

Can you help a new pupil to find his or her way around the school?

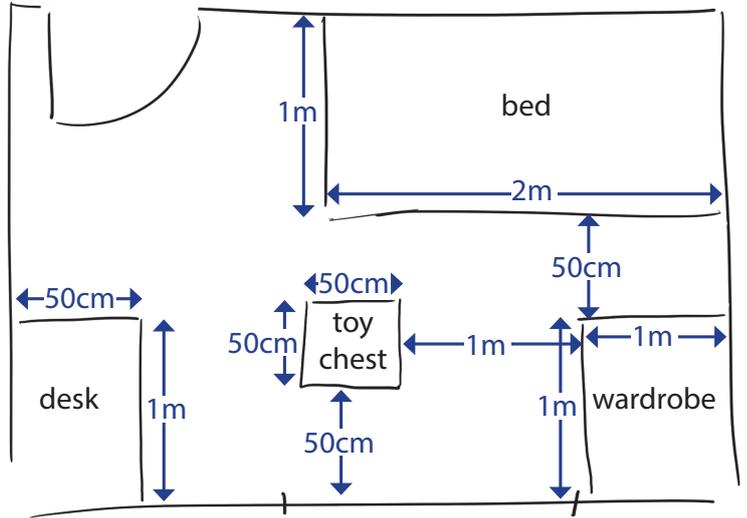
Background	These activities aim to develop learners' understanding of maps and plans by providing opportunities to study and create their own plans and maps of their school grounds.
Aim	To develop learners' mapping skills, including use, interpretation and construction based around the school and its grounds.
Content	5 activities
Timing	1 term
Target age	Years 3 and 4
LNF links	listed against the specific activities using the coded framework skills pathways.

Further activity

How can a room be drawn to scale?

This is a rough sketch for a plan of a bedroom.

On the squared paper one square represents 50 cm (half a metre). Now draw the details in the sketch, to scale, on the squared paper. Count the squares carefully to make sure everything is in the correct position. Design a colour key for your plan. Write the scale next to your plan.



KEY	

Challenge

Draw a plan of your classroom to scale.

You will need a metre stick or tape measure, a pencil, a sketch pad and squared paper. First take careful measurements and note them down on a rough sketch, showing the position of things in the room. Then draw an accurate plan to scale on squared paper. One square will represent one metre in the classroom.

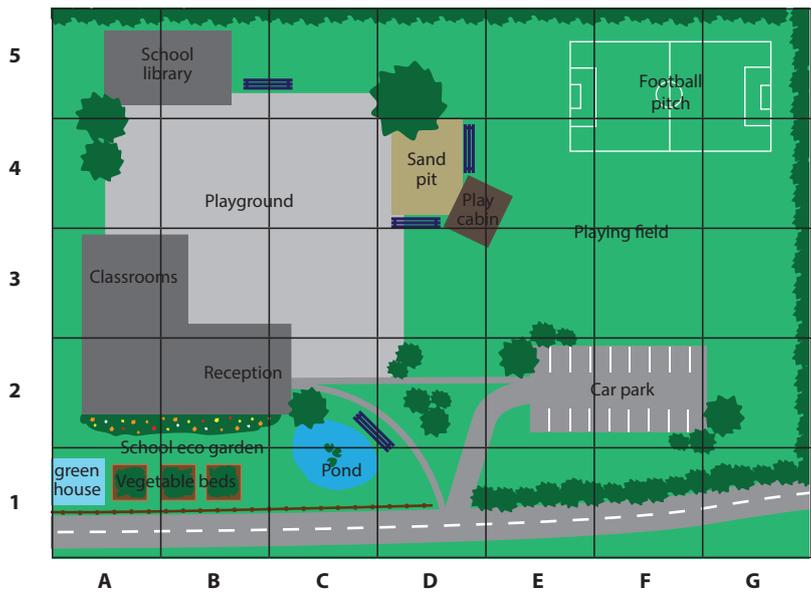
Further activity

Can you help the new pupil to find places in the school grounds?
Where is.....?

To help you be more exact when explaining to the new pupil where different features are, squares have been drawn on the plan. These squares make a grid. Letters have been written along the bottom of the grid. Numbers have been written up the side.

