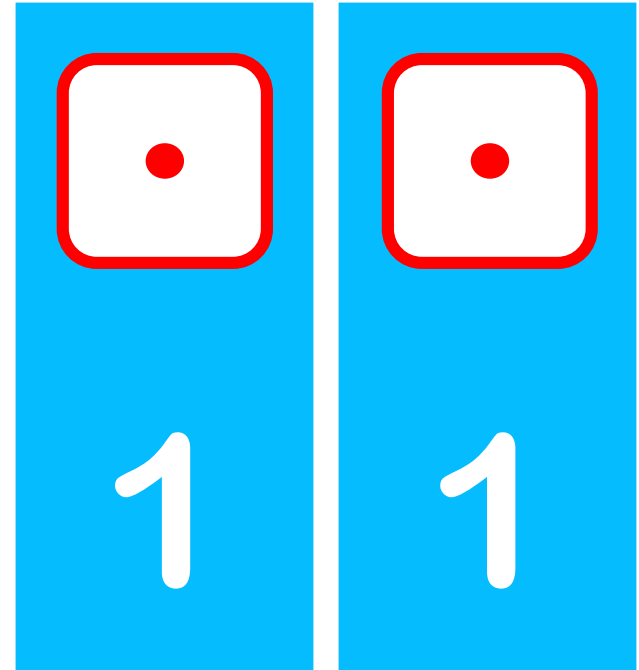
How do
you know?

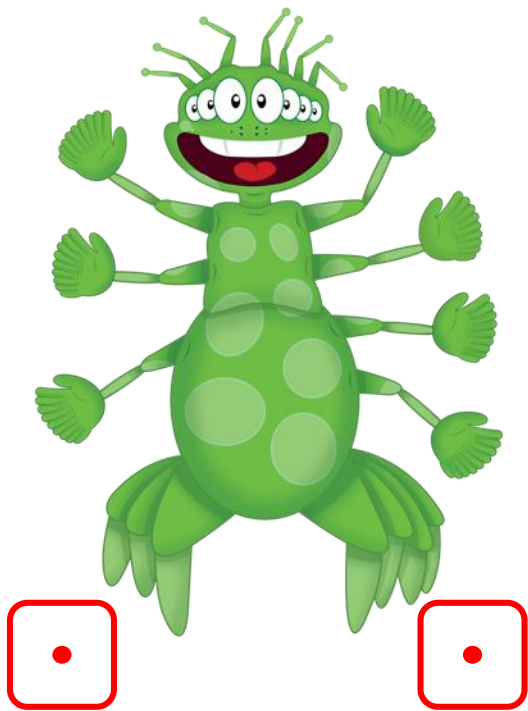




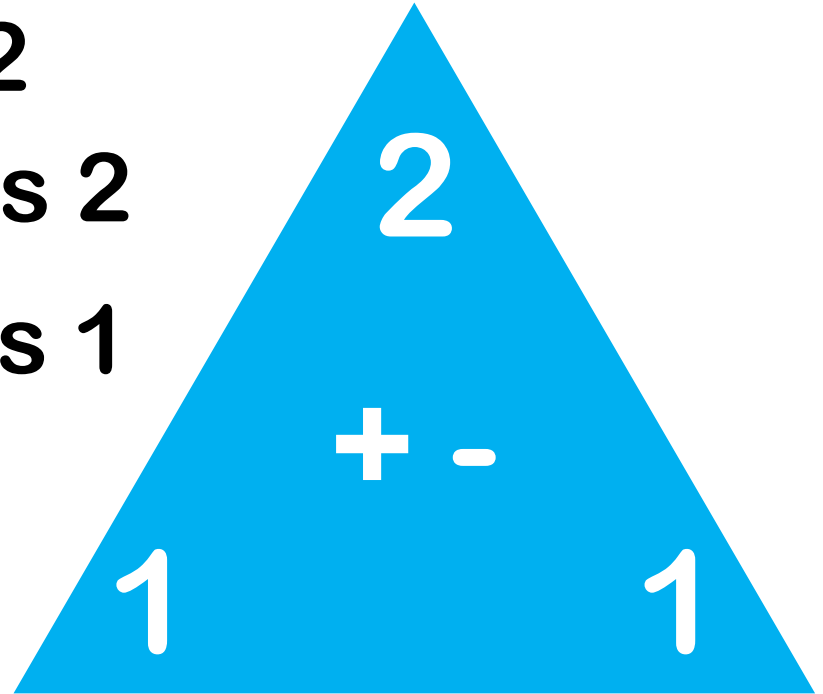
Double
1 is 2

How do
you know?





$1 + 1 = 2$
Double 1 is 2
Half of 2 is 1





2 cats and
2 cats is ...

4 cats

How do
you know?



2
cats



2
cats



Double
2 cats is ...

4 cats

How do
you know?



2
cats



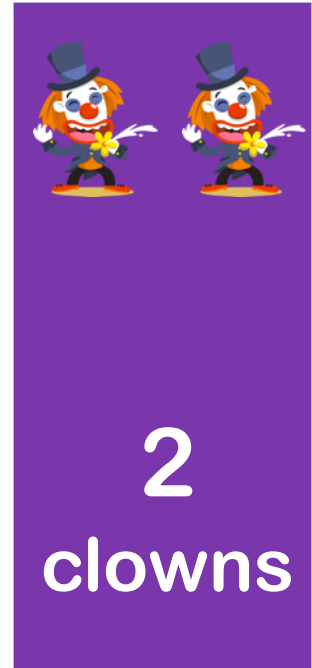
2
cats



2 clowns and
2 clowns is ...

4 clowns

How do
you know?

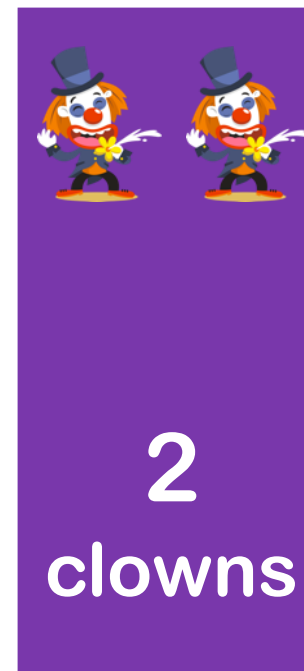
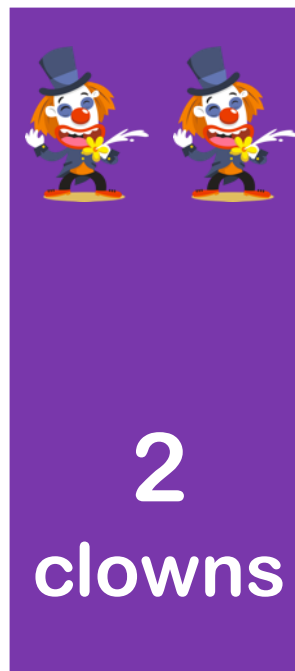


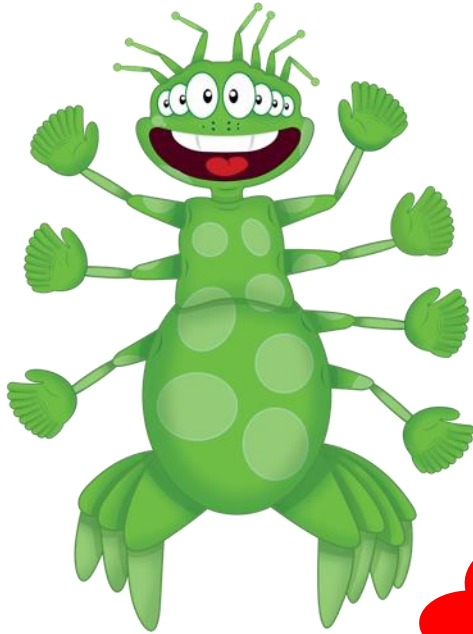


**Double
2 clowns is ...**

4 clowns

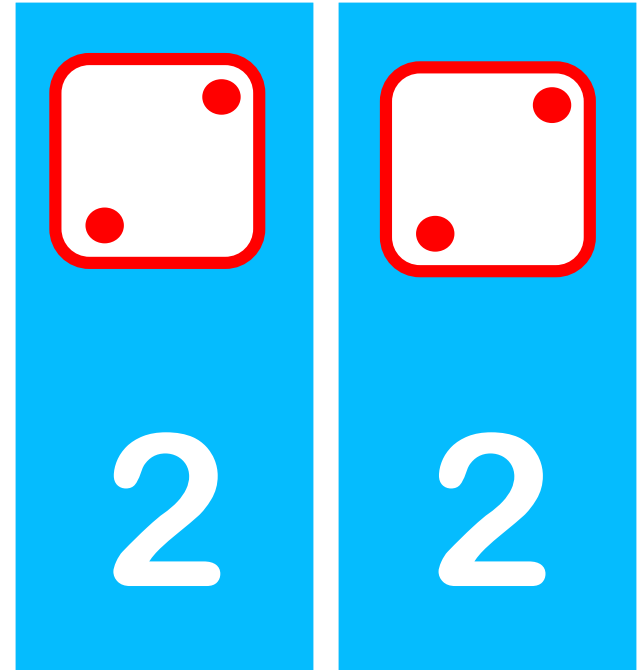
*How do
you know?*

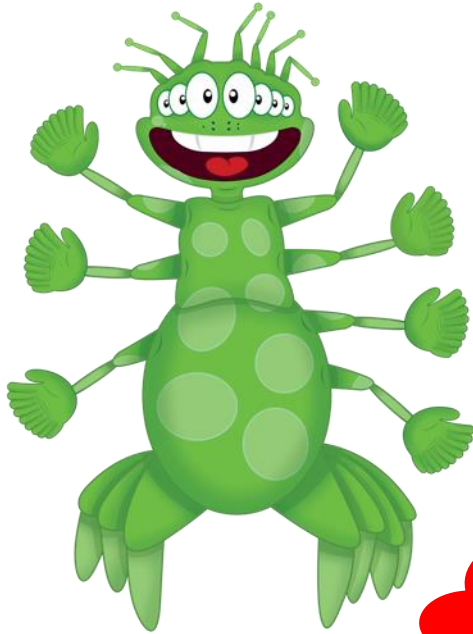




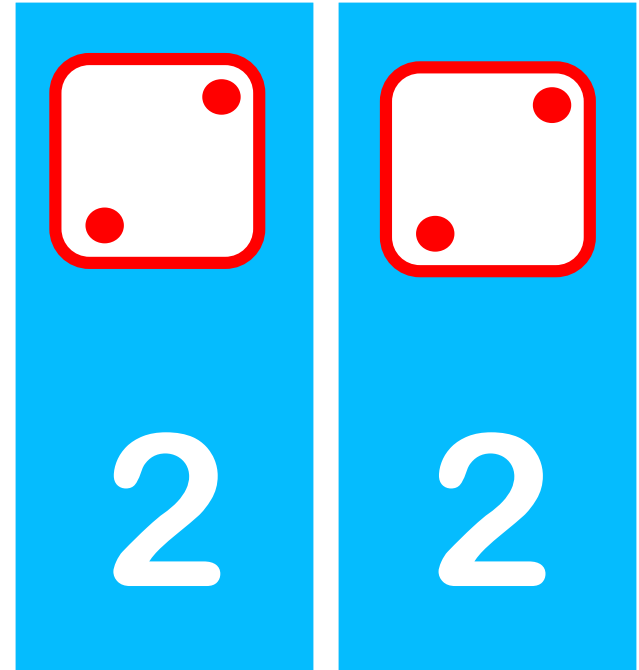
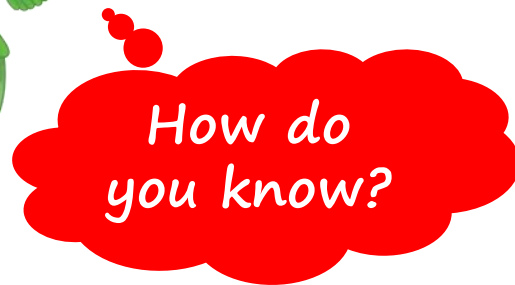
2 and 2
is 4

How do
you know?





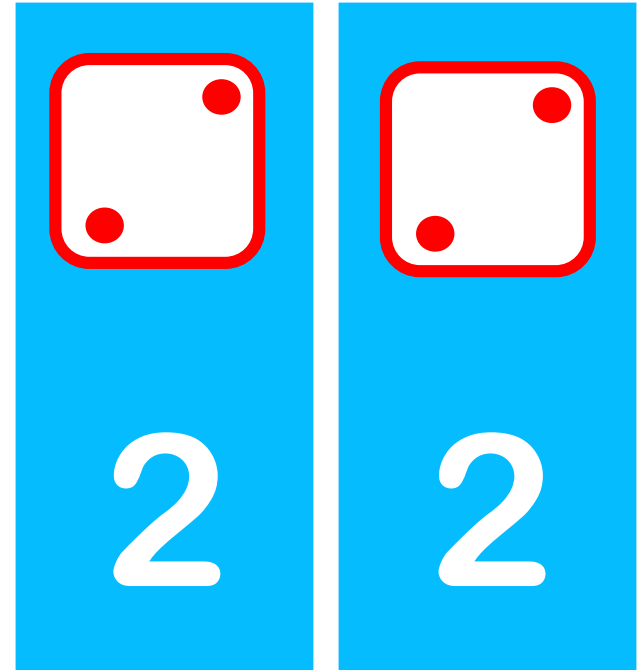
$$2 + 2 = 4$$





Double
2 is 4

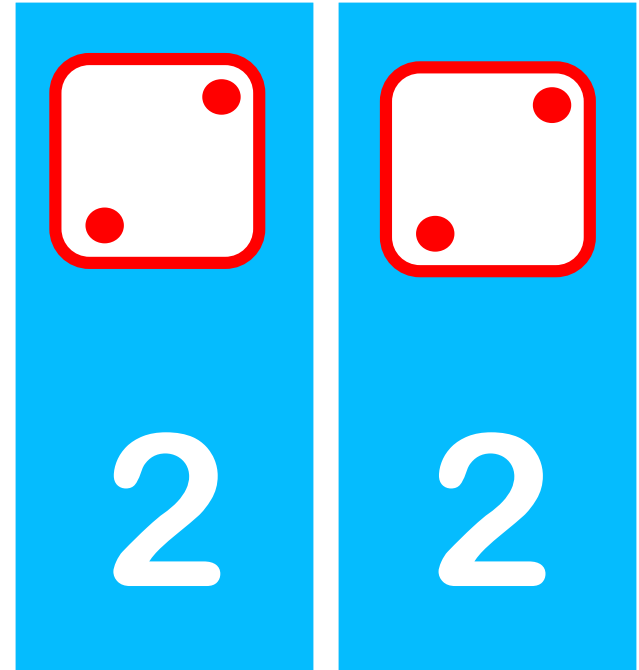
How do
you know?





Half of
4 is 2

How do
you know?

