

# Year 1 Plan Session 1 - Investigating Left and Right

## Suggestions for Class Activities and Follow Up



To begin to understand the concept of left/right

To understand and follow directions

To understand common language and follow simple instructions to make things happen. (ICT)

To identify left and right in preparation for making Roamer turn.



### Resources:

Large cut outs of left and right hands labelled left or right and stuck on the board

Large cut outs of left and right foot labelled left or right and stuck on the board

Copy of *Year 1 Sheet 1 - Make a little Left Right man* (folded, cut out, stuck together, laminated with a lollipop stick added for a handle) to help children establish left and right whichever way they are facing.

**It would be useful for children to have their own (laminated) versions of this. They could make their own but might find it fiddly to fold cut out without help. If they are to make their own it might be easier to photocopy the views back to back onto card instead. If appropriate, perhaps a copy could be sent home with each child together with a note asking parents to help their child to cut it out before the session.** ★

**Introduce** the labelled prints and make sure the children can find their left/right foot/hand

**Children to stand facing the prints on the board to help them avoid confusion.**

- Play "Simon Says"
- Follow a simple made up 'dance routine' eg left foot stamp, left foot stamp, right foot stamp, right foot stamp, right hand up, left hand up (repeat) teacher calling out 'left foot' 'left foot' right foot' etc. in time to the actions. Children to join in with words and actions.
- Ask children to stand still and put left hand on left knee; right hand on right foot etc then left hand on right foot etc.
- Finger Plays, Songs and ring game (see table below)

**PE/Hall:** children facing the wall with hand and foot prints displayed to help them recognise left/right.

- Bend your knees; touch your nose; stand on your toes.
- Hop on left leg/hop on right; step slide step to the left & repeat to the right etc
- Follow a simple made up 'dance routine' as before using aerobic type moves to music
- Children form a circle to play "Here We Go Looby Lou" a quieter version of the Hokey Cokey

**Classroom - Partner Work on the carpet facing one another (sitting or standing)**

**If children have their own versions of the Left/Right Man**, they could work in pairs. ★

Make sure they are familiar with the type of instructions they will be giving their partner.

One child holds the 'Man' and gives instructions to the second child (show me your left hand; put your left hand on your head; etc etc.) then they swap over. **Point out that the man should be facing the same way as their partner (partner to see the back view).** After a short time they could swap partners, form a new pairing and start again.

**Independent work:** Children could:

- Make their own Left/Right Man if this has not been done for them
- Complete *Sheet 2 - Left or Right (back view)* by colouring the boxes to identify left or right.

### Further exploration:

Up to this point the children have identified left and right while facing the footprints and hand prints on the board. If they have a little Left/Right Man this can be used to point out to them that when they face one another their right hand is not directly opposite their partner's right hand. (children link right hands to prove this. What do they notice? Why do think this is?)

They will need to be aware of this when they learn to program Roamer to turn.

Work sheet: *Year 1 Sheet 2A - Left or Right - (facing forward)*

<p>This is my right hand, I'll raise it up high (right hand over head). This is my left hand, I'll touch the sky (left hand up). Right hand (show right palm) Left hand (show left palm) Roll them around (roll hands over and over) Left hand (show left palm) Right hand (show right palm) Pound, pound, pound (pound fists together)</p>	<p>"YES I CAN" to the tune of She'll be coming round the mountain Can you put your right hand in the air (children respond with correct hand in air and sing) Yes I can Can you put your right hand in the air (children respond) Yes I can Can you put your right hand Put your right hand Can you put your right hand in the air (children respond) Yes I can Can you put your left hand/leg/foot in the air (children respond with correct hand/leg/foot in air and sing) Yes I can (and so on....)</p>
<p>"LEFT AND RIGHT" to the tune of Hickory Dickory Dock Which is my left and my right (hold up hands look from side to side) I try with all my might (children make L shapes with hands, palms facing out) My left is L (keep left hand up in L shape) My right hand fell (right hand falls down) I know my left and my right (left hand forward then right hand forward)</p>	<p>Right hand, left hand, give a little clap. Right hand, left hand, put them on your lap.  (wave/snap)</p>
<p>(children hold hands &amp; walk round in a circle) Here we go Looby Lou/ Here we go Looby Lie Here we go Looby Loo/All on a Saturday night. (children stand still) You put your right arm in/ you put your right arm out You shake it a little a little/and turn yourself around) Repeat walking round circle - Here we go Looby Lou etc Stand still - Your put your left arm in etc Try hand, elbow, thumb, foot, leg, knee, ear, shoulder.</p>	

See Also (worksheets)

- Year 1 Sheet 2B - Can you describe where they are? (Cloze)
- Year 1 Sheet 2C - Colour the object on the .... (left of Roamer /right of Roamer)