

Build our community map

TEACHING PLAN | BH_W6 | Thursday 11:00–11:40 | 40 minutes

Outcome: Use a map key to describe and add a place.

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

Use BH_W6.pptx and BH_W6_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 find A2: top row, middle space. The key says L means library.

13–17 min | Choose

Where would you place the library label? Pupils choose before discussion.

17–20 min | Check

The printed map record places the library at A2. 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 your addition and explain the key. Receive one pupil request and agree who will take one realistic next action.

Watch for: This is a fictional practice map, not a real route or road-safety instruction.

Worked answers and teaching notes

STAFF COPY | BH_W6 | Show after a first attempt

First decision

A — The printed map record places the library at A2.

Task 1

Label A2 and B2 on the map.

A2 library; B2 bus stop.

Task 2

Add a community place at B3 and add it to the key.

Accept a sensible community place plus matching symbol/key entry.

Task 3

Describe a route from school to park using the squares.

A1 to A2 to A3. Accept two moves right.

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 C51

CONSTRUCTED MAP: a fictional community for practising location and a key.

Small actions that include people

TEACHING PLAN | BR_W6 | Tuesday 13:30–14:10 | 40 minutes

Outcome: Use a scene card to identify an action that supports belonging.

Prepare: Print the three scenes and response page. Quiet individual work is available throughout. No guided disclosure or public circle is needed.

Use BR_W6.pptx and BR_W6_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

P2 offers more than one way to participate. That action can help inclusion; the card does not prove how the participant feels.

13–17 min | Choose

What does P2 show? Pupils choose before discussion.

17–20 min | Check

The card offers writing or speaking; feelings are not reported. 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

Quietly write, draw or point to one action that may help someone join in. Receive one pupil request and agree who will take one realistic next action.

Watch for: Belonging is not proven by a photograph or imposed by compulsory public sharing. Keep examples fictional.

Worked answers and teaching notes

STAFF COPY | BR_W6 | Show after a first attempt

First decision

B — The card offers writing or speaking; feelings are not reported.

Task 1

Match P1, P2 and P3 to names / choice / fair sharing.

P1 names; P2 choice; P3 fair sharing.

Task 2

Choose a scene. Write the action and the value it may support.

Example: equal time slots in P3 may support fairness.

Task 3

Draft one fair instruction for the fictional workshop, based on a scene.

Example: "You can write or speak." Accept a feasible rule linked to the cards.

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 C65

CONSTRUCTED CLASSROOM SCENES — fictional examples. Background: the UN International Day of Peace is 21 September; this is a themed lesson, not a claim that today is that date.

<https://www.un.org/en/observances/international-day-peace>