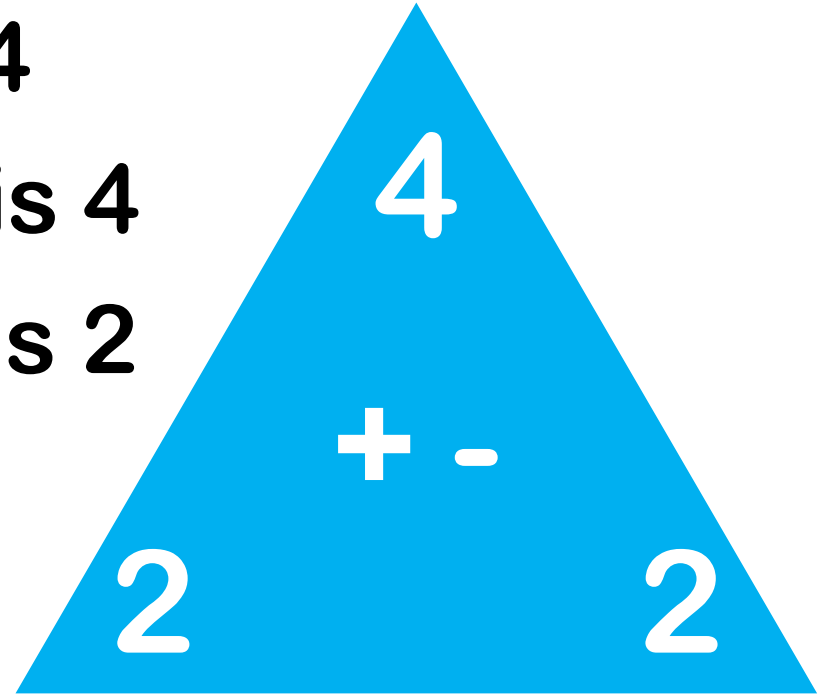




$$2 + 2 = 4$$

Double 2 is 4

Half of 4 is 2



C = Calculation

Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully

Step
5

Addition

I can add numbers of objects to
10

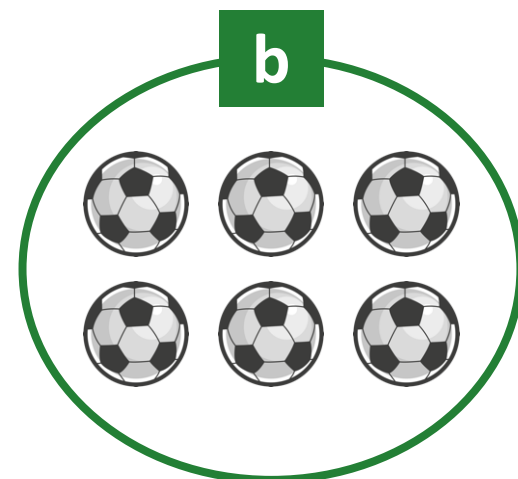
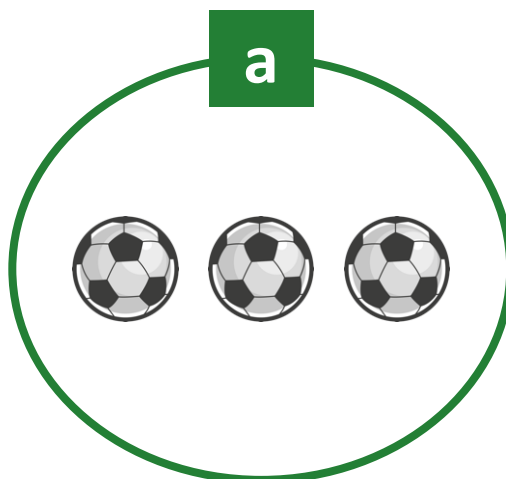




**Get your
whiteboards
ready!**

Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully



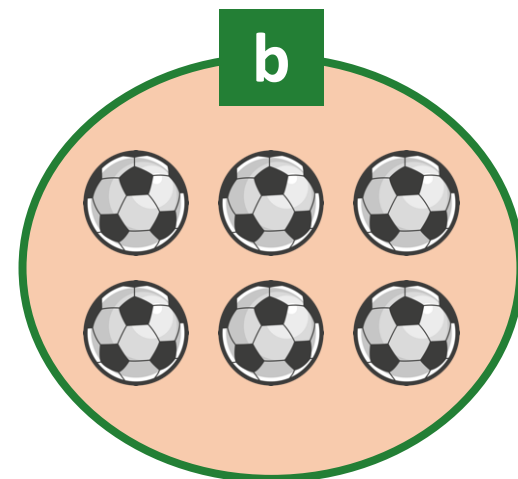
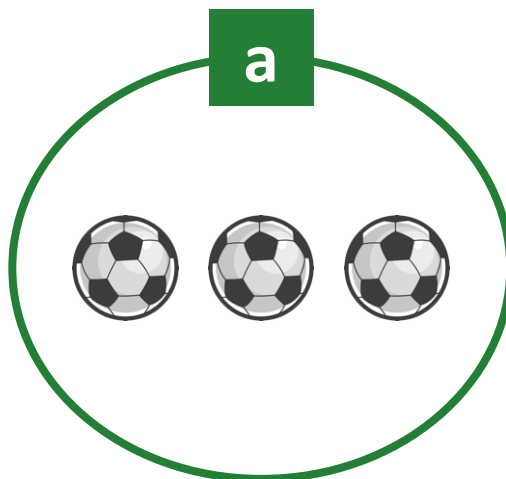
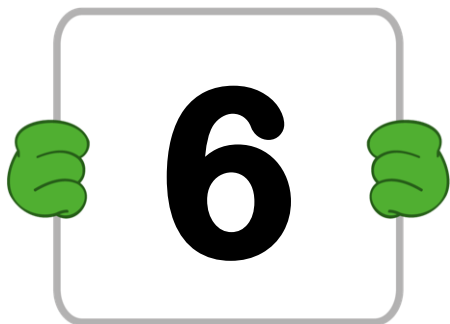
Count them all!

**How many
altogether?**



Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully



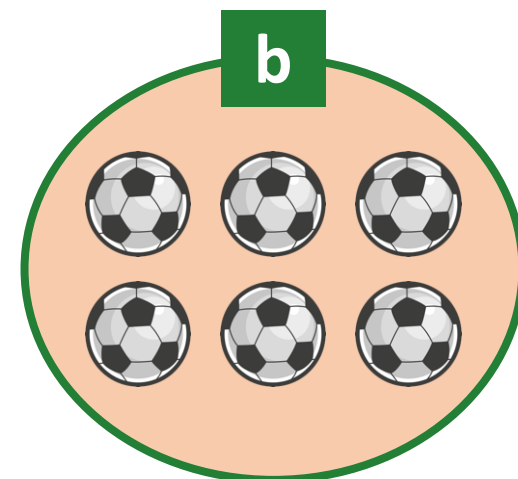
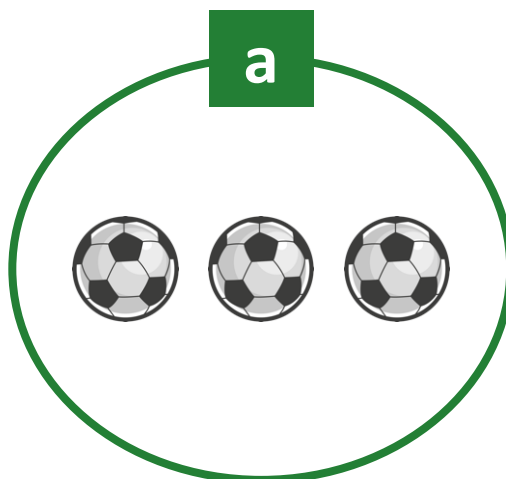
Count them all!

**How many
altogether?**



Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully



Count them all!

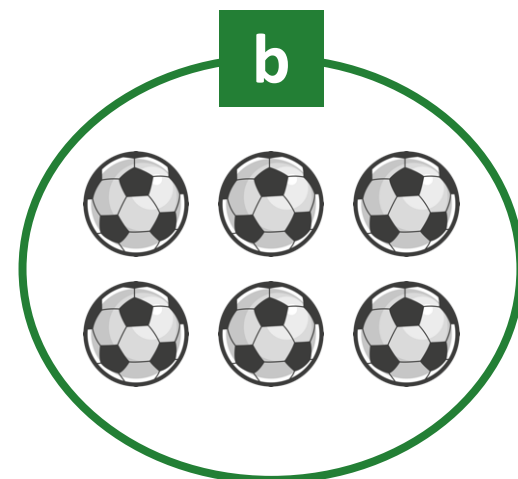
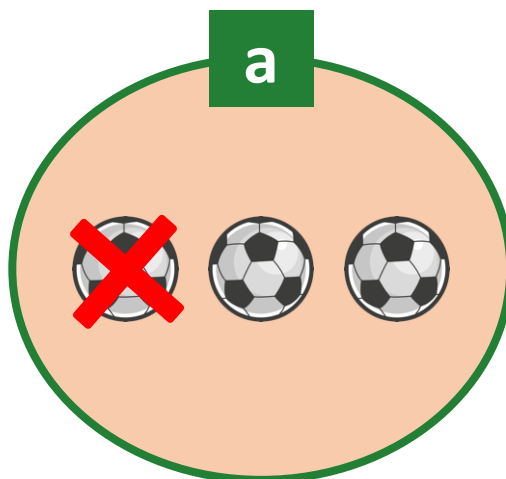
1 2 3 4 5 6 7 8 9 10

How many altogether?



Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully



Count them all!

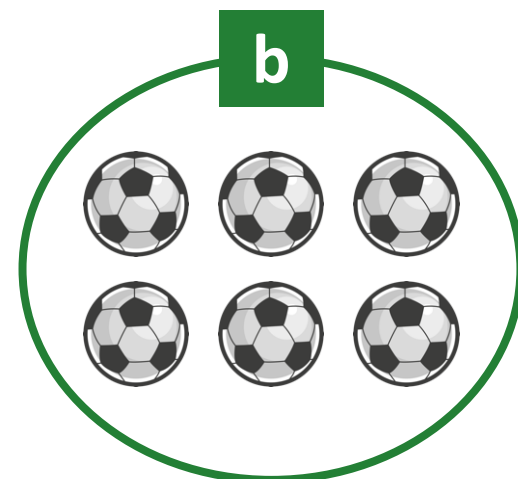
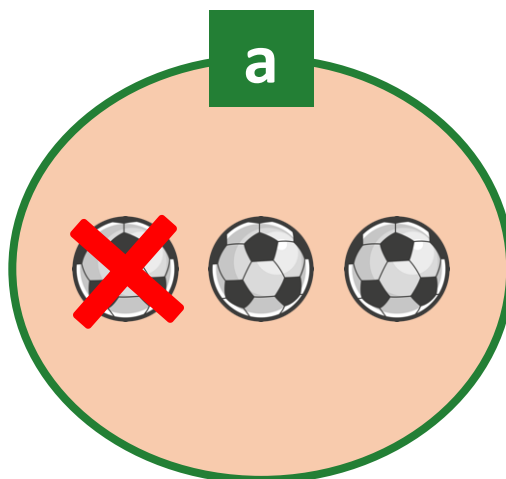


How many altogether?



Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully



Count them all!

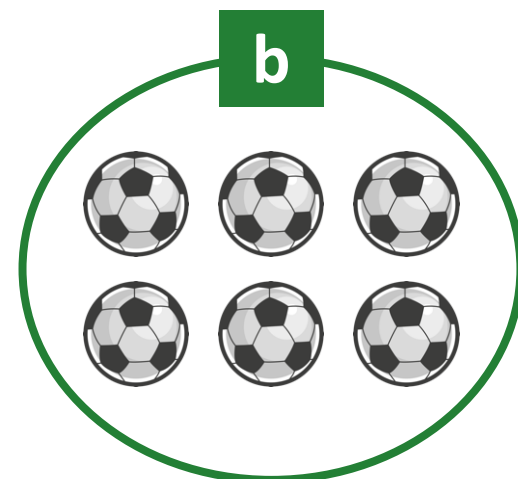
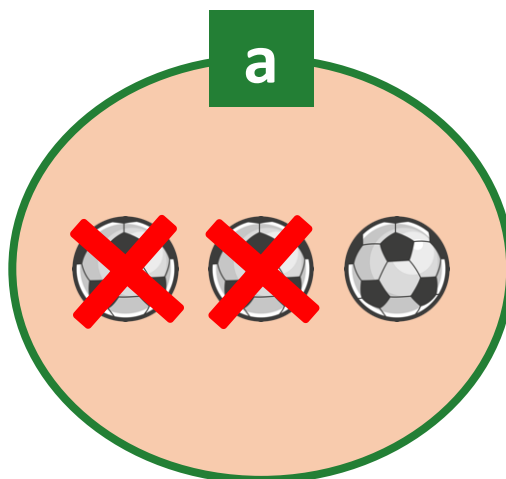


How many altogether?



Remember To:

- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully



Count them all!



How many altogether?



Remember To:

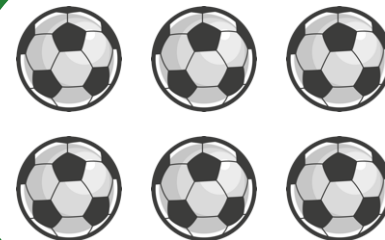
- find out how many there are in the larger group
- count on from the larger group
- count on each one carefully

9

a



b



Count them all!

1 2 3 4 5 6 7 8 9 10

How many altogether?



Geography-Lesson 2

Spatial Sense

1.00-1.45

Year 1

Spatial
Sense

Lesson 2

Location





Lesson Series

1. Aerial Views
2. Maps
3. Location
4. Compass Points
5. What makes a good map?
6. Drawing maps

National Curriculum Coverage

- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and route on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

What you need to know

- Aerial views are a view from above.
- Maps are a representation of an area of land or sea that can be used for navigation. Maps can show physical and or human features including cities, roads, buildings etc.
- The art of map making is called cartography. People who make maps are called cartographers. The word cartography comes from the Latin word 'carta' meaning map.
- The earliest known maps are actually of the stars and were found in cave paintings in Lascaux, France. The maps of the stars there are thought to be around 17,000 years old.
- Ancient Egyptian maps have been found that show land boundaries; it is likely these boundaries were re-established after the annual flooding of the Nile.
- The Age of Exploration is a time from the 15th to the 17th century where many Europeans began to travel the world in search of new trading routes and wealth. During this time mapping improved greatly as people travelled to new places. The Spanish and Portuguese also began mapping the seas to show ocean currents, this helped navigators to plan their routes.
- Now, many of us have maps at our fingertips on smartphones. Digital mapping has enabled us to locate maps showing almost any area of the world in seconds.
- Location means the place or position where something is. We can locate places on a map.
- A compass is an instrument used for navigation that locates where the geographical cardinal points are (north, south, east and west). Compasses have been used for over 2,000 years and were first designed in China using a magnetic stone called a lodestone.
- Simple maps include a title, a key, symbols and labels.

Spatial Sense



aerial view

what something **looks like from above**

map

a picture showing **where things are located** in an area

location

the place **where something is**

compass

a tool used to **find out directions**

key

a tool used to show **what symbols on a map represent**

symbol

a **picture on a map** that represents something

navigate

to **find the way**

a person who draws maps is called a cartographer



park map



a good map has:

a title

a key

symbols

compass points



aerial
view



map



location



compass



key



symbol



navigate

Symbol

First type text



a good
map has:

a title

a key

symbols

compass
points

Lesson 2: Using words to describe location



Geography

PKC

Spatial Sense: Year 1– Around My School Lesson 2: Using words to describe location

PKC
Primary Knowledge
Curriculum

Teacher Knowledge

In this lesson, children will learn some of the vocabulary we use to describe location. They will become more confident when describing location and will use the vocabulary with increasing accuracy. This lesson will require children to think about their own position in relation to things around them. They will draw a signpost map which involves thinking about things nearby and things further away. This task will help children to develop their understanding of position and location. Words that children should be familiar with include; next to, nearby, near, far, close to, behind, in front, furthest, closest, further than, closer than.

Knowledge Objective

To describe location.

Knowledge Goals

Location means the place where something is.

We can use words to describe location.

We can use words to compare the location of different places.

Lesson Detail

Prior Learning: Check knowledge organiser. Reconnect to vocabulary taught: *What is an aerial view? What do maps show us?*

Vocabulary: Explain that location means the place where something is. Explain we use different words to describe location. Introduce location words; next to, nearby, far from, close to, furthest, closest. Ask children to move around the room according to which word you use, e.g. Stand near to the door, stand far from the table etc. You may like to introduce hand signs to help children remember some of the vocabulary. If children need more experience with this vocabulary after this lesson, try to find additional time to address this. They will use this vocabulary in this unit and in other geography units across KS1 and KS2.