How to find a grid square
Use letter and number co-ordinates to locate features on a map.
e.g. The greenhouse is in A1

(Large map on next page)

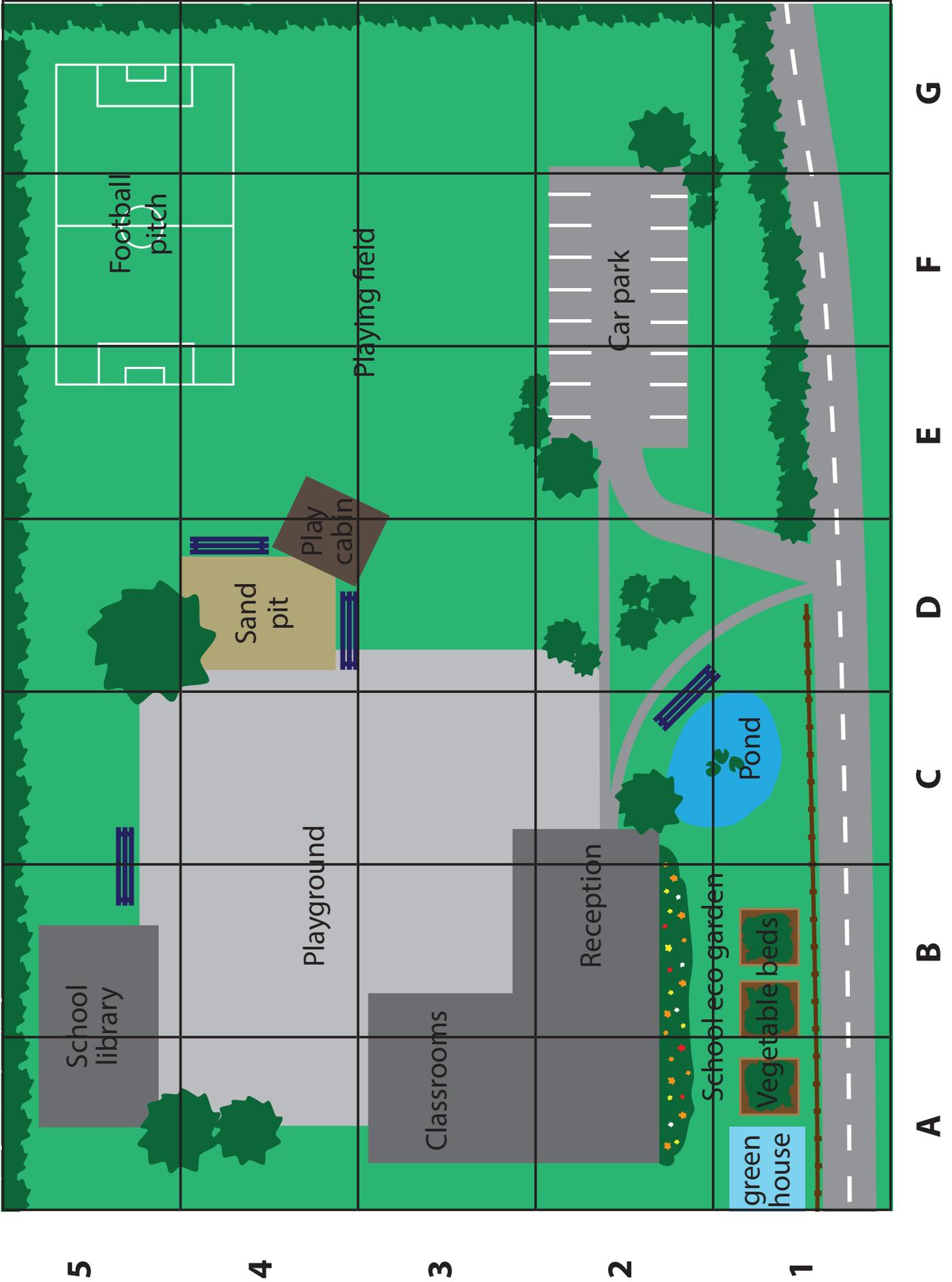


Challenge

Use co-ordinates to locate different features on the plan of your school grounds. Create questions for your friends, e.g. Where is the? What is in A4?

Notes for Teachers

Literacy Skill Pathways: WM1 = Writing: Organizing Information and Ideas: Writing for purpose.
Numeracy Skills Pathways – M9: Direction.



