

# Reception/Y1 Plan Session 1 - turning a corner

Activities for Class sitting in a rectangle around a Roamer mat or tiles laid out to form a route

To use everyday language to describe position, direction and movement and to identify left and right when making Roamer turn. (Numeracy link/ELG))

To observe, visualise and describe positions, directions and movements using common words (NC/ICT)

**Resources: Roamer with left and right marked.**

**Roamer Mat or interlocking squares** laid out to form a simple pathway with a right angled turn. A simple route can be made by printing out large pictures on A4 sheets (images from the Internet) placing them in plastic wallets and putting them alongside the chosen route. See (28a) an example of layout - Roamer mat  
A split pin could be used to make a 'turning arrow' to show the direction Roamer will turn.

**NB Children need a lot of practice to understand how to express movement along a route such as this.**

**One Little left/right man** made from (17) Y1 Sheet 1 Make a Little Left Right Man so that any child who has to decide which way Roamer has to turn can use this as reference.

Roamer key symbol cards and access to a board to record the instructions.

**Recap - from previous lessons** (Roamer's Turn keys, cancelling memory, where to stand when pressing keys etc)

**Being Roamer** (lay out a simple route on the floor using pictures printed from an image source)

Ask the children to look at the route on the Roamer mat/interlocking squares. Tell them that they are going to make Roamer move forward along the route, turn and move forward again.

- Can anyone show you **where** Roamer will have to do a turn? Which square will Roamer turn in? Can a child stand in the square? Is the child standing in the right square? Which **way** will Roamer have to turn? (they will probably point and say 'that way' which is acceptable at this point if the children are young or new to Roamer otherwise encourage an answer of left or right)
- Next ask for a volunteer to pretend to be Roamer and show everyone how Roamer will move along the route - remembering to turn in the square the previous child indicated. Let the child try to do this without prompting. **At this stage the child may forget how to move forward in 'jumps' and may have difficulty turning as Roamer turns (on the spot).**
- Discuss the child's actions with the class. Ask one or two other volunteers to show their ideas before correcting the children's attempts & reminding them that Roamer can only move in straight lines, one square at a time and when it wants to turn, it turns on the spot.

**Reinforce** moving forward in Roamer steps then tell the children that Roamer must do a special kind of turn in order to get round the corner and that this turn is called **a quarter turn**. Help a child to demonstrate turning on the spot to make a quarter turn. (You may or may not decide to explain why this is called a quarter turn but it is not necessary at this stage unless quarters and halves have been or are being covered in Numeracy)

The following will need to be differentiated according to the age and ability of the children. The basic activity is the same for all children but the amount of help they require will differ. Children should be encouraged to think for themselves by being asked questions that prompt them to give an answer so that they are increasingly less guided by and reliant on the teacher.

**Moving along the route**

- Choose a child you think will be able, with prompting, to demonstrate the correct moves along the route.
- Ask the children to pretend that 'X' is Roamer. Tell 'Roamer' to wait until 'it' is given the instruction '**GO**' before moving. **Choose a child to pretend to key in these instructions on 'Roamer's back.**
- What instructions do they need to give Roamer first? (**CM x2**)
- Which way is Roamer going to go? (**forward**) How far? Count on. (**5**) Now what? (**GO**) Child moves.
- What does Roamer need to do now? (**turn**) How do we tell Roamer to turn? Which way is Roamer going to turn? Forward? Back? Left? Right? - **standing behind 'Roamer' and doing an airhostess style of demonstration is very useful at this point! (right)** What kind of turn will Roamer do? (**on the spot/a quarter turn**) Remind them that Roamer will do **one** quarter turn.




Establish that the instruction is **right 1**. Now what? (**GO**) Child moves.

- Which way is Roamer going now? (**forward**) How far? Count on. (**2**) Now what? (**GO**) Child moves.

**Instructing Roamer to complete the route** (Roamer will stop after each move) **and recording the sequence on the board using Roamer cards** (children take it in turns to stick the sequence cards on the boards as before. **At this point since Roamer will stop after each move the children will need to start each instruction with CMx2.**

Tell the children that now it is Roamer's turn and that they are going to put the Roamer symbols on the board to record the sequence of instructions as they go along. Make sure the children have located the left and right turn keys. Children who come forward to press the turn key on Roamer might find it useful to hold and refer to 'a little left/right man'. Refer also to the left and right marks on Roamer itself.

### Before starting the activity:

program Roamer to perform a 90 °(quarter) turn by keying in:    [90] GO. This will be retained even when CM CM is pressed though it is lost when Roamer is turned off.

- Ask the children what is the first instruction they must give Roamer to make it move forward and stop before it runs over 'the pig'? Prompt where necessary. (**CM, CM - forward - 5 - GO**) Children take turns to stick a symbol on the board as other children press the corresponding keys. Roamer moves forward and stops.
- What instructions do they need to give Roamer to make it turn to face 'the barn'? Prompt/ use the airhostess routine! (**CM, CM - right - 1 - GO**). Make sure they remember to **Clear Memory** at the start of this instruction! Add symbols as children press keys. Roamer turns.
- How do they make Roamer move to the barn without running over it? (**CM, CM - forward - 2 - GO**) Add symbols & press corresponding keys. Roamer completes the route.

### The sequence of instructions

Draw the children's attention to the sequence they have placed on the board. Read/chant the sequence and explain that the symbols represent the keys that they pressed to make Roamer travel along the route.

- What was the first instruction they gave? What did it make Roamer do?
- What was the last instruction? What did it make Roamer do?
- What was the second instruction? What did Roamer do?

CM, CM, forward, 5, GO

CM, CM, right 1, GO

CM, CM, forward, 2, GO

### Making Roamer move along the Route without stopping

Can anyone suggest how they might change the instructions to make Roamer do this? (**remove CMx2 from lines 2&3 and remove GO from lines 1&2**) Ask prompting questions. (More able children should, with help, cope with this, younger ones will not be ready)

Invite a child to remove the surplus symbols.

Choose children to press appropriate keys while the rest of the class tell them (by watching you pointing to the symbols) which key to press. Make sure they press the correct keys and listen to the instruction before pressing! **It is helpful to have a second adult watching to make sure they press the correct key.** Invite a child to press GO and stand back to watch!

If Roamer does not complete the route correctly use this as a teaching point ie Roamer carries out the instructions it is given so we need to be accurate! Follow up the session with group practice later. worksheet - (30) **R/Y1 Session 2 Sheet 1—Which of Roamer's keys did you use?** More able children may attempt to draw the symbols in a sequence of 'instructions'. Less able or younger children may draw a few random keys that they remember having used.



When children are working with a Roamer route on the floor it is easier to understand a sequence of instructions if the sequence is recorded from the top down.

The instructions on the example of layout are recorded using the same layout. Children will need to understand how to record instructions so that they can follow them later.