Teach: Show children a simple map of the classroom. Explain that to describe things in the classroom we need to use some location words e.g. next to, nearby, near, far, close to, behind, in front, furthest, closest, further than, closer than. Orally rehearse the sentence structure, for example, the computer is **next to** the reading corner. Model drawing signpost map- children to think about the things that are closest to them, things that are nearby and finally things far away. Give children plenty of opportunities to orally rehearse the sentence structure e.g. The door is located close to me. The playground is far away from me. The office is much further away from me than the library.

Talk task: *Which things in our classroom are nearest to you? Which are further away?*

Task: Complete signpost map with 'me' at the centre. If children complete their 'maps', extend children by asking them to draw a signpost with their home as the centre point. *Which places do you know are near to your home? Which places are further away?* Extend this as necessary to challenge children with lots of prior experience.

Partner teach/Plenary: Explain that geographers are people who study places. They think about what is in a place. They talk about location. What might a geographer say about our school? Discuss, *What does location mean? How can I describe the location of ___?*

Step for Depth: *Describe the furthest place you have ever been. How did you get there?* This could be written in geography books, or could be done orally as a whole class step for depth. Please note– this exercise is not designed to highlight how some children may have been on planes and others haven't, but to encourage children to think about distance and time travelled. It might be that a child walked a really long way once and they consider that being the furthest place they've been. Consider their conceptual understanding of location and distance when reading/listening to their answers.

Vocabulary

next to,
nearby,
near,
far,
close to,
behind,
in front,
furthest,
closest,
further than,
closer than

Example signpost map:



Suggested Resources

Additional text if required: Scot Ritchie, [Follow That Map!](#) A first look at mapping skills, Kids Can Press, 2009 [Mapzone](#) from the Ordnance Survey has some online games and lesson ideas that can be adapted for children in Year 1.

Date: 20.9.2024

L.O. To describe location.



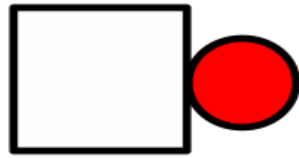
Knowledge goals

1. I can complete a signpost map.
2. I know location means the place where something is.
3. I can talk about which objects are near and far away from me.

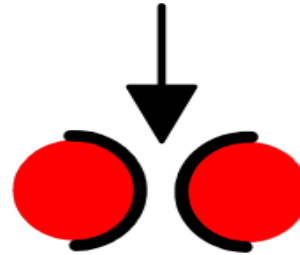
Here are today's key words:



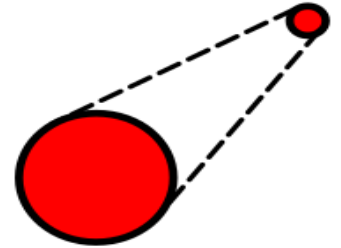
location



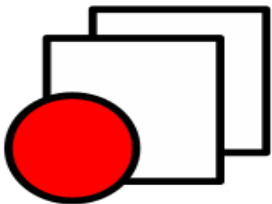
next to



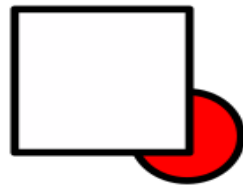
near



far



in front of



behind



map



places

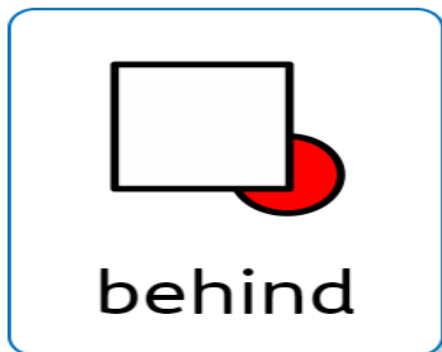
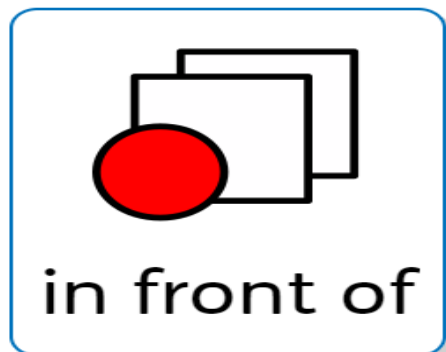
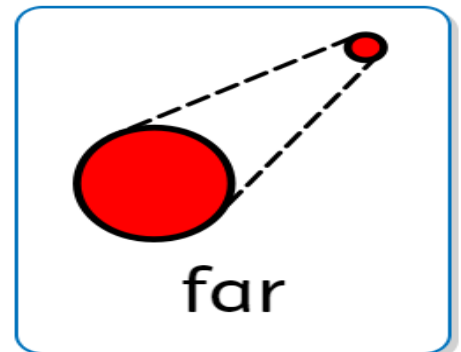
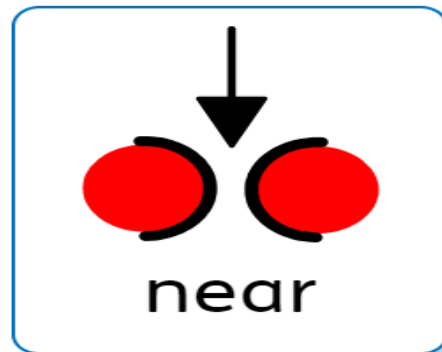
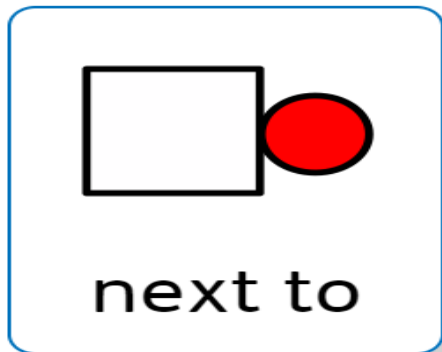


location

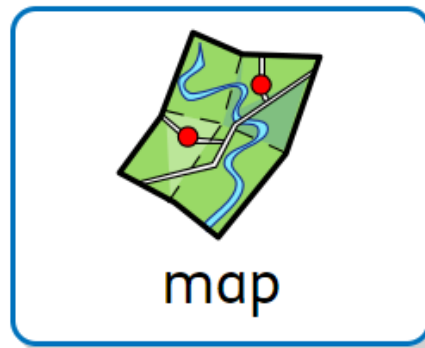
The place where something is



Vocabulary check point

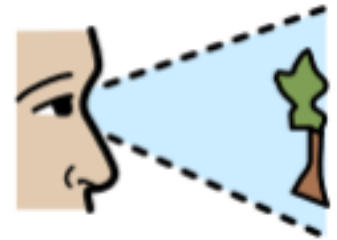
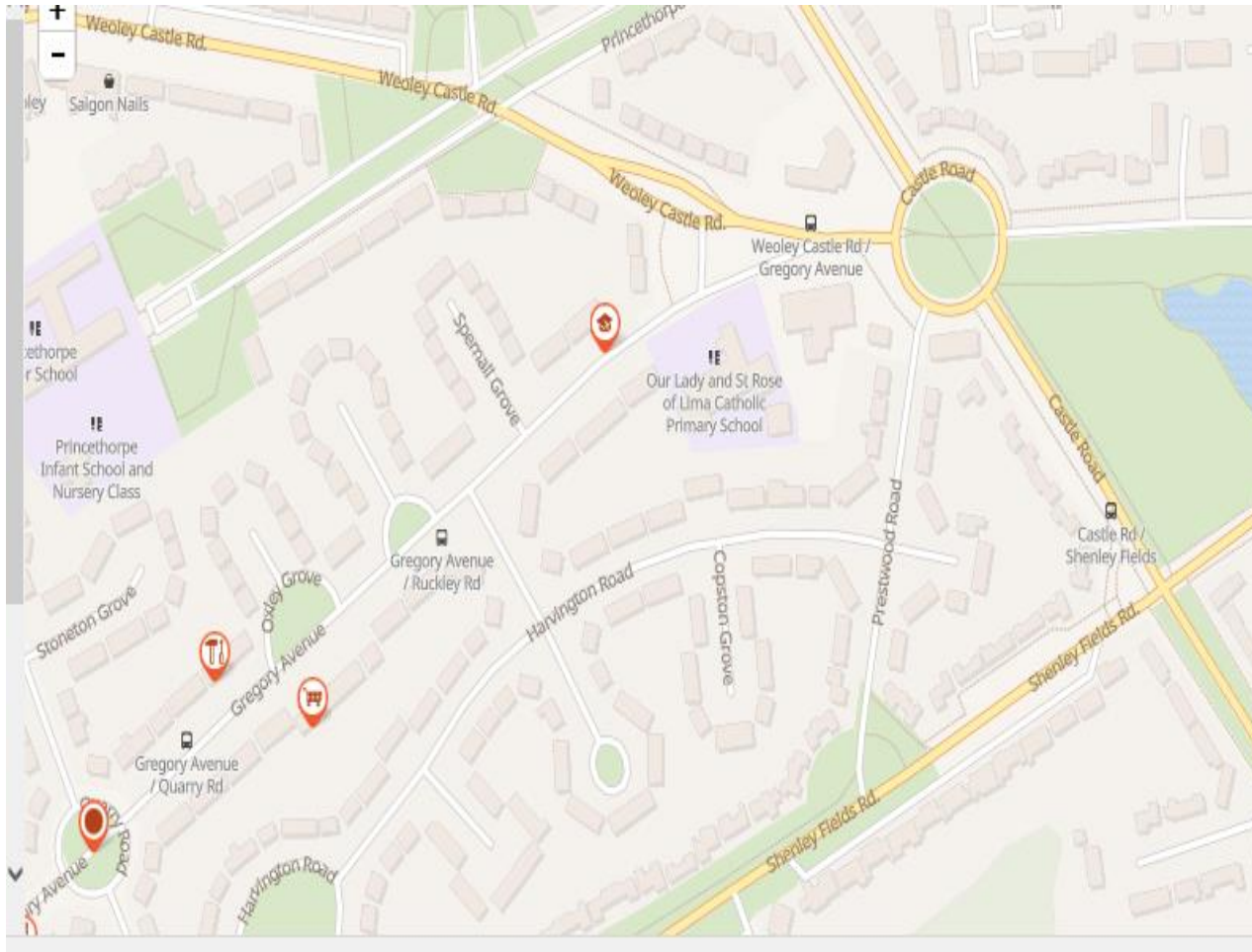


What is an aerial view?
What do maps show us?

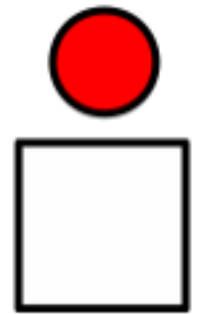


Teach

When we look at something from above
we call this an  view.



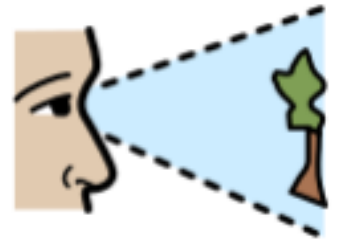
view



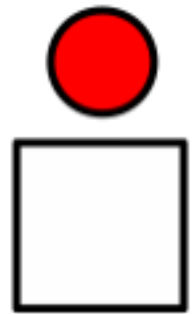
above

Teach

An  view means we must look from up in the air.



