

Teaching notes and ideas

Name of resource:	Local environment
--------------------------	-------------------

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
- ◆ Print out the connect 4 game onto card.

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](#).
- ◆ Learners play the Connect 4 game. This is a [collaborative activity](#), giving an opportunity for exploratory talk.
- ◆ 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.
- ◆ 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.
- ◆ Use the A3 copy of the word bank to model saying sentences which recount a walk.

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.
- ◆ 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.

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.