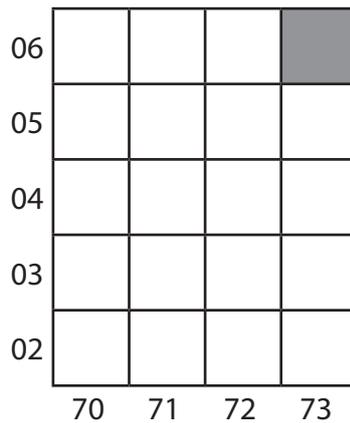
Further activity

Can you help the new pupil to find places in the school grounds?
Where is.....?

(Large map on next page)



How to give a 4-figure grid reference:



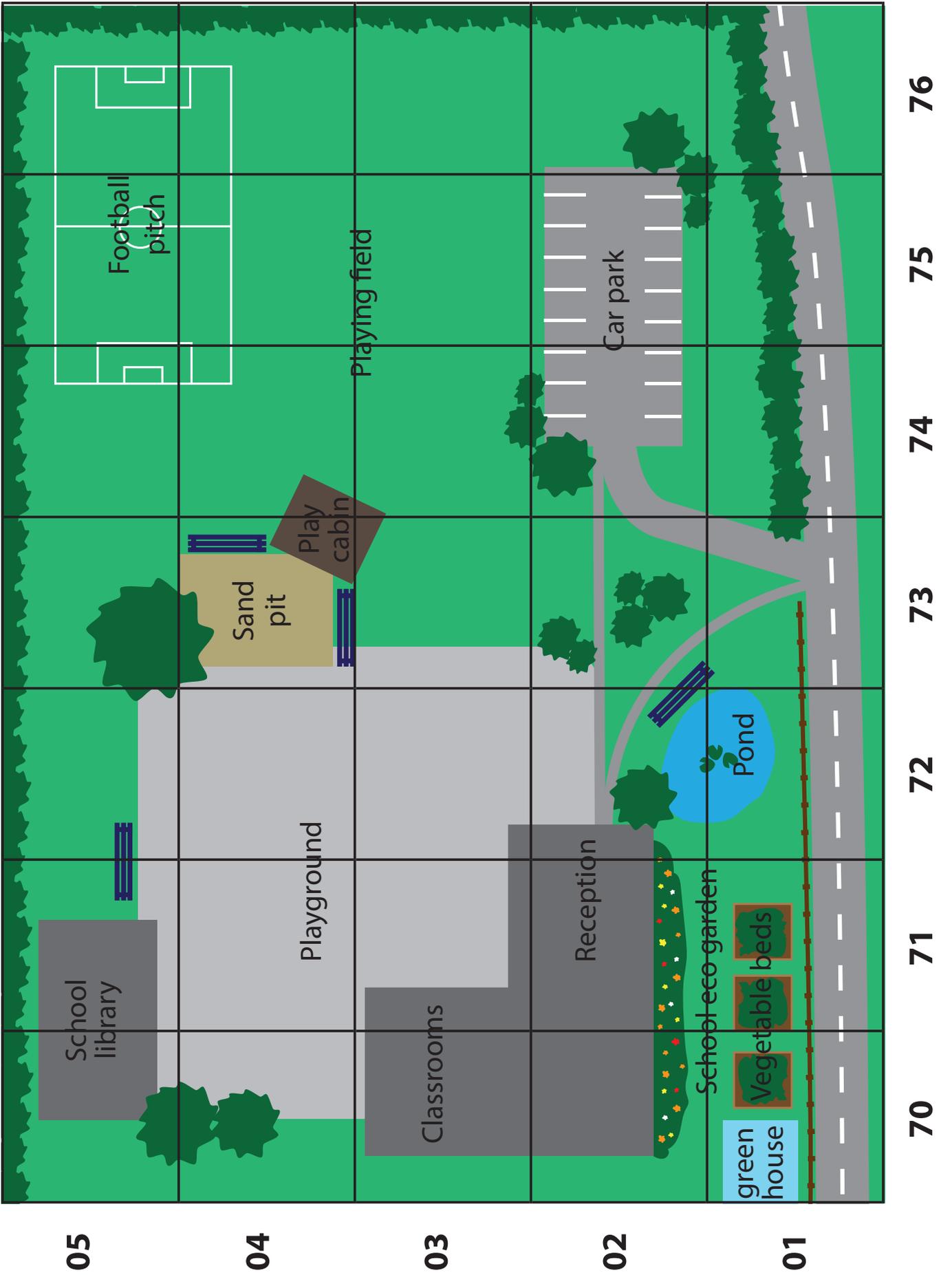
the shaded square is 73, 06
on a four-figure grid reference