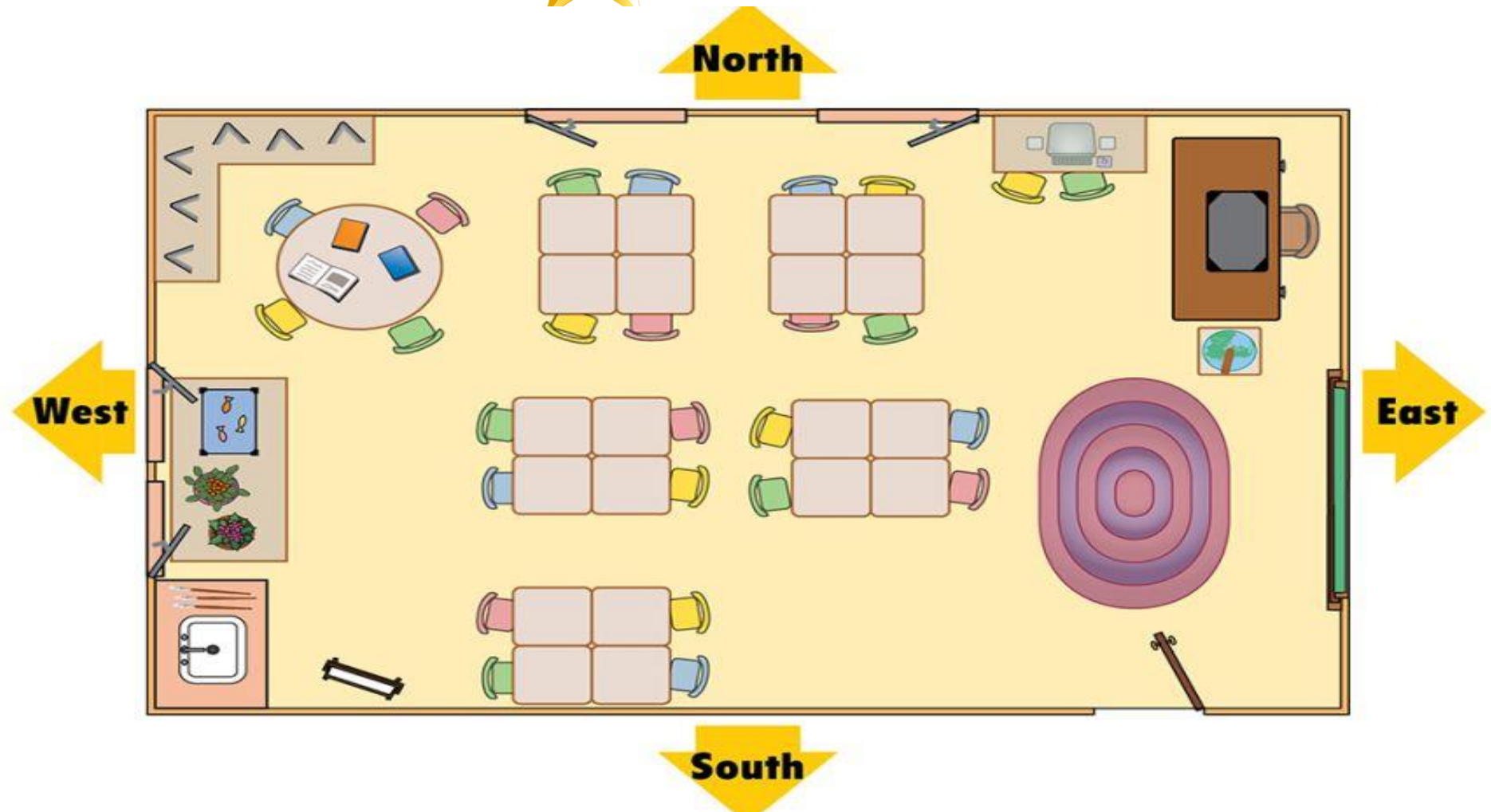
view



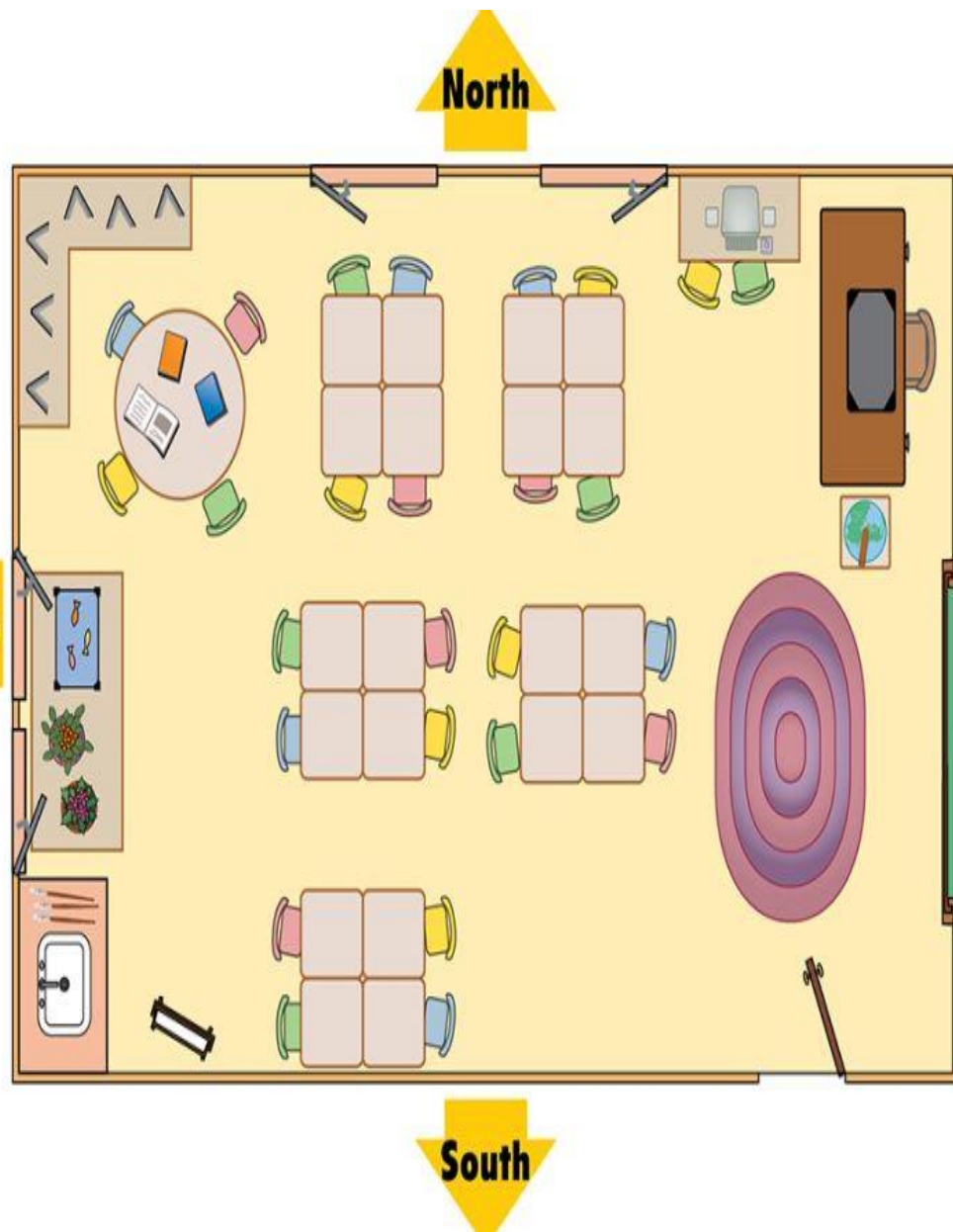
above

Teach

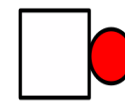
Here is a map of the classroom. We can describe the  of different objects.



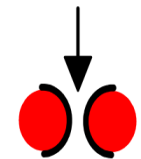
Teach



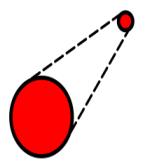
location



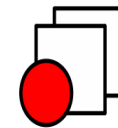
next to



near



far



in front of



behind



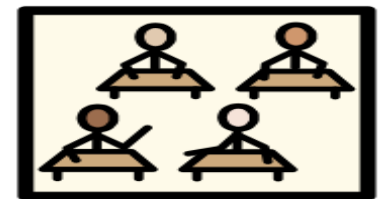
map



places



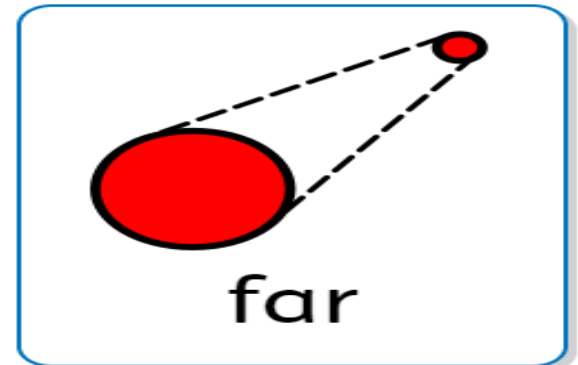
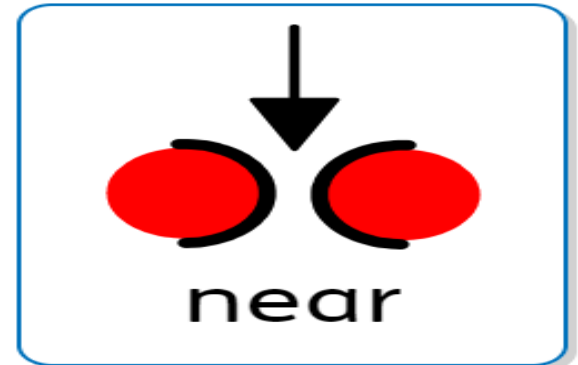
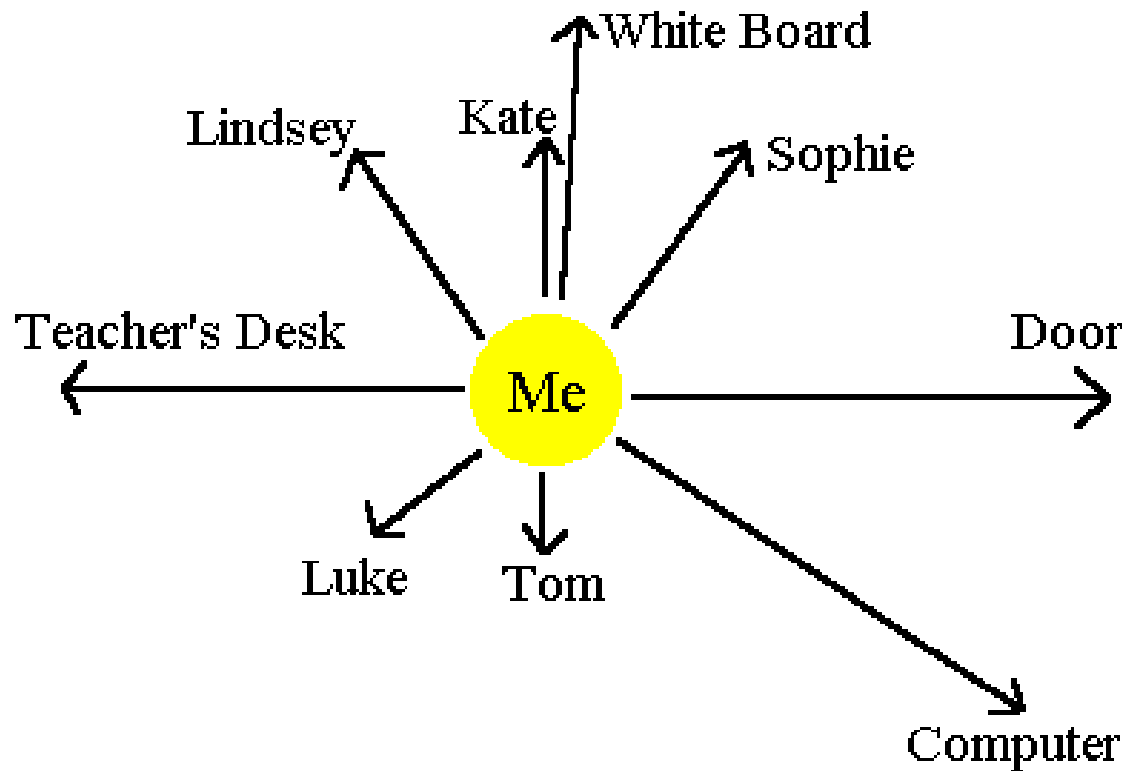
Speak



classroom

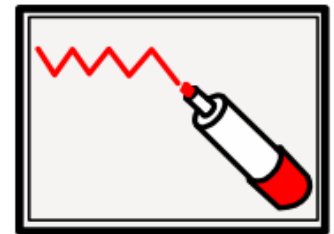
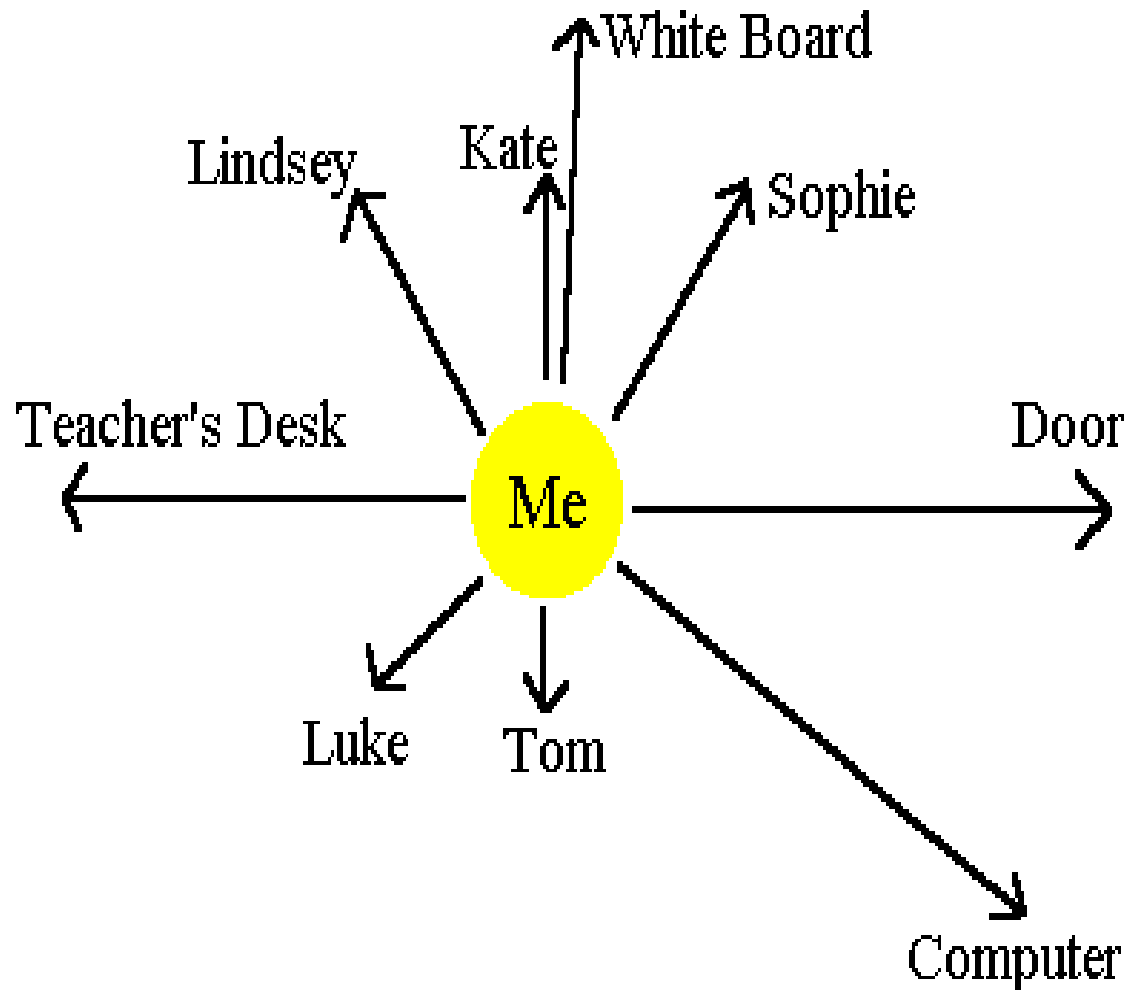
Teach

This is called a signpost map. It shows us what is close and far away.



Teach

Let me model drawing one to you.



board

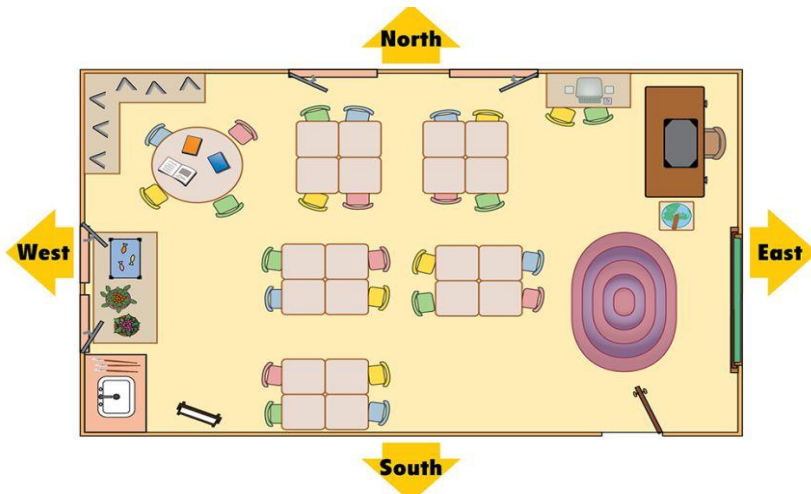
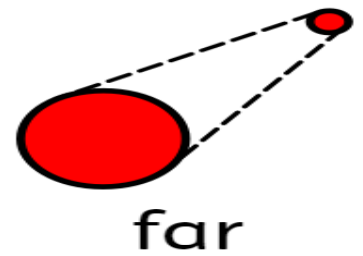
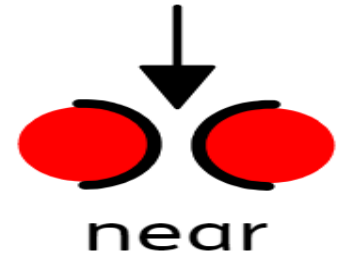


model

Talk



Which things in
the classroom
are near or far
from you?



Date: 20.9.2024

L.O. To describe location.

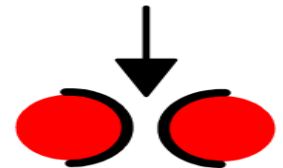
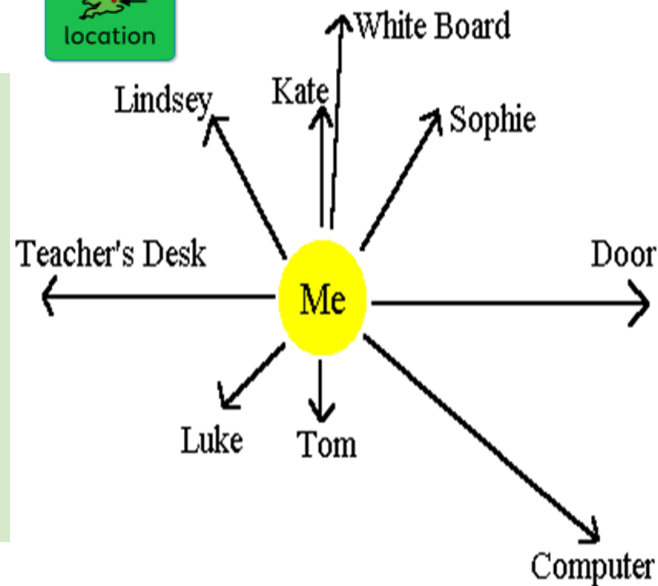


Knowledge
goals

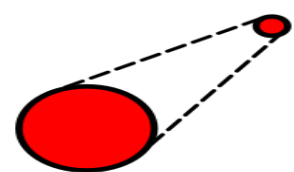
1. I can complete a signpost map.
2. I know location means the place where something is.
3. I can talk about which objects are near and far away from me.

