



YEAR 3/4

**OAA**

Lesson 7

## Learning Objective

To develop map reading.

To be able to identify objects on a map.

To be able to draw and follow a simple map.

## Success Criteria

### Year 3

- I am developing map reading skills.
- I can communicate ideas and listen to others.
- I can work with a small group.

### Year 4

- I can identify key symbols on a map and use a key to help navigate around a grid.
- I can work effectively with a small group.

## Handy Hints

Look carefully at the map and ask teammates if you need help.

## Equipment

- Cones x 7
- Hoops x 7
- Mats x 7
- Pencils x 7
- Skipping ropes x 7
- Y3/4 L7 Reading Symbols Document

**10 Mins**

## Warm Up and Introduction

### **Foxes and rabbits:**

Select three pupils to be foxes, they are allowed to run. All other pupils are rabbits, they must jump two footed. If a fox catches a rabbit, the rabbit must jump on the spot until another rabbit comes to free them by giving them a high five.

[Encourage the pupils to jump with their feet together.](#)

Make this harder for the catchers by playing in a bigger space.

**45 Mins**

## Skill Development

### Reading symbols:

Introduce basic map reading using the resource card 'Reading Symbols'

- A In groups of four, ask the pupils to look at Map 1 of the resource card.

Highlight the key and invite selected pupils to come and lay out the items as displayed on the map.

As a class discuss and identify if it was done correctly.

Identify which objects are located next to each other.

- B In groups of four, pupils collect one mat, one skipping rope, one cone and one hoop. Using the resource card, they work together to lay out their items as shown in Map 1.

Groups then switch with another group to check if they have done it correctly.

Notice the shape of the skipping rope, is it straight or wiggly?

Make this harder by adding more items to the maps.

- C Repeat for Map 2, 3, 4 and 5.

### Drawing a map:

In groups of four, pupils place out their items to create their own map and draw it in box 6 of the resource card.

Pupils then swap maps with another group and attempt to lay out their items as displayed in map 6. Once completed, groups check each others' work.

Make this harder by blindfolding one team member. The other team members must verbally tell the blindfolded player what to do.

### Following a route:

In their groups, pupils number each of their items, 1, 2, 3 and 4 on Map 6. Ask the pupils to stand at the item they have numbered 1. They then travel to 2, 3 and 4. Once completed, pupils draw the route they travelled on their map. Can they draw the start and finish symbols on their map using the key?

Swap map 6 with another group and follow their route.

Make this harder by having two pupils hold the map and tell the other team members where to go without naming the items.

**5 Mins**

## **Plenary**

Were all members involved in the task?

Ask the pupils what they had to do to figure out where the equipment went.

Ask them to describe what their role was and what others in their group did.