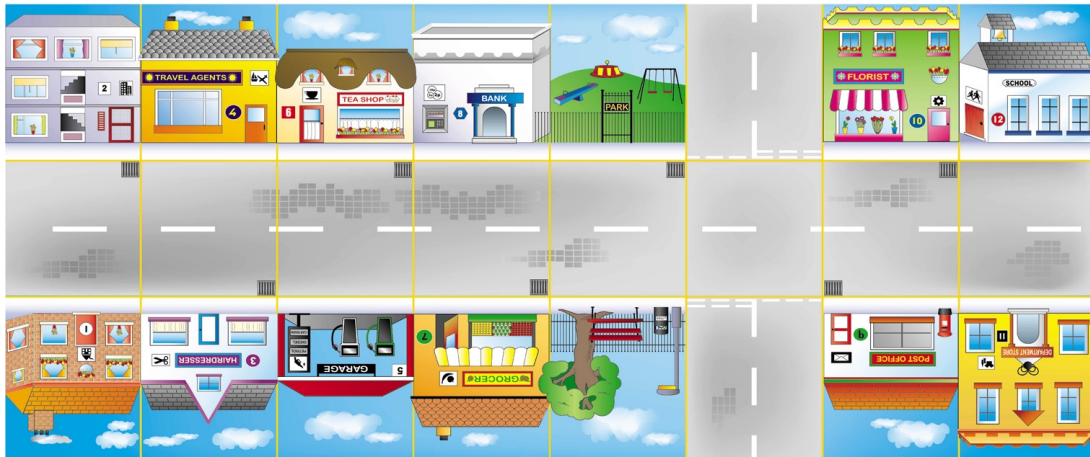


Bee-Bot Busy Street Notes

CODE:ITSTREET



These notes are meant to provide some useful starting points when using the Bee-Bot. Whilst the control and programmable elements are direct I.C.T objectives there are lots of cross-curricular opportunities. The mat can be used with young children as well as older, depending on the differentiated tasks. Its flexibility makes it a really useful resource.

Suggestions

Setting the Scene



Ask the children to look at the various items/places on the 'Busy Street'. How many shops, houses, signs etc can they see?



What do they think happens in the various places? What might they buy there?



What words can they see? If the words were removed would they still be aware of the places context and why?



Who has visited one of these places in real life? Compare and contrast.



What geographical vocabulary can be developed by finding street furniture e.g. lamp post, post box, grate etc. Can they recall where they have seen such an item?



Would the street look different at different times of day e.g. at school time (Start/finish) lunchtime, night, day etc. Small clocks could be placed next to the shops to indicate shop opening times. Parking might be difficult at e.g. 3:10 when school closes.



What materials can they see e.g. are there bricks, wooden doors, metal bins etc?



Can they find things of certain:

- i. colours
- ii. shapes
- iii. properties
- iv. size etc.



The mat can be used for phoneme awareness games e.g. find something which starts with 'r'.



Roles

Where would the florist work? What does his/her role require. People who help us could also be incorporated into the street. A paper zebra crossing could be added, or a pelican crossing. This could be a useful way of discussing road safety.



Prices

Place price tags in the shop windows. Go shopping with a specific task in mind. Work out costs and change. The Bee-Bot could be the shopper/delivery van etc. Why not make it sale time and adjust prices accordingly.



Devise stories around the 'Busy Street'. Describe someone's typical day. Retell their journey by sequencing where they visited. Write a shopping list and collect the items.



Prepositions

The Bee-Bot can go forwards, backwards left and right. It can turn in the direction you require in order to visit the garage or take tea at the tea shop. It can be near, far, next to etc. The pupils can estimate distances, plan, record and test.



Odds and Evens

The buildings are structured so that there are odds and evens on different sides of the street. Why not cover some of the numbers and ask the pupils to work out which number is missing and why.



Housing

There are different types of housing displayed. As well as a house there are flats with intercom devices in order to gain entry.



Signs

Why not ask the pupils to make additional signs, e.g. speed limits or posters.



What sounds would you hear on the street (why not make your own recording?).



Design your own side streets with additional shops and places. Either continue the main road or add on to the side street.



Build your own 3D houses/shops and place them on the corresponding bold building. Foliage stood in oasis makes great mini bold trees.