Task: ...

Complete
signpost map with
me at centre
using close and
far away.



near



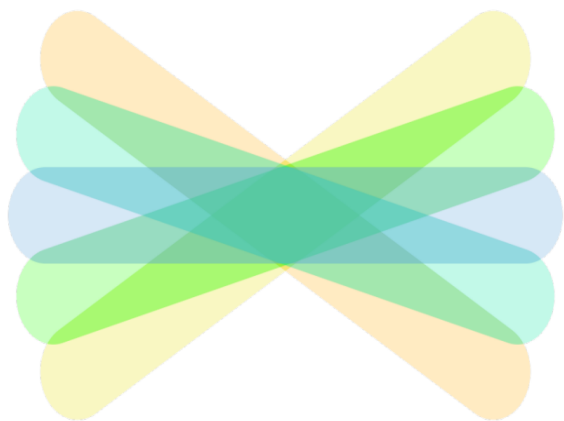
far

Step for Depth

Describe the furthest place you have ever been. How did you get there?

Adapted task

Complete signpost map on Seesaw using pictures of outside objects. Then record own sentence saying what is near and far.



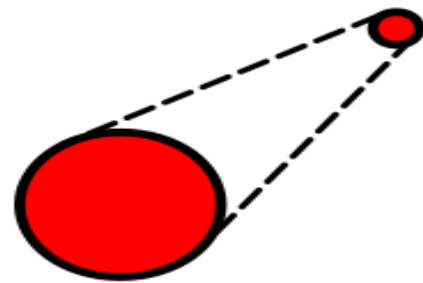
Seesaw



record



near



far

Adapted task

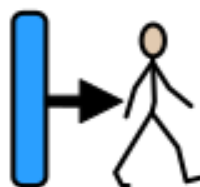
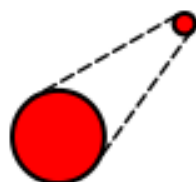
Complete signpost map on Seesaw using pictures of outside objects. Then record own sentence saying what is near and far.



Sentence Starters



Location is where



Things

far

away from

me

are



Things

near to

me

are

Sentence Starters



i



know



location

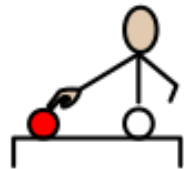
is a



place



Some things



that

are



close to

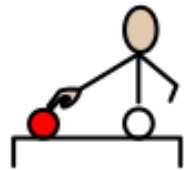


me

are

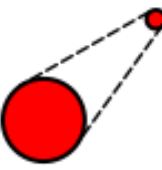


Some things



that

are



far



away



from



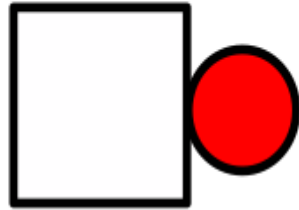
me

are

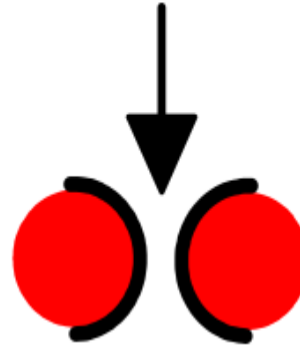
Word Bank



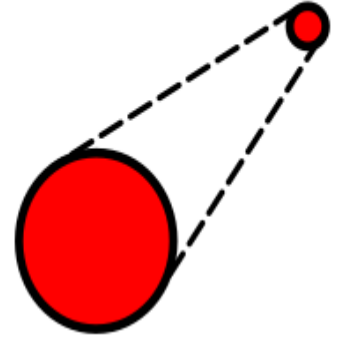
location



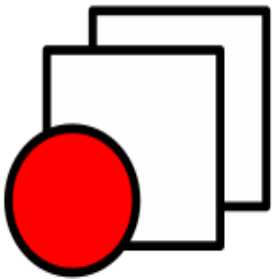
next to



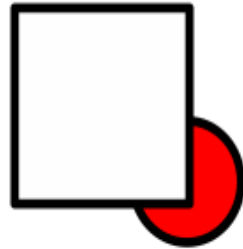
near



far



in front of



behind

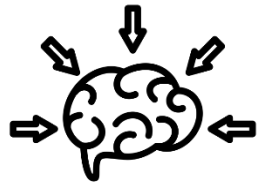


map



places

Let's review



Knowledge
goals

- Green pen at the ready.
- Find where you have written about the knowledge goal.
- Tick your work and write KG [number] next to it.
- If you haven't included the Knowledge goal, write the KG number and the goal underneath your work.



- KG1. I can complete a signpost map.



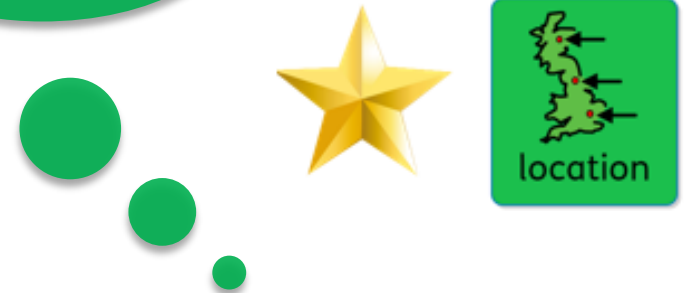
- KG2. I know location means the place where something is.



- KG3. I can talk about which objects are near and far away from me.

And finally

How can I describe
the location of....





Daily Active

1.45-2.00





Geography

Finish Lesson 2

Spatial Sense

2.00-2.15

Date: 20.9.2024

L.O. To describe location.

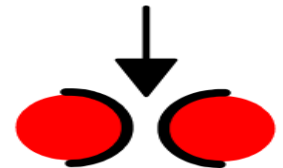
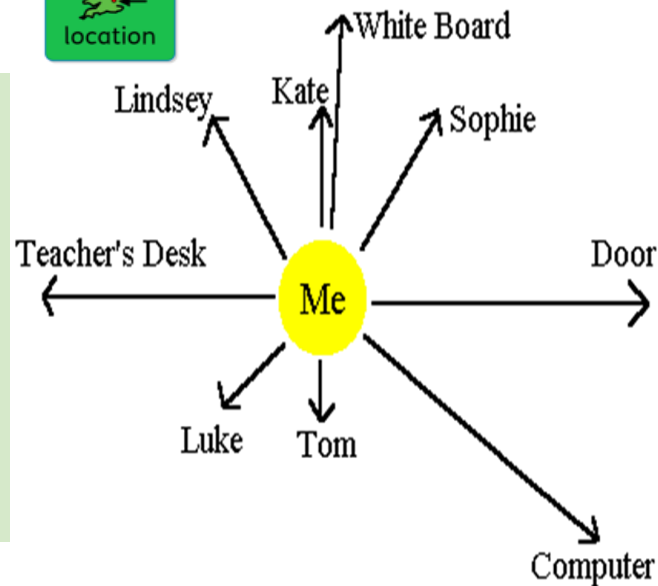


Knowledge
goals

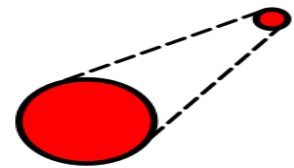
1. I can complete a signpost map.
2. I know location means the place where something is.
3. I can talk about which objects are near and far away from me.

Task: ...

Complete
signpost map with
me at centre
using close and
far away.



near



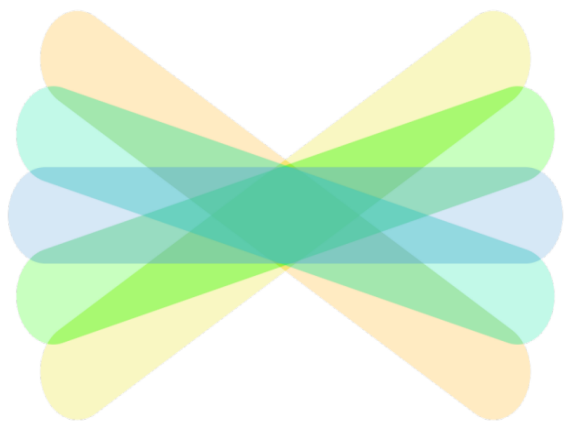
far

Step for Depth

Describe the furthest place you have ever been. How did you get there?

Adapted task

Complete signpost map on Seesaw using pictures of outside objects. Then record own sentence saying what is near and far.



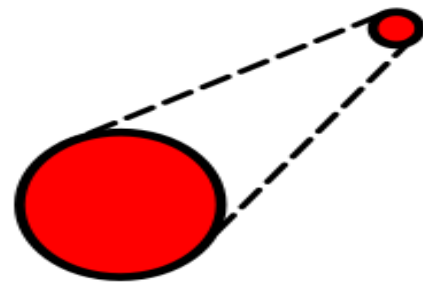
Seesaw



record



near



far

Adapted task

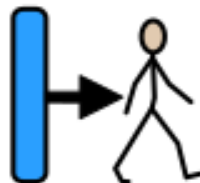
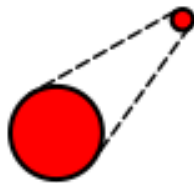
Complete signpost map on Seesaw using pictures of outside objects. Then record own sentence saying what is near and far.



Sentence Starters



Location is where



Things far away from me are



Things near to me are

Sentence Starters



i



know



location

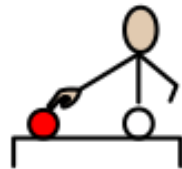
is a



place



Some things



that

are



close to

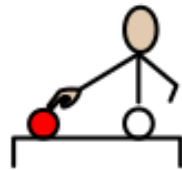


me

are

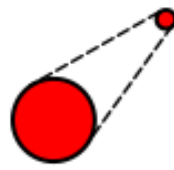


Some things



that

are



far



away



from



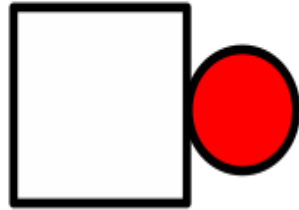
me

are

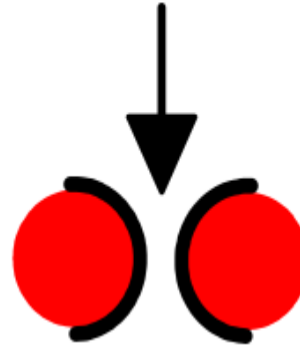
Word Bank



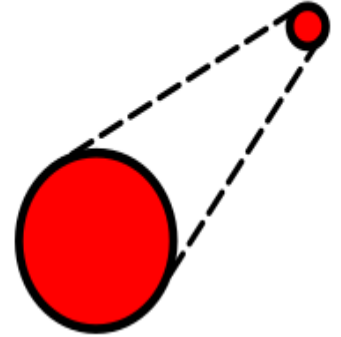
location



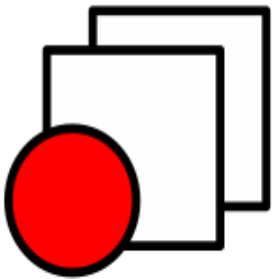
next to



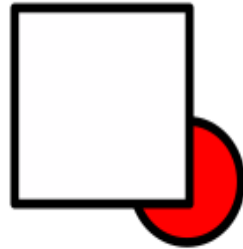
near



far



in front of



behind

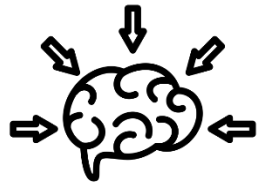


map



places

Let's review



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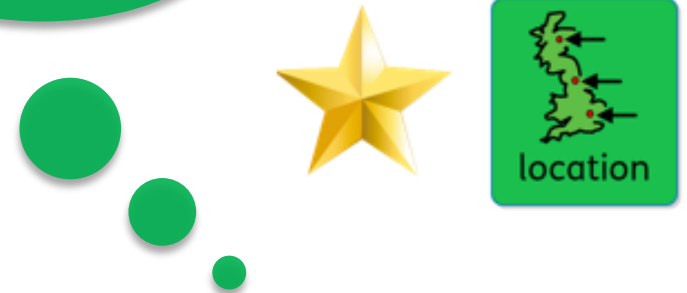
- KG2. I know location means the place where something is.



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And finally

How can I describe
the location of....



Geography-Lesson 3

Spatial Sense

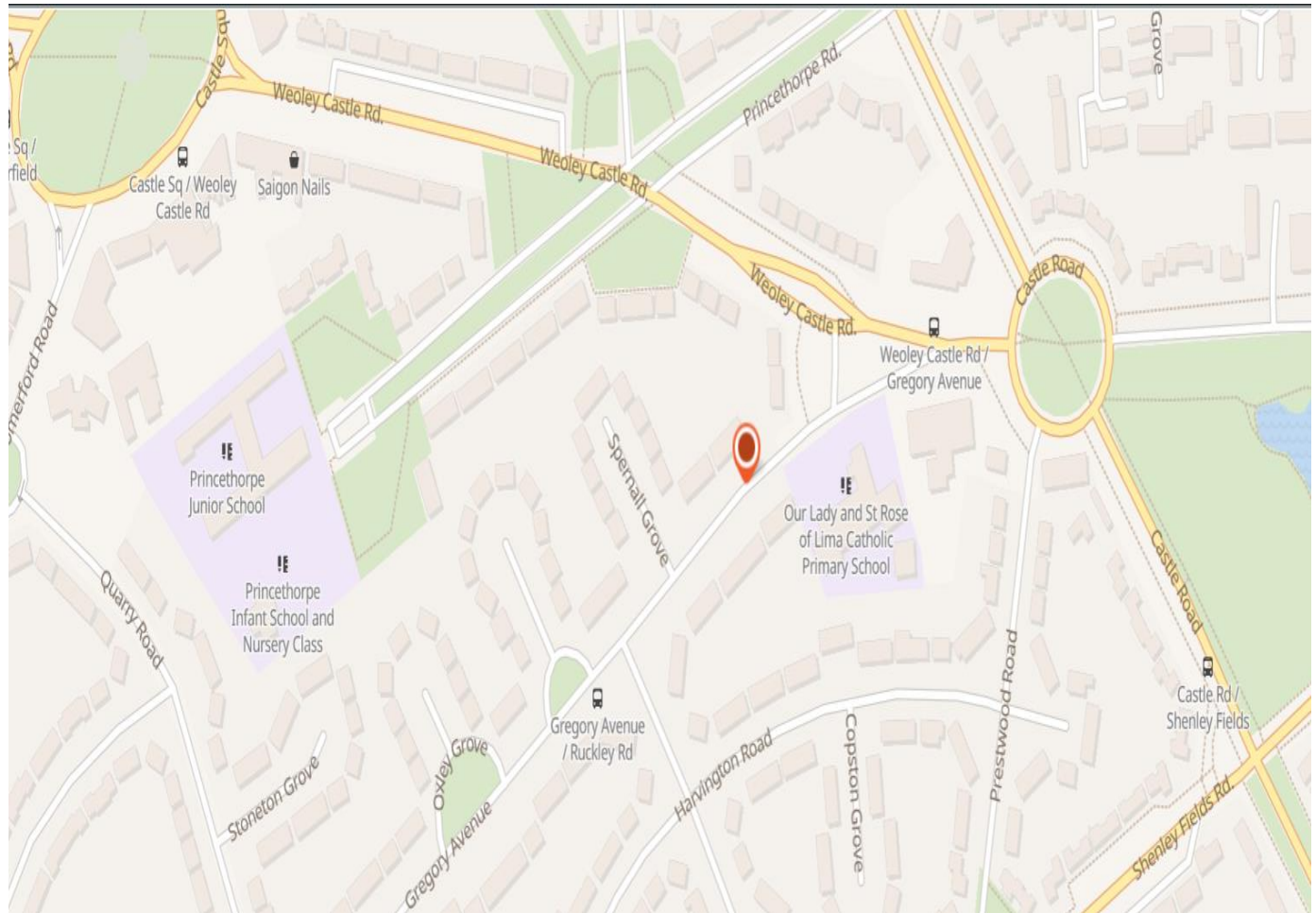
2.15-3.10

Year 1

Spatial
Sense

Lesson 3

Maps





Lesson Series

1. Aerial Views
2. Maps
3. Location
4. Compass Points
5. What makes a good map?
6. Drawing maps

National Curriculum Coverage

- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and route on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

What you need to know

- Aerial views are a view from above.
- Maps are a representation of an area of land or sea that can be used for navigation. Maps can show physical and or human features including cities, roads, buildings etc.
- The art of map making is called cartography. People who make maps are called cartographers. The word cartography comes from the Latin word 'carta' meaning map.
- The earliest known maps are actually of the stars and were found in cave paintings in Lascaux, France. The maps of the stars there are thought to be around 17,000 years old.
- Ancient Egyptian maps have been found that show land boundaries; it is likely these boundaries were re-established after the annual flooding of the Nile.
- The Age of Exploration is a time from the 15th to the 17th century where many Europeans began to travel the world in search of new trading routes and wealth. During this time mapping improved greatly as people travelled to new places. The Spanish and Portuguese also began mapping the seas to show ocean currents, this helped navigators to plan their routes.
- Now, many of us have maps at our fingertips on smartphones. Digital mapping has enabled us to locate maps showing almost any area of the world in seconds.
- Location means the place or position where something is. We can locate places on a map.
- A compass is an instrument used for navigation that locates where the geographical cardinal points are (north, south, east and west). Compasses have been used for over 2,000 years and were first designed in China using a magnetic stone called a lodestone.
- Simple maps include a title, a key, symbols and labels.

