

Teaching notes and ideas

Name of resource:	Local environment
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Age group(s)	Subject(s)
5 to 7	Geography
Topic	Language Level
Local environment	Beginner

Description of resource

Resource pack comprising flashcards and a range of [graphic organisers](#):

- ◆ Connect 4 game
- ◆ Walk observation checklist
- ◆ Storyboard
- ◆ Word bank
- ◆ Substitution table

Preparation needed

You will need:

- ◆ 1 set of flashcards for each group of 2 – 3 learners
- ◆ 1 connect 4 game (including baseboard and cards) for each pair
- ◆ 1 A4 copy of observation checklist for each learner
- ◆ 1 A3 copy of the storyboard for each learner or pair of learners
- ◆ 1 A3 copy for modelling and 1 A4 copy of the word bank for each learner
- ◆ 1 A3 copy for modelling and 1 A4 copy of the substitution table for each learner

You will need to:

- ◆ Print out the flashcards. In PowerPoint, go to 'print'. Then select 'handouts' and choose the option with 6 handouts per page. Print onto card, cut out and laminate.
- ◆ Print out the connect 4 game onto card. Laminate and cut out the cards.

Curriculum objectives

- ◆ Use simple fieldwork and observational skills to study the geography and the key human and physical features of the environment surrounding the school

Language/Literacy objectives	
Functions	Structures
Recounting	<ul style="list-style-type: none"> ◆ Simple past tense: saw, arrived. ◆ Pronouns I or we ◆ Time connectives: first, then, next, finally
Instructing	<ul style="list-style-type: none"> ◆ Time connectives: first, then, next, finally ◆ Imperative verbs, e.g. turn right at...
Vocabulary	
<p>Nouns: pavement, road, traffic lights, gate, wall, bin, post box, shop, phone box, zebra crossing, bench, bus stop</p> <p>Directional: left, right, walk past, turn left, turn right, arrive at</p>	

This resource could be used:

- ◆ whole class
- ◆ as differentiation within class
- ◆ one to one or small group
- ◆ independent learning

Ideas for using the resource

What to do

- ◆ Introduce the vocabulary [visually](#) using the [flashcards](#). This could be done in the learner's [first language](#) or in English.
- ◆ Learners play the Connect 4 game. This is a [collaborative activity](#), giving an opportunity for exploratory talk. Connect 4 is a game for two players, or four if the learners work in pairs. Provide each player or pair with 8 tokens in one colour. The first player takes a card and reads the word. They then identify which picture on the game board represents that feature and place a token on it. The second player then has their turn. Players are not allowed to place a token on a picture that already has a token. If they are not able to locate the picture that fits the word on their card, they lose their turn. The player who has four tokens in a straight line is the winner.
- ◆ Take learners on a short walk for them to identify which of the features they see. They can use the walk observation sheet to record what they've seen. The observation sheet could then serve as a [speaking frame](#) for them to say what they saw and what they didn't see on the walk and as [scaffolding](#) for a written task.

- ◆ Learners draw a storyboard of things they saw on an actual walk or they could imagine what they would like to see on a walk. They write the time connectives into the appropriate frames of the storyboard. They are then able to use the storyboard as a speaking frame to describe what they saw on their walk.
- ◆ Use the A3 copy of the [substitution table](#) to [model](#) describing their walk. Using a shared writing approach, write 2 – 3 possible sentences on a flipchart or whiteboard, pointing to the relevant cells in the substitution table to demonstrate how the sentences are being constructed. Learners then work independently to write their own sentences.
- ◆ Use the A3 copy of the word bank to model saying sentences which recount a walk. Use a shared writing approach and demonstrate writing sentences using the word bank. Record the sentences on a flip chart or white board. After modelling writing two or three sentences, learners work independently or in pairs to write sentences.

Other ideas for making the best use of this resource

- ◆ Learners could sort the flashcards as to which are found near the school and which are not. The cards could also be used to play a matching game or a go fish game to reinforce the vocabulary.
- ◆ A simple barrier game could be played where both learners have a set of the flashcards. One learner instructs the other learner to put down a card, e.g. 'First put down the bus stop'. The second learner finds that card and places it down on the table. The first learner is unable to see the card because there is a barrier between them. The first learner also puts down the card on their side of the barrier in order to compare when the game is finished. The first learner then names a second card using 'then', a third card using 'next' and a fourth card using 'finally'. The learners then compare to see if they have the same cards on the table placed in the same order.
- ◆ Learners could use their storyboard to imagine a walk. They could then describe the walk to another learner who uses the walk observation checklist as a listening frame. The learners could then compare what was 'seen' on the walk.
- ◆ All activities could be also carried out in the first language.

Possible extension activities

- ◆ Learners could work in pairs to draw a map with a destination or treasure. They could then use a modified version of the word bank to write instructions on how to get to the destination or treasure.