



Sample Lesson Plan
The Big Bus Module: Catch the Crown Jewels



**Catch the
Crown Jewels**

Title

Using *The Big Bus* **Catch The Crown Jewels** to develop the recognition of 2D shapes.

Introduction

An exciting interactive introduction to shape and colour recognition. This module develops mathematical vocabulary using the correct names of polygons, whilst at the same time developing mouse dexterity.

In this lesson

The children are introduced to the module by working through the story setting. The module is then explained and demonstrated before the children are allowed to undertake it for themselves at a level appropriate to their ability.

Age Range: 4 – 9 years

Lesson Plan

Learning objectives

Having completed this module most children will have developed their ability to:
Recognise familiar 2D shapes
Use the correct names for a range of polygons
Interact with the computer using both the mouse and arrow keys.

Technical preparation

Install *The Big Bus* CD-ROM on to the computer. After a short opening sequence select the button to take you to either **Explorers' World** or **Bo Bear's World**. Open the notebook index and scroll through the available activities. Select: **Catch The Crown Jewels**.

Previous experience

Previous experience of the language involved in classifying 2D shapes will allow the children to make full use of this module to consolidate their learning.

Introducing the module

Gather the children around a large computer monitor or interactive whiteboard.

Recap the **key terminology** the children will encounter in the module. Discuss the correct names for a range of polygons. Explain that they are going to read a brief story and will be set a challenge that will call on their knowledge of shapes.

Direct the children's attention to the computer monitor or white board then select "**Start the activity**". Click on the arrow to move through to the next screen, and then on the **Tell the Story** arrow. The challenge is set, using the correct names for the shapes to be caught, with a warning about the bad Duke who will steal any jewels they fail to save for the King and Queen.

After the story introduction, during which the children are told which shapes they must catch for each monarch, move on to the first screen of falling jewels. Ask the children to remind you which shapes they are looking out for, then demonstrate how to move the jewel caskets left and right across the screen using the arrow keys on the keyboard or by clicking on the arrows on the screen. When the game is complete, show the children how to play again by clicking on the arrow.

After the initial demonstration, and if more than one computer is available, the children could now break into working groups and undertake the module for themselves.

Allow the children about 15 minutes to complete the module, and then gather them back together to discuss how they got on. Can they remember the names of the shapes they had to catch? Did they manage to move quickly enough to stop the duke from catching any in his net? Did they prefer using the buttons on the screen, or the arrow keys on the keyboard?

Classroom management

A single classroom computer running *The Big Bus*, using a large monitor or interactive whiteboard, is an effective whole class teaching resource. Introduce the module to the whole class before pupils break into their groups.

If you have access to a computer suite this module can be completed as a whole class lesson. If you have access to only one or two computers, pupils will need to complete the module on a rotational basis.

Duration

Each group of children will require approximately 15 minutes of computer time. The teacher introduction and follow-up time will take approximately 15 minutes and 10 minutes respectively.

Differentiation

With the capacity to set seven different variables, this module can be tailored to suit individual children as their skills develop.

Extending the module

Use the Options facility on the set up screen to extend the module by increasing the range of shapes and colours presented. Increase the physical challenge of the module by increasing the speed of the falling shapes as well as the rate at which they are rotating.

Curriculum Information

Foundation Stage: Mathematical Development

QCA Scheme of work (ICT): Unit 1D
Labelling and classifying.

The National Curriculum in England for Mathematics (KS1)

Ma3: 1a, 1d, 2a, 2b.

The National Curriculum in England for Mathematics (KS2)

Ma3: 1c, 1h, 2b, 2c.

The Curriculum Framework for Children 3-5 (Scotland)

Knowledge and Understanding of the World.

The Scotland 5-14 Guidelines for Mathematics

Shape, Position and Movement: Level B, C, D.

The Northern Ireland Curriculum for Mathematics (KS1)

Shape and Space - Exploration of Shape: c.

The Northern Ireland Curriculum for Mathematics (KS2)

Shape and Space – Exploration of Shape: a.

The National Curriculum in Wales for Mathematics (KS1)

Ma3: 1.1, 1.3.

The National Curriculum in Wales for Mathematics (KS2)

Ma3: 1.1, 1.2, 1.3.