Challenge

Use four-figure grid references to locate different features on the plan of your school grounds e.g. The greenhouse is in (70, 01). Create questions for your friends, e.g. Where is the? What is in (73, 04)

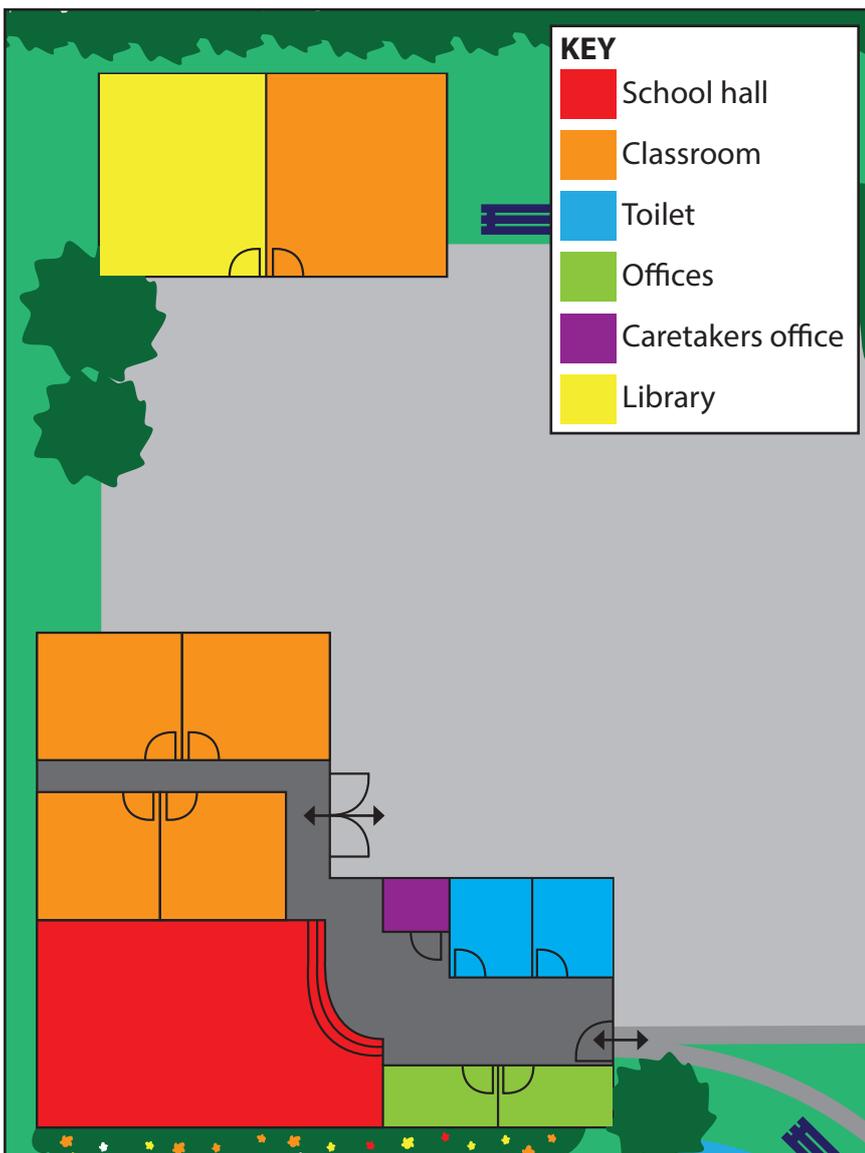
Notes for Teachers

Literacy Skill Pathways: WM1 = Writing: Organizing Information and Ideas: Writing for purpose.
Numeracy Skills Pathways – M9: Direction. Potential Rich Assessment Numeracy Task



Further activity

Can you help the caretaker to lock up your school?



Design a trail for the caretaker to follow daily to lock up the school.

1. You need to look carefully at the plans and the satellite image/aerial photo of your school to decide the location of the key cupboard.
2. Decide on the present location of the caretaker in the school, i.e. classroom, playground.
3. Create a trail for the caretaker to follow daily to lock up the school.



Notes for Teachers

Literacy Skill Pathways: WM1 = Writing: Organizing Information and Ideas: Writing for purpose.
 Numeracy Skills Pathways – M9: Direction; M3 – Converting Measurements; M11: Angles.
 Potential Numeracy Rich Assessment Activity