Spatial Sense



aerial view

what something **looks like from above**

map

a picture showing **where things are located** in an area

location

the place **where something is**

compass

a tool used to **find out directions**

key

a tool used to show **what symbols on a map represent**

symbol

a **picture on a map** that represents something

navigate

to **find the way**

a person who draws maps is called a cartographer



park map



a good map has:

a title

a key

symbols

compass points



Spatial Sense



aerial
view



map



location



compass



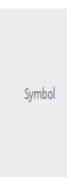
key



symbol



navigate



First type text



a good
map has:

a title

a key

symbols

compass
points

Lesson 3: Understanding Maps



Geography

PKC

Spatial Sense: Year 1– Around My School

Lesson 3: Maps

PKC
Primary Knowledge
Curriculum

Teacher Knowledge

Maps are diagrams or pictures that represent a specific area of land or sea. They show physical features such as rivers, beaches, cliffs, coastline, forests, mountains, seas, valleys and sometimes vegetation. Maps can also show human features such as cities, towns, villages, buildings, and ports. Scales on maps can be very different, some showing the whole world, others showing a local area. Children need to understand that maps show us where things are from above. They will build on their work in the previous lesson to gain an understanding that maps represent a simple aerial view of a specific location. People who create maps are called cartographers and map making has been undertaken for many, many years. Some of the earliest maps are from Ancient China, children may be interested to look at maps from a long time ago and see how map making has developed in the digital age. Now we always have maps available to us on phones/tablets/internet. Children will build on their knowledge of maps and their conceptual understanding as they work through the curriculum in KS1 and KS2.

Knowledge Objective

To understand that maps tell us the location of different places.

Knowledge Goals

Maps give us information about places.

Location means where something is.

Maps use symbols to show where things are.

Lesson Detail

Prior Learning: Check knowledge organisers. Read definition of aerial view. Discuss their learning from the previous lesson and recall what information we can find from maps.

Vocabulary: Reconnect to the word 'location' and explain it means the place where something is. Explain that maps tell us the location of places. The word 'location' comes from the Latin verb *locare*. Explain that geographers think about location of places and what it is like in that place. A geographer might find a place and look at what is in it and around it. (Disciplinary knowledge) Explain that symbols are little pictures that represent things; give some examples from maps. Instead of drawing a church, we can use the symbol of the circle with a cross. (Children will return to this learning in Lesson 5)

Teach: Recap from previous lesson- why maps might be useful and who might need them. Recap aerial views. Explain that maps are drawn as if we were above the land, like an aerial view. Maps tell us where places are; the **location** of places. Tell the children that map makers are called cartographers. Show children a range of maps showing land, sea, rivers, beaches, cliffs, coastline etc. Explain that some maps show very large areas of land e.g a map of the UK and some show small areas, give examples. Explain that we are going to look at maps that show our local area.

Give children a simple map of the immediate area and guide them through identifying the school, roads surrounding it, places of interest etc. Trace a familiar route, e.g. the school gate to a nearby familiar place. Look at symbols used on maps and find out what they represent by using a key.

Talk Task: *What can we see in our local area on a map? What is located on our map?* Work in partners to talk about what they notice on the map.

Task: Model this first; Draw a map of your walk to school. Draw a simple line to show your route and then model the thinking, 'I need to draw my flat on the map. Then I know I walk past the shops so I need to draw them on my map. Etc. Children can draw a simple map of their walk to school. This could be a simple line with buildings and places of interest marked on it. Accuracy will develop over time.

Partner teach/Plenary: Discuss what information children found on the maps. Emphasise that some maps show us large areas of land and sometimes oceans, but some maps show us our local area, or our school.

Step for Depth: *What information can we find out from a map?*

Vocabulary

Location,
symbol
atlas,
map,
locality,
Identify

Add any locally relevant vocabulary, e.g. if your school is near the coast, teach that word explicitly.

Suggested Resources

Different examples of maps including a map of the UK, a simple map of the local area and Ordnance Survey map of the local area

Date: 21.9.2024

L.O. To understand that maps tell us the location of different places.



Knowledge goals

1. I can draw a route map of my walk to school.
2. I can say what my map shows.
3. I know maps gives us information about places.

Here are today's key words:



map



symbol



locality



location



atlas



identify



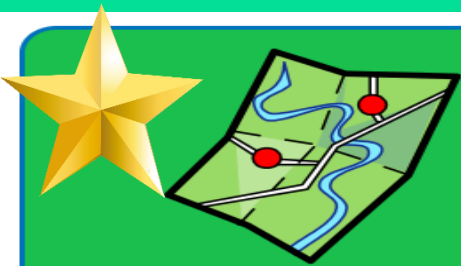
map



map

An object which tells us the location of places

Vocabulary check point



map



symbol



locality



location

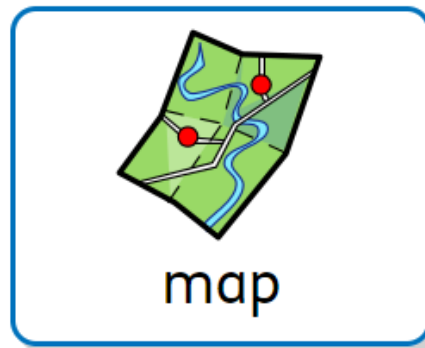


atlas



identify

What is an aerial view? What do maps show us?

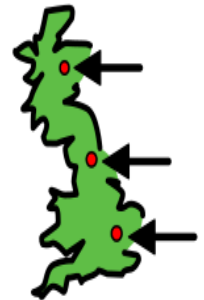


Teach

A location is a place where something is.
A★ then tells us the location of places.



place



location

Teach

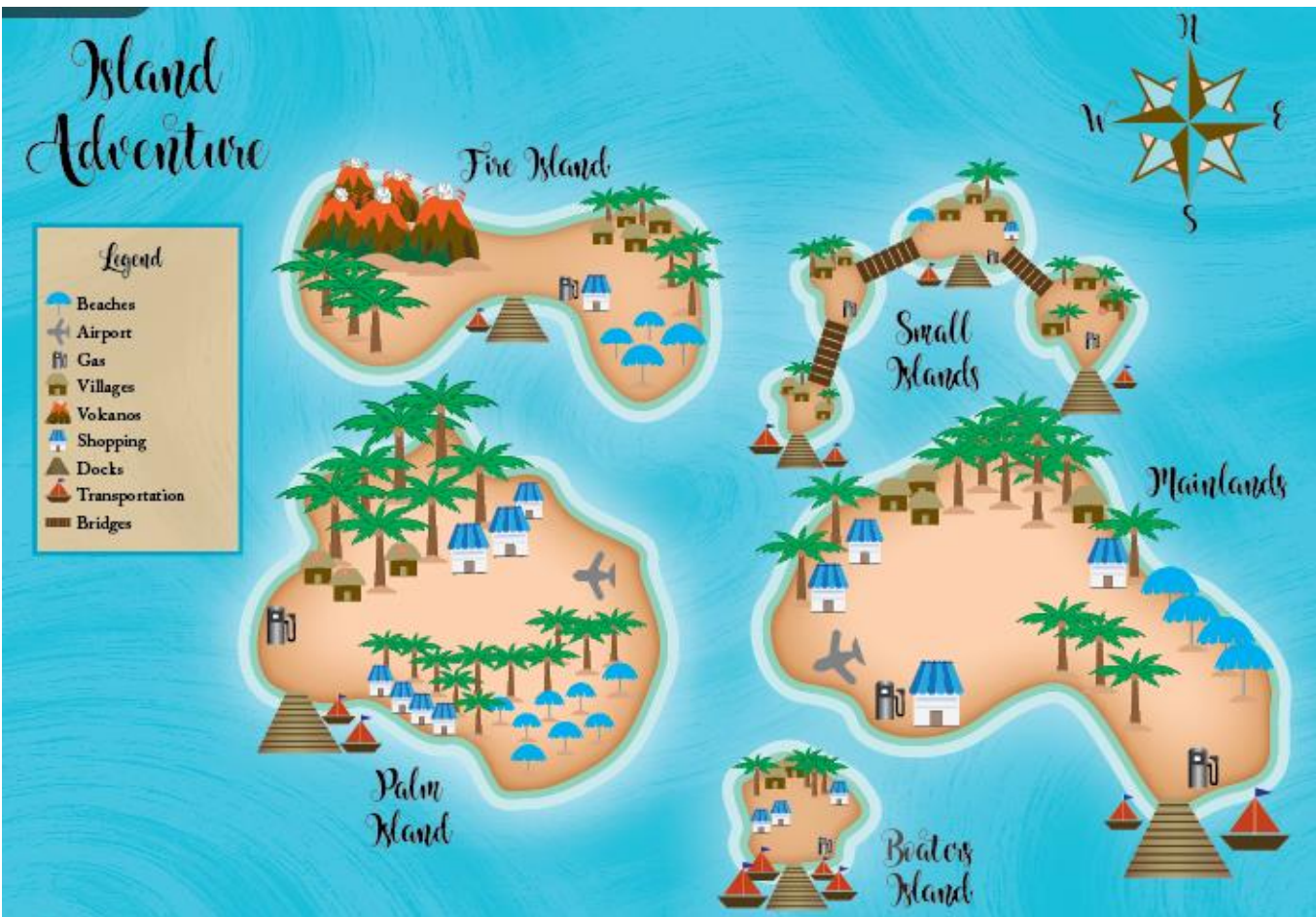
Symbols are little pictures that represent things on a 



symbols

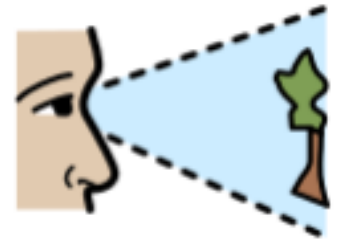


pictures

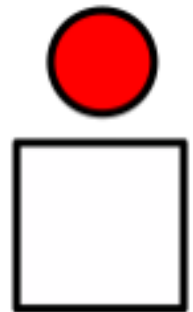


Teach

When we look at something from above
we call this an  view.



view

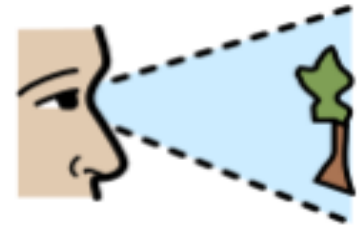
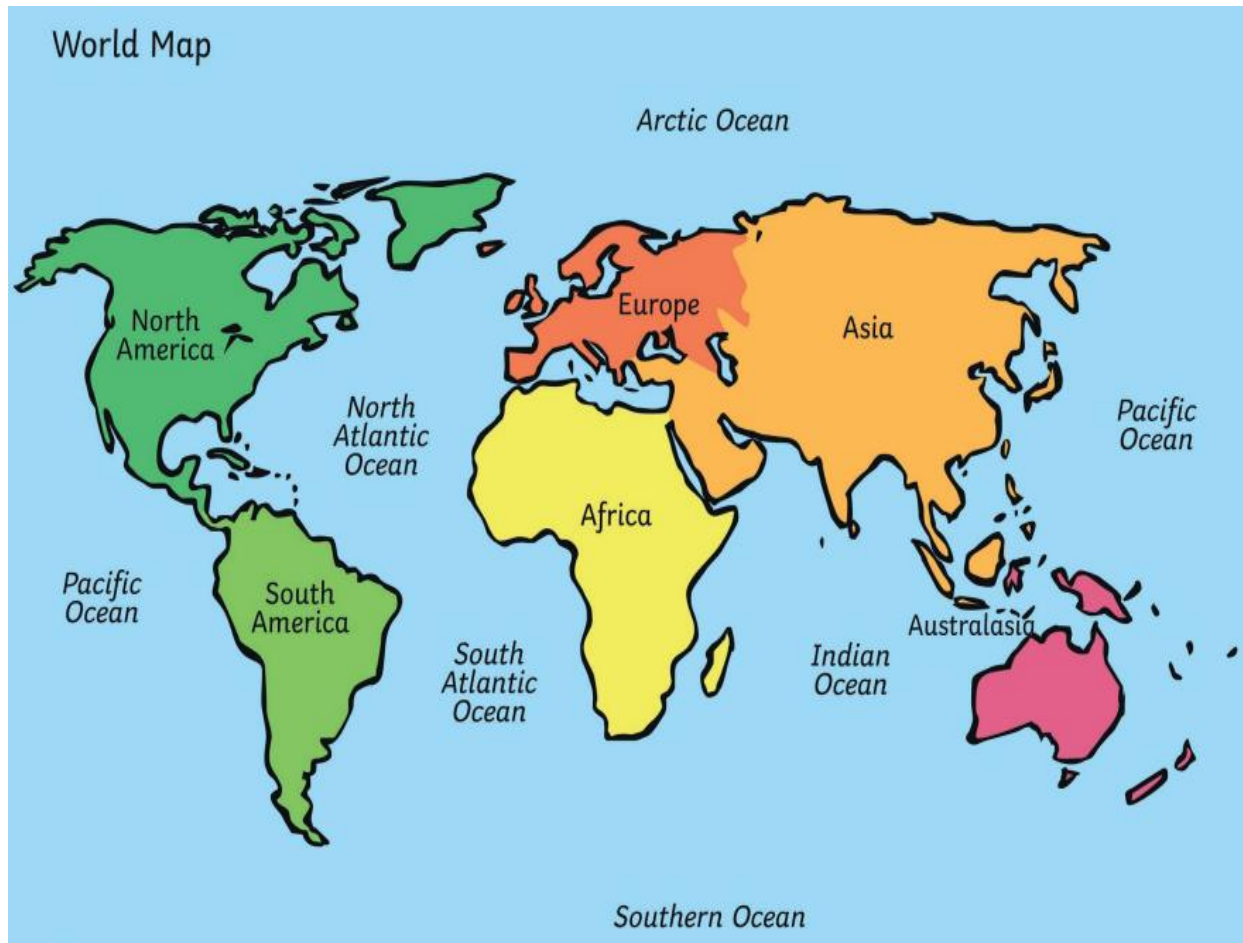


above

Teach



are drawn as an aerial view. They tell us the location of places.



