

Learning objective

PNS: Understanding and interpreting texts

- Explain organisational features of texts, including layout, diagrams and captions.

Resources

'Organisational devices' Notebook file; photocopiable page 43 'Making a pizza'; construction kits; scissors; paper; felt-tipped pens.

Links to other subjects**Design and technology**

PoS (4b) To understand how mechanisms can be used in different ways.

- The children can follow plans or instructions to create something that uses a similar mechanism when carrying out their initial research into a new product.

Whiteboard tools

Use the Select tool to place the arrows and pictures into the correct positions.



Pen tray



Select tool

Organisational devices

Starter

Display page 2 of the 'Organisational devices' Notebook file. Ask the children to work in pairs. Using a construction kit, ask one child in each pair to create a simple model using only five pieces of the kit - without showing their partner. Ask these children to give verbal instructions to their partner so that they can make a replica of the model.

Invite the children to assess how easy or difficult they found this task. Ask: *Can you think of anything that would have made it easier?* Encourage suggestions (for example, it may have been easier with visual instructions). Write these suggestions on the Notebook page.

Whole-class shared work

- Look at the pictures on page 3 of the Notebook file. Talk about the pictures with the children.
- Explain that the pictures could be used to create a set of instructions for how to make a Plasticine model. Ask the children to consider how to present these instructions.
- Encourage them to use the arrows to show the order of the instructions.
- Let them add numbers if they suggest this.
- Repeat the process on page 4, but this time emphasise the importance of putting the pictures in the correct order.
- Show the children that it is not possible to fit all of the pictures in a line across the page. Show concern that if you put the pictures on two or three lines they may be difficult to follow. Ask the children to suggest what to do so that the instructions are still easy to follow. Did they choose to order and display the pictures in a different way to the previous page?
- Ask the children to evaluate, with a partner, whether the instructions are organised in a useful and easy-to-follow way. Ask them to suggest any improvements.

Independent work

- Give each child a copy of photocopiable page 43. Ask them to cut out and then order the instructions.
- Supply paper and felt-tipped pens. Ask the children to consider how to organise the instructions to show clearly how the pizza should be made.
- Remind them that they could use arrows, numbers and boxes.
- Challenge more confident learners to write their own instructions, as well as organising these clearly on the page.

Plenary

- Discuss some of the work created and evaluate whether it is clear to follow.
- Show the children page 5 of the Notebook file and ask them to read each of the instructions. Invite them to work in pairs to decide the order in which the instructions should be followed. Ask: *How can we show this clearly?*
- Invite individuals to move the instructions on the screen so that they can be clearly followed. The children could vote to decide on the correct place in the order for each instruction.