

Places and their jobs

TEACHING PLAN | BH_W3 | Thursday 11:00–11:40 | 40 minutes

Outcome: Match community places to what people do there.

Prepare: Print the matching pupil sheets. Provide pencils and coloured pencils; pointing or adult scribing is available.

Use BH_W3.pptx and BH_W3_Pupil_Sheets.pdf. The same numbered source is on the slides and pupil sheet.

0–3 min | Arrive

Read the outcome; offer a quiet start or pass. Retrieve one relevant word.

3–8 min | Read the source

Read the printed source aloud. Ask pupils to point to a named detail. Explain its label.

8–13 min | Model

I need a book. I choose A, the library. The place matches the job: borrowing a book.

13–17 min | Choose

Which place matches: wait for a bus? Pupils choose before discussion.

17–20 min | Check

A bus stop is a place to wait for a bus. Keep the first choice and record a reason for any change.

20–32 min | Independent

Complete the three tasks. Offer the least help needed; scribe the pupil's own words.

32–37 min | Improve

Return to the same work. Improve one evidence link or identify an unsupported claim.

37–40 min | Reflect

Name one place and its job. Receive one pupil request and agree who will take one realistic next action.

Watch for: A place can have several uses. Accept a sensible extra use and ask for the reason.

Worked answers and teaching notes

STAFF COPY | BH_W3 | Show after a first attempt

First decision

B — A bus stop is a place to wait for a bus.

Task 1

Match: borrow a book; wait for a bus; meet a nurse.

Library; bus stop; health centre.

Task 2

Choose one place. Complete: People go here to ____.

Accept a purpose that matches the selected place.

Task 3

A visitor wants outdoor space. Choose a place and say why.

Park, because it offers shared outdoor space.

Access and evidence

Accept speech, pointing, drawing or the pupil's own dictated response. Assess the intended skill, not handwriting speed. Record support given. Preserve the first attempt and any later repair. No personal family, migration, faith or bereavement disclosure is required.

Source and sequence

BUILD Weekly Autumn SOW: Humanities C48

CONSTRUCTED TEACHING SOURCE: fictional classroom example, not an archival original.

Ruth: find the sign of welcome

TEACHING PLAN | BR_W3 | Tuesday 13:30–14:10 | 40 minutes

Outcome: Name a welcoming action and point to the line that supports it.

Prepare: Print the three numbered lines and response page. Pencil only; no cupboard pack or online playback needed. Read all three lines before discussing.

Use BR_W3.pptx and BR_W3_Pupil_Sheets.pdf. The same numbered source is on the slides and pupil sheet.

0–3 min | Arrive

Read the outcome; offer a quiet start or pass. Retrieve one relevant word.

3–8 min | Read the source

Read the printed source aloud. Ask pupils to point to a named detail. Explain its label.

8–13 min | Model

Claim: Ruth is included at the meal. Evidence: R3 says Boaz invites her to eat beside the harvesters.

13–17 min | Choose

Which claim can we support from these lines? Pupils choose before discussion.

17–20 min | Check

R3 describes a meal invitation; no line describes wages or a house. Keep the first choice and record a reason for any change.

20–32 min | Independent

Complete the three tasks. Offer the least help needed; scribe the pupil's own words.

32–37 min | Improve

Return to the same work. Improve one evidence link or identify an unsupported claim.

37–40 min | Reflect

Point to one line that shows inclusion. Name the action. Receive one pupil request and agree who will take one realistic next action.

Watch for: Gleaning means collecting grain left by harvesters; it does not establish paid employment. Do not add a missing-Ruth scene or invented dialogue.

Worked answers and teaching notes

STAFF COPY | BR_W3 | Show after a first attempt

First decision

A — R3 describes a meal invitation; no line describes wages or a house.

Task 1

Match meal / water / staying near others to R1, R2 or R3.

Meal R3; water R2; staying near others R1.

Task 2

Choose one action. Complete: Ruth is welcomed when _____. Line _____ shows this.

Example: she is invited to eat; R3. Accept another correctly linked action.

Task 3

Check “Ruth was given a paid job.” Mark supported / not shown and explain.

Not shown. Gathering grain is described, but wages are not.

Access and evidence

Accept speech, pointing, drawing or the pupil’s own dictated response. Assess the intended skill, not handwriting speed. Record support given. Preserve the first attempt and any later repair. No personal family, migration, faith or bereavement disclosure is required.

Source and sequence

BUILD Weekly Autumn SOW: RE C62

CLASSROOM PARAPHRASE — Ruth 2:8–9 and 14. A short biblical passage, not a complete retelling. The Book of Ruth is in the Jewish Tanakh and Christian Old Testament.

<https://www.biblegateway.com/passage/?search=Ruth+2&version=NRSVUE>