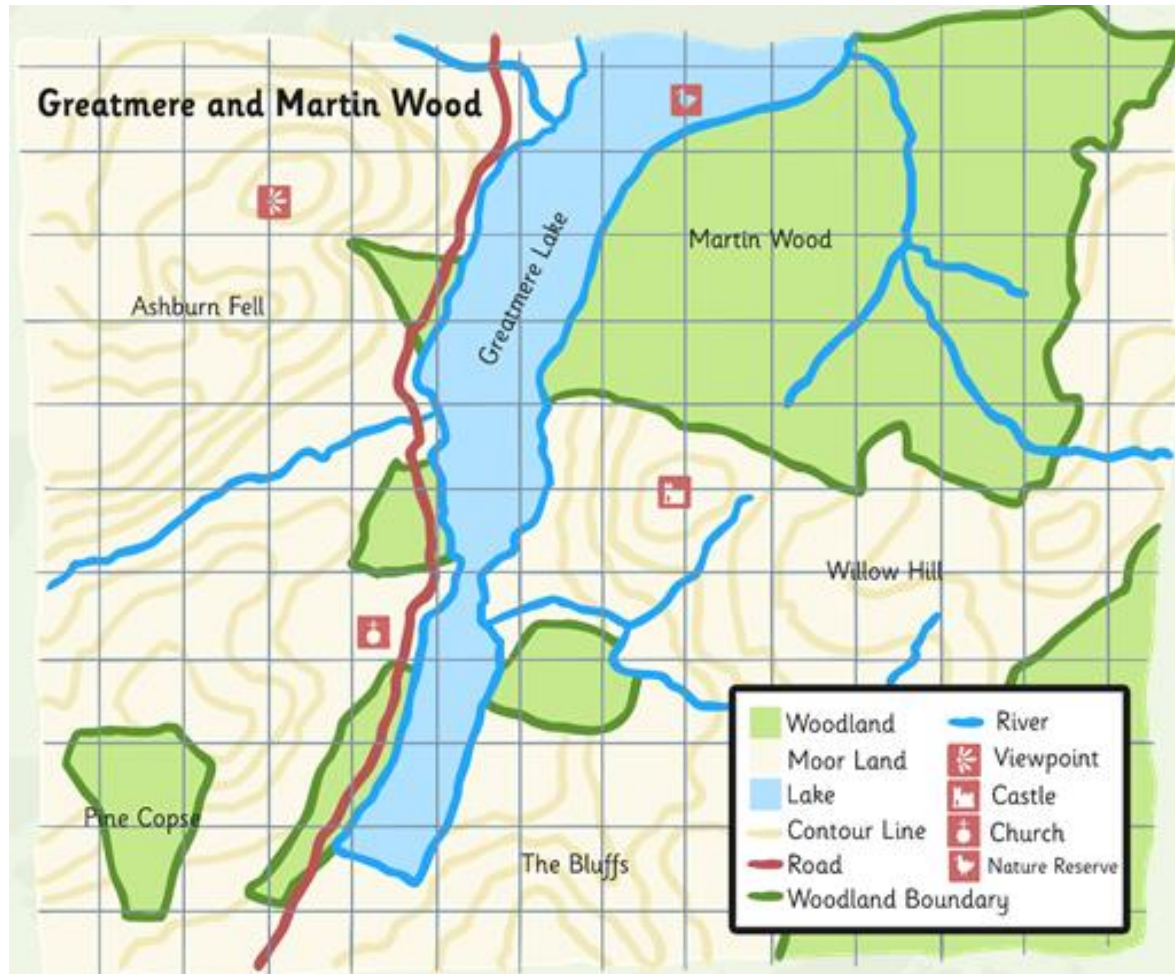
view



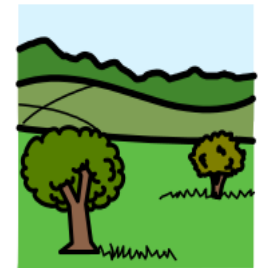
above

Teach

People who make ★ are called cartographers.
★ show very large areas of land or small areas.



city



countryside

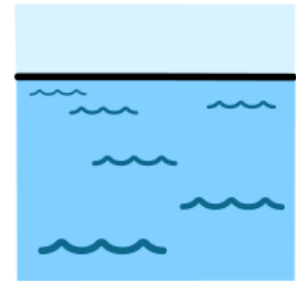
Teach



show very large areas of land or small areas.



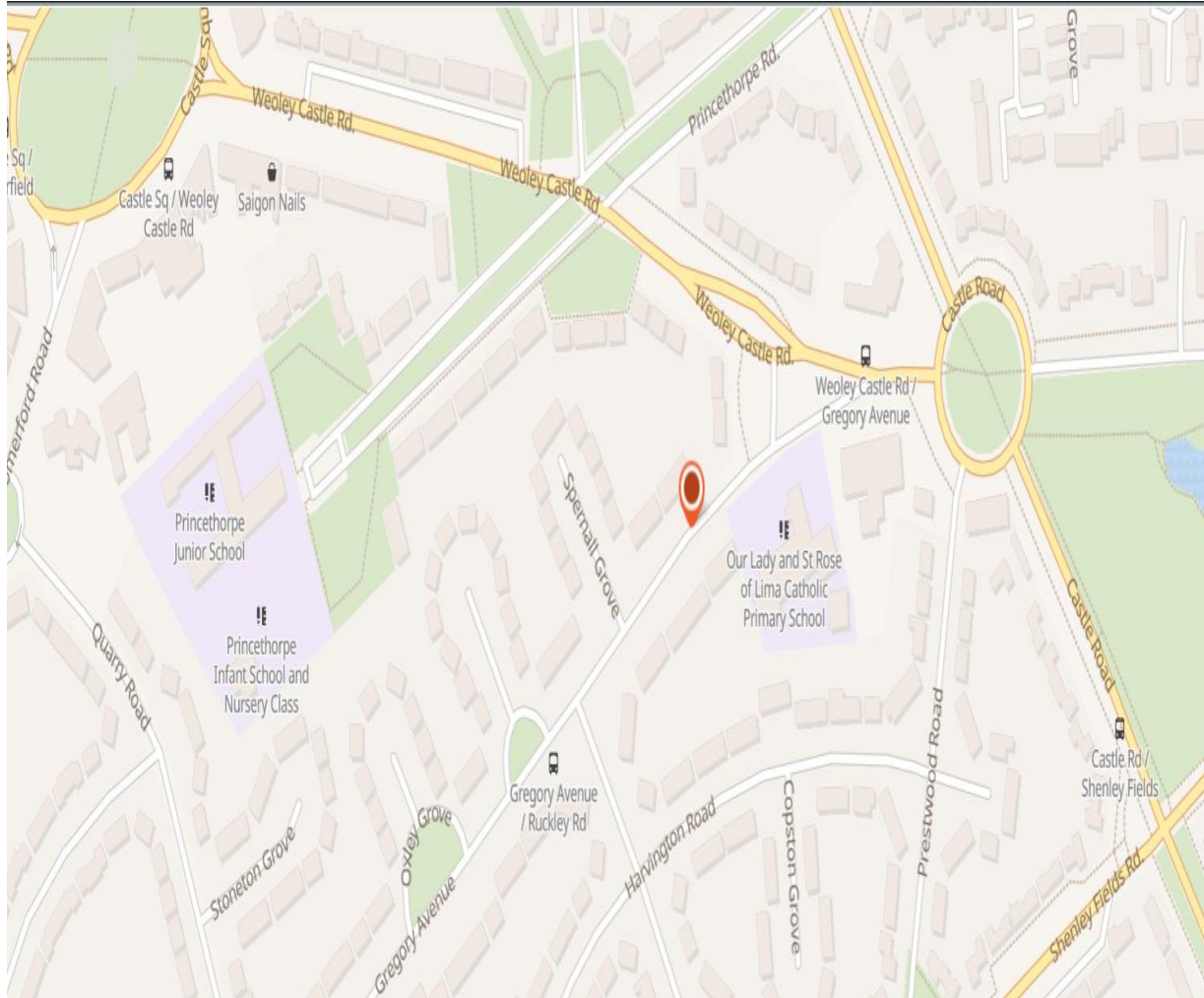
land



sea

Teach

This is a ★ of Weoley Castle and our school.



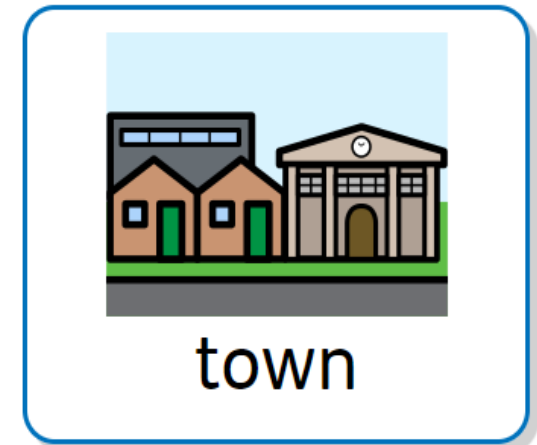
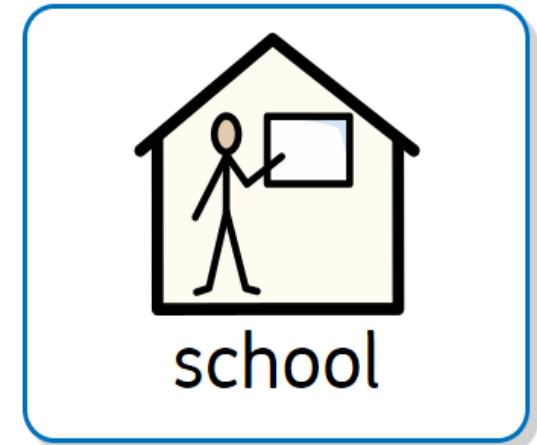
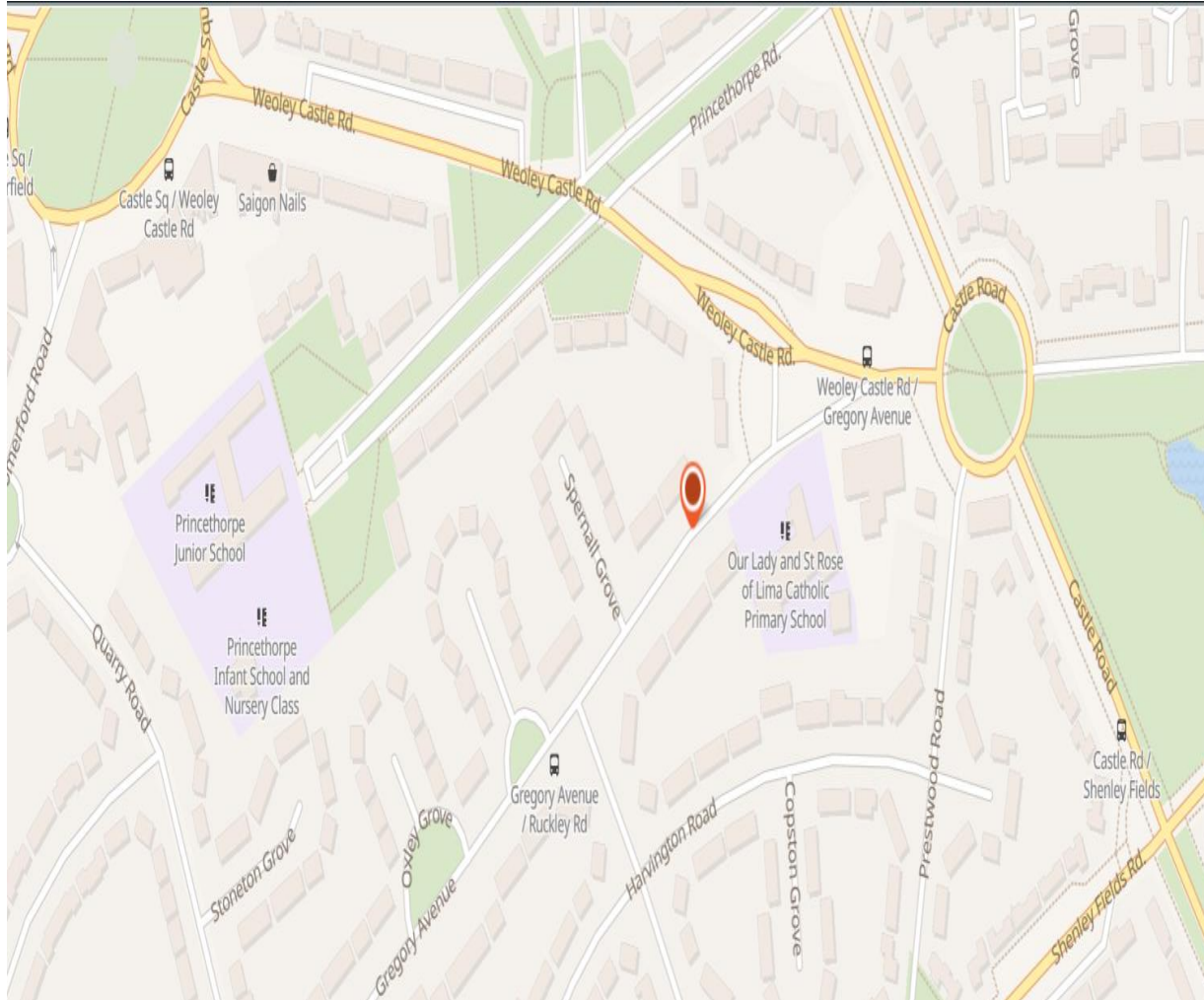
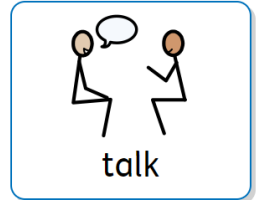
school



town

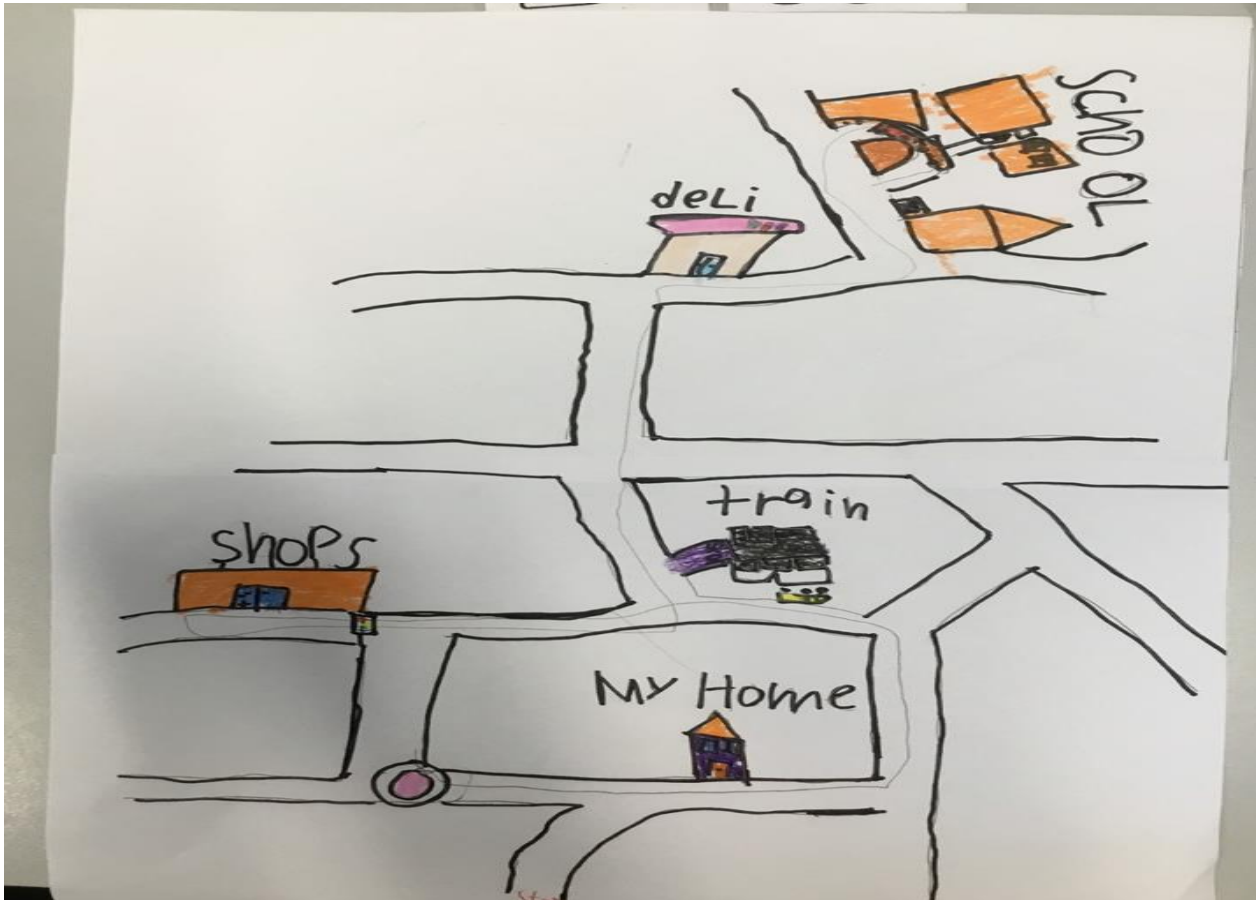
Talk

What can we see in our local area?



