














# SolveIt: Incy Wincy Spider

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| <p><b>Aim:</b><br/>Describe position, direction and movement.</p> <p>I can describe position, direction and movement.</p>   | <p><b>The Big Question:</b><br/>Can you help the spider find its way back to the web?</p> | <p><b>Resources:</b><br/>Lesson Pack</p> <p>Whiteboard pens</p>  |
| <p><b>Success Criteria:</b><br/>I can recognise movements: up, down, left and right.</p> <p>I can give and record instructions for moving along a route.</p> <p>I can solve mathematical problems or puzzles.</p> | <p><b>Key/New Words:</b><br/>Left, right, up, down, move, turn, direction, route.</p>     | <p><b>Preparation:</b><br/>Differentiated <a href="#">Incy Wincy Spider Activity Sheets 1</a> - 1 per child, pair or group, laminated</p> <p>or</p> <p>Differentiated <a href="#">Incy Wincy Spider Activity Sheets 2</a> - 1 per child, pair of group, paper copy</p> |

## Learning Sequence

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|    | <p><b>Beginning - Move It:</b></p> <p>Beginning - Move It: Ask the children to hold up both of their hands so that their fingers are pointing upwards and their thumbs are pointing inwards towards each other. Ask the children which hand makes the shape of the letter L? Discuss how the left hand forms an L shape when held in this position and this is a useful way of remembering the difference between the left and right. Practise this skill by calling out 'left' or 'right' whilst the children respond by holding up the corresponding hands or by making a jumping movement in this direction. Combine this with other signals for movement, such as up, down, forwards and backwards. <i>Can the children follow instructions to move? Can the children tell apart their left and right hands?</i></p>  |    |
|   | <p><b>Preparing - Incy Wincy Spider:</b></p> <p>Look at the slide on the <a href="#">Lesson Presentation</a> of the spider and the windowpane. Demonstrate up, down, left and right turns and ask the children for alternative routes to the web than the one shown in the example. Demonstrate writing RURU as a shortened form of recording the instructions to move along the maze. If possible, mark out some 2x2 window grids in chalk on the playground. Use a beanbag to represent the web in one corner and allow the children to practise in pairs taking turns to be the spider whilst their partner gives instructions to follow. <i>Can the children give and follow instructions to move the spider to the web?</i></p>  |   |
|  | <p><b>Exploring - Incy Wincy Spider Activity:</b></p> <p>Children complete the differentiated <a href="#">Incy Wincy Spider Activity Sheets</a> to find and record the other possible routes for the spider reaching the web.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="213 1368 574 1630">  <p>Working in a small group with adult support, children trace their routes on the laminated activity sheets using whiteboard pens. The adult records the different routes found, on a flipchart.</p> </div> <div data-bbox="614 1368 967 1541">  <p>Children trace their routes on the laminated activity sheets using whiteboard pens and record their instructions on whiteboards.</p> </div> <div data-bbox="1007 1368 1369 1541">  <p>Children trace their routes on the laminated activity sheets using whiteboard pens and record their instructions on whiteboards.</p> </div> </div> |  |
|  | <p><b>Reviewing - How Many Routes Can We Find?</b></p> <p>Choose some children to show their work and test out their instructions together to see if any routes have been repeated or any have been missed out. <i>Could the children find all the possible routes? How effective were the children at recording their instructions? What do the children notice about the routes they have collected?</i></p>  |  |

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|  | <p><b>Supporting</b></p> <p>Support children in simplifying their instructions with the shortened forms of L for Left, R for Right, U for Up and D for Down. Encourage children to use the correct directional vocabulary by asking an adult to work with them modelling the instructional sentences alongside their work. Check that the children understand left and right. Use left and right displays posters if necessary or perhaps put a sticker on their left hand with an 'L' marked on to remind them.</p> |
|  | <p><b>Extending</b></p> <p>Can the children try to record their work systematically? For example, if they have found the route 'Right, Right, Up, Up' this can be reversed to make 'Up, Up, Right, Right' and so on. Do the children notice any patterns in their answers? For example, two of the activities have two window mazes to solve. Challenge the children to see if the answers for the first window maze can help them to solve the second window maze.</p>  |

**Masterit**

**Mazeit:** Ask the children to design their own window mazes and write instructions to match. Allow them to mark out their designs in chalk on the playground. Challenge them to find all the possible routes, work systematically and look for any patterns like they did in the previous activity.

**Marbleit:** Provide children with a marble, building bricks and baseboards. Ask them to build a maze for the marble to roll around when the baseboard is tilted. Challenge them to choose a start and a finish point for the marble and to record their routes for others to follow. Ask the children to test out each other's marble mazes.

**TreasureHuntit:** Plan a route for the children to follow on the school field. For example, forwards 2 steps, right 4 steps, forwards 9 steps, left 5 steps, backwards 2 steps. At the end of the route, poke a straw into the soil with a rolled up paper clue attached to the end by an elastic band. The clue should have similar instructions and should direct the children to another location with a further clue. Repeat this process. The clues could be numbered to avoid confusion and should not be visible until the children are very close by. Show the children where to begin, the size of steps they need to take and ensure a small treat is hidden beside the last clue. Challenge the children to create their own treasure hunts for others to follow.