Teach

Let me model drawing a ★ of our walk to school.



Date: 21.9.2024

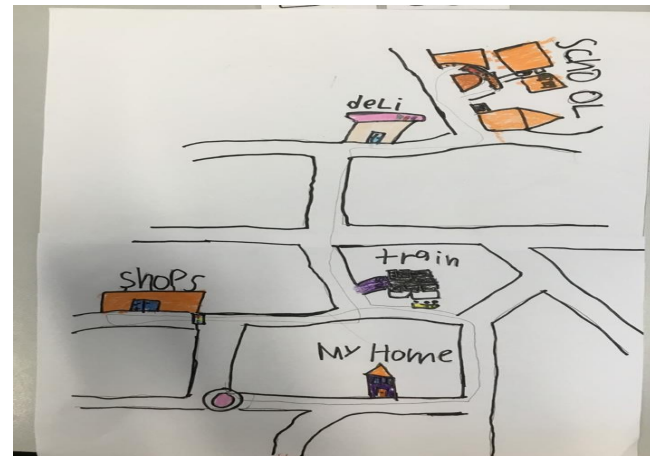
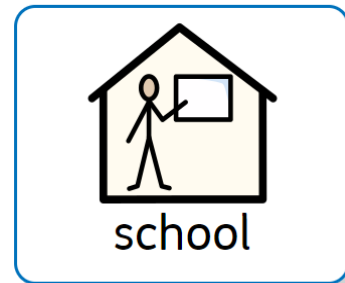
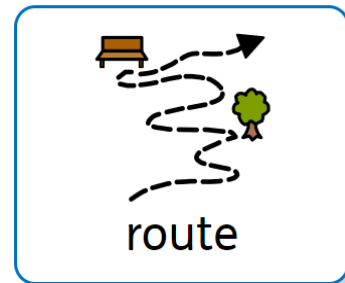
L.O. To understand that maps tell us the location of different places.



1. I can draw a route map of my walk to school.
2. I can say what my map shows.
3. I know maps gives us information about places.

Task: ...

Draw a map of
your walk to
school showing the
route and
different things
you pass.

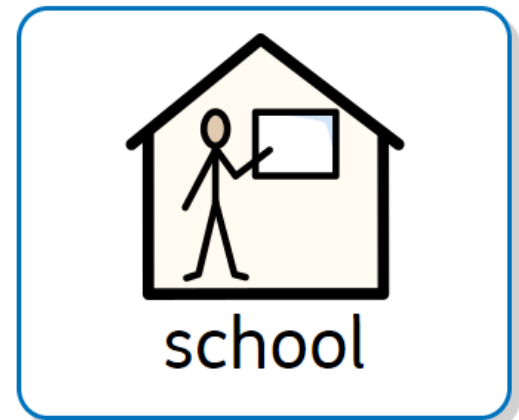
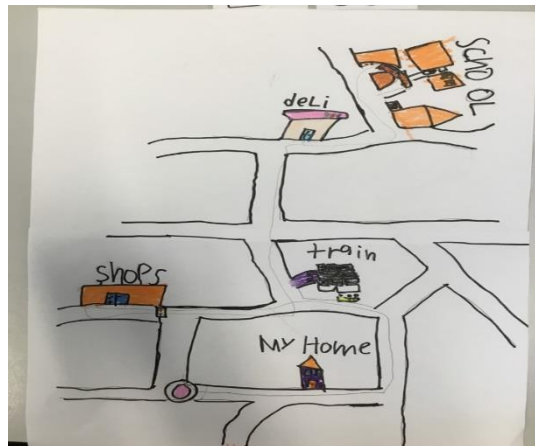
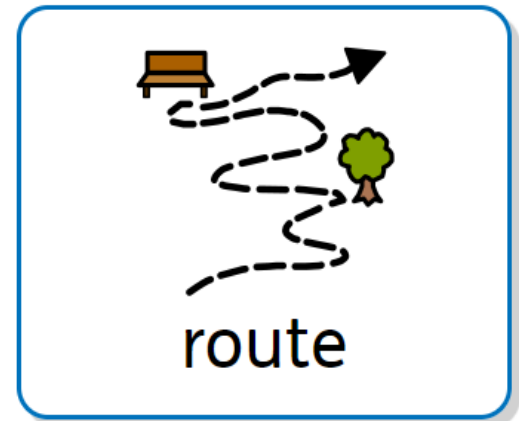
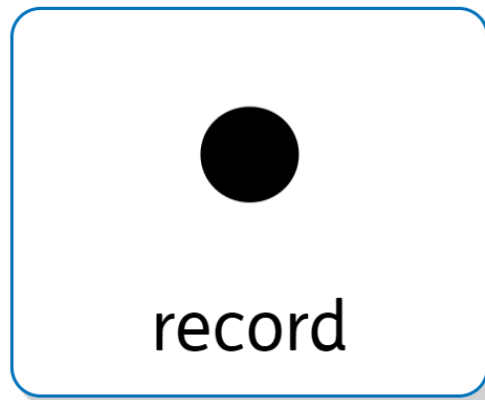
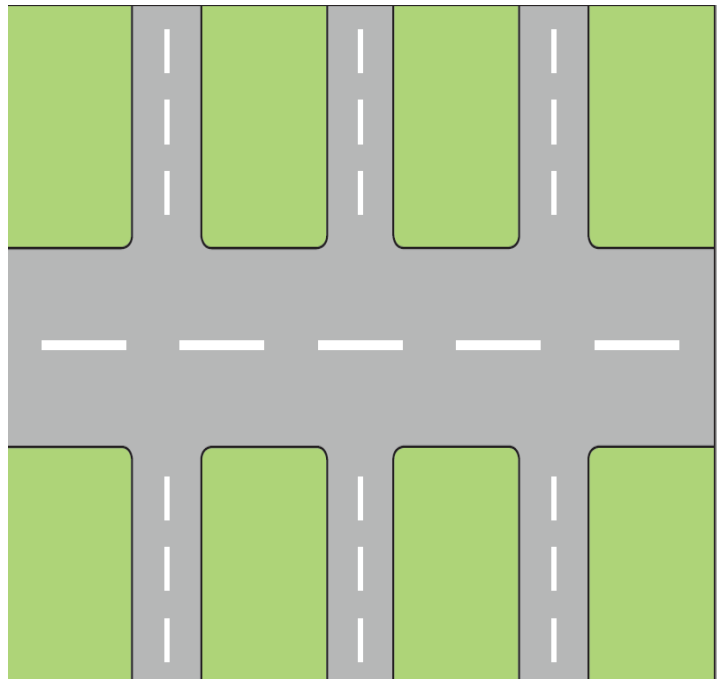


Step for Depth

What information can we find out from a map?

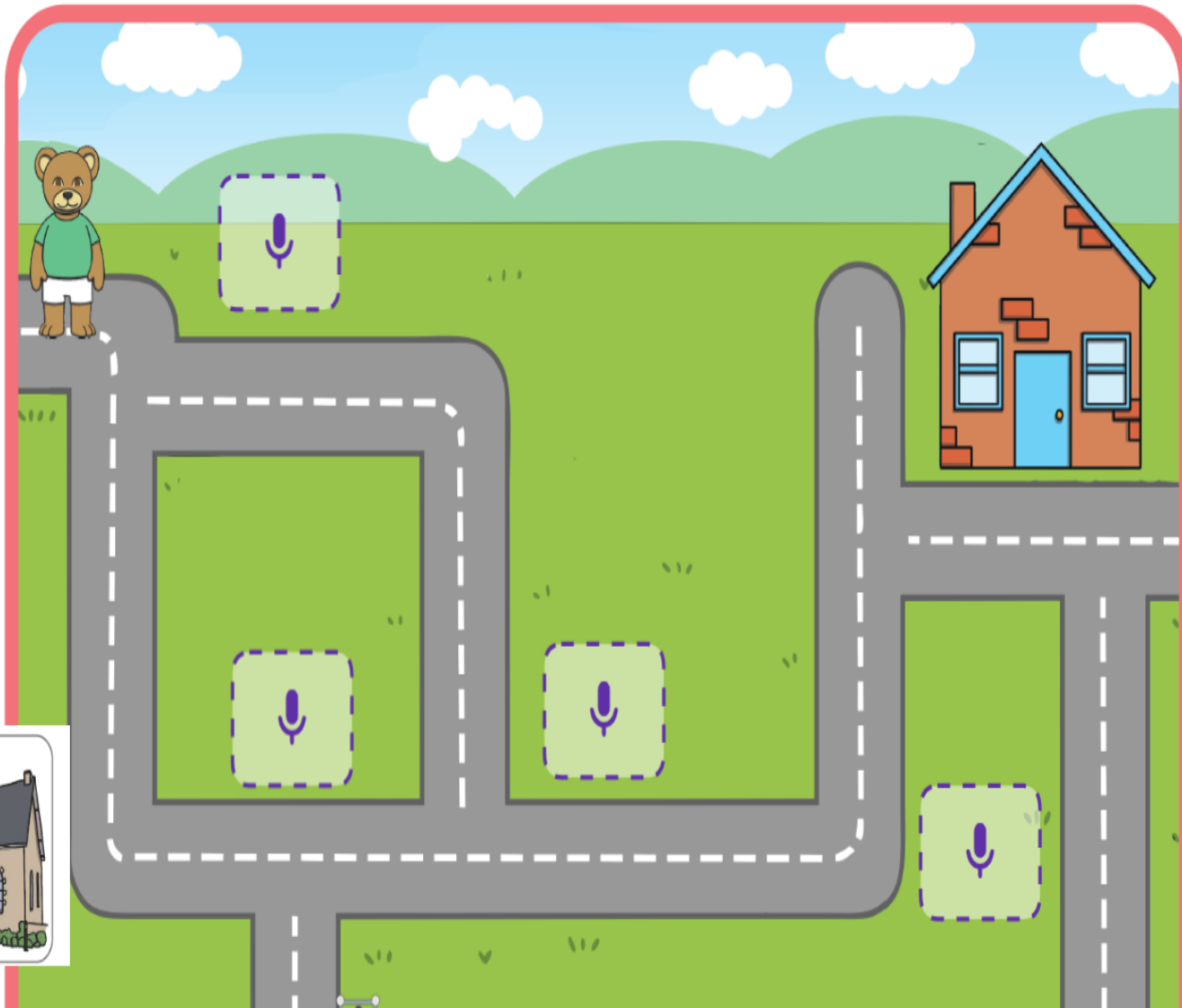
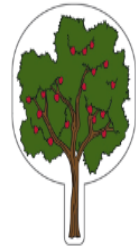
Adapted task

Have route drawn out on Seesaw and different pictures from Weoley Castle. Drag pictures onto correct place on route map and orally say what they are.



Adapted task

My map is of...



Sentence Starters



My

map

is of



It

gives



us



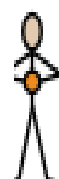
information

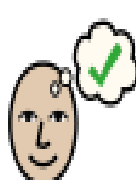
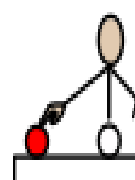
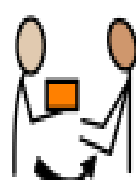
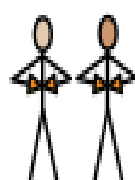


about



Sentence Starters

   
My map shows the location of

        
I know that maps give us information about

Word Bank



map



symbol



locality



location

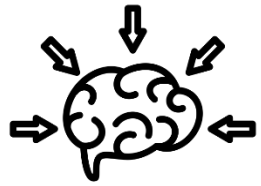


atlas



identify

Let's review



Knowledge
goals

- Green pen at the ready.
- Find where you have written about the knowledge goal.
- Tick your work and write KG [number] next to it.
- If you haven't included the Knowledge goal, write the KG number and the goal underneath your work.



- KG1. I can draw a route map of my walk to school.



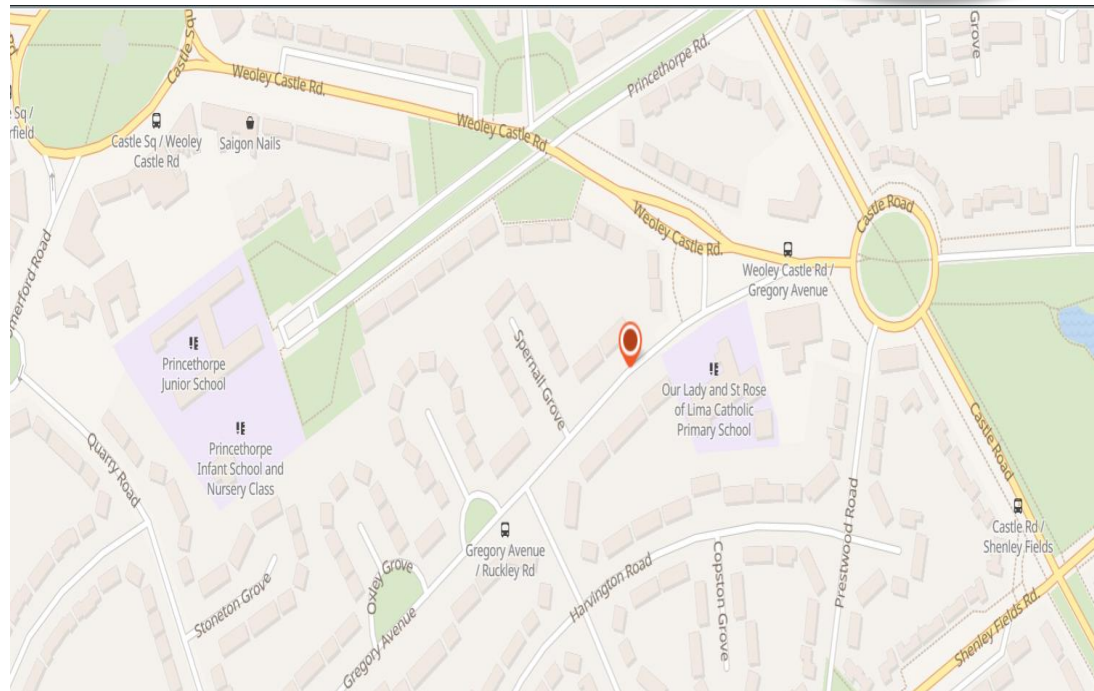
- KG2. I can say what my map shows.



- KG3. I know maps give us information about places.

And finally

**What information
can we find out
from maps?**





Class Reader

3.10-3.25





Prayer and Home time

3.20-3.30