These are just some of the many general ideas you might wish to try. The mat can be used in a very cross-curricular way. It can also be used as an individual group or class activity, directed or 'free' exploratory tasks.

We have also included some specific Bee-Bot activities to provide you with some possible starting points.

Bee-Bot Activities



The Bee-Bot can be programmed to move forward and back along the street. There are two side roads that it can turn into, as well as 'entering' the houses and shops. The Bee-Bot can be made to rotate in order to return to its initial direction.



The Bee-Bot can help the children count as it moves from one square to the next. It might call at 2, 6, and then 8.



The Bee-Bot can deliver the post to the houses (make pretend letters, cards, presents with the numbers on and Bee-Bot can post them accordingly).



Play the lost post game by trying to sort out mystery parcels to the correct place e.g. a cup and saucer, a vase, a spanner etc.



The Bee-Bot trailer can help with delivery items. Why not have real stamps, salt dough fruit, plastic flowers, and plastic cutlery i.e. mini 'real' items to deliver and retrieve?



Set up scenarios and ask the pupils to plan the route. The Bee-Bot can take on different character roles E.g. go and buy some flowers for your friends birthday. Buy a card and a stamp. Post the cards in the post box (costs).

- You are going to a wedding and need a new dress, a haircut and some money to purchase these items. Plan your journey.
- Before Mrs Jones collects her daughter Mary from school she meets her friend at the teashop as well as buying Mary's favourite sausages for her tea. Plan her journey.
- There are road works and temporary traffic lights (draw and attach with 'Blu-tack' Call at the fruit shop and allow extra 'pauses' for delays.
- Buy three flowers, two pears, six eggs, and a new coat. Where would you go and what would your journey look like. A recipe or a shopping list might be followed.

Welcome To The Bee-Bot Treasure Island

CODE: ITSMAT1



The Bee-Bot Treasure Island mat directly covers Unit 2D of the QCA Scheme Of Work 'Controlling a floor turtle'. This mat will provide a useful starting point for teaching control and programmable aspects of the I.C.T objectives. The mat is designed to encourage the teacher and children to explore a number of different ways in which the Bee-Bot can be controlled. The teacher could be working with a group of children or it could be a small group of children working independently to consolidate their understanding.

The teacher can use a combination of the photocopyable sheets attached and the mat, in a number of different ways, depending on the age and ability of the children.

The Bee-Bot Treasure Island Game

The game is based around the photocopyable symbols attached to the back of these notes. By using these symbols, you can bring a real treasure hunt feel to the mat, whilst pupils learn to plot their routes, avoiding the perils of the island.

The Pirates Treasure

Split the children in to two groups, one group to be the Pirates and the other to be the Treasure Hunter's

The Pirates



Ask the Pirates to place the treasure chest symbol in a square on the mat in which they would like to hide the treasure.



Place the remaining symbols face down and ask the children to select between 1-6 symbols, determined by the roll of a dice. Remove the cards that were not selected and turn the ones that were.



The task is now to plot a route using all the chosen symbols in order of selection, to reach the spot of buried treasure. Plan out the route and then enter it into the Bee-Bot to see if it's right. (Do not let the Treasure Hunter's see)

The Treasure Hunters

- Keeping the treasure in the original spot.



Re-shuffle the symbols, lay them face down and again ask the treasure hunters to select between 1-6 symbols, determined by the roll of a dice. (Watch out for the sharks and swamp)



Now see if the treasure hunters can find the pirates buried treasure via their chosen symbols. (Use the compass to help find your way around the Bee-Bot Treasure Island)

Searching for the Treasure



Start the Bee-Bot on the pirate ship. Shuffle the photocopiable symbols and lay face down in a pile.



Individually ask the children to turn over the top picture, and then ask them to enter into the Bee-Bot the instructions they think will get them to that square on the mat.



If they are successful then they keep the card, if they are not successful then that card goes back to the bottom of the pile.



Keep playing until all the cards are gone.



The child with the most amount of cards is the winner.

- You could adapt the game by removing some of the more difficult to reach symbols from the pile or just simply start the Bee-Bot from a different point.

Hide and Seek



In pairs or small groups, ask the pupils to try this task. One group decides where to hide the treasure on the island but don't tell the other group where it is (Make a note of which square it is in)



The same group then plans a route around the island that leads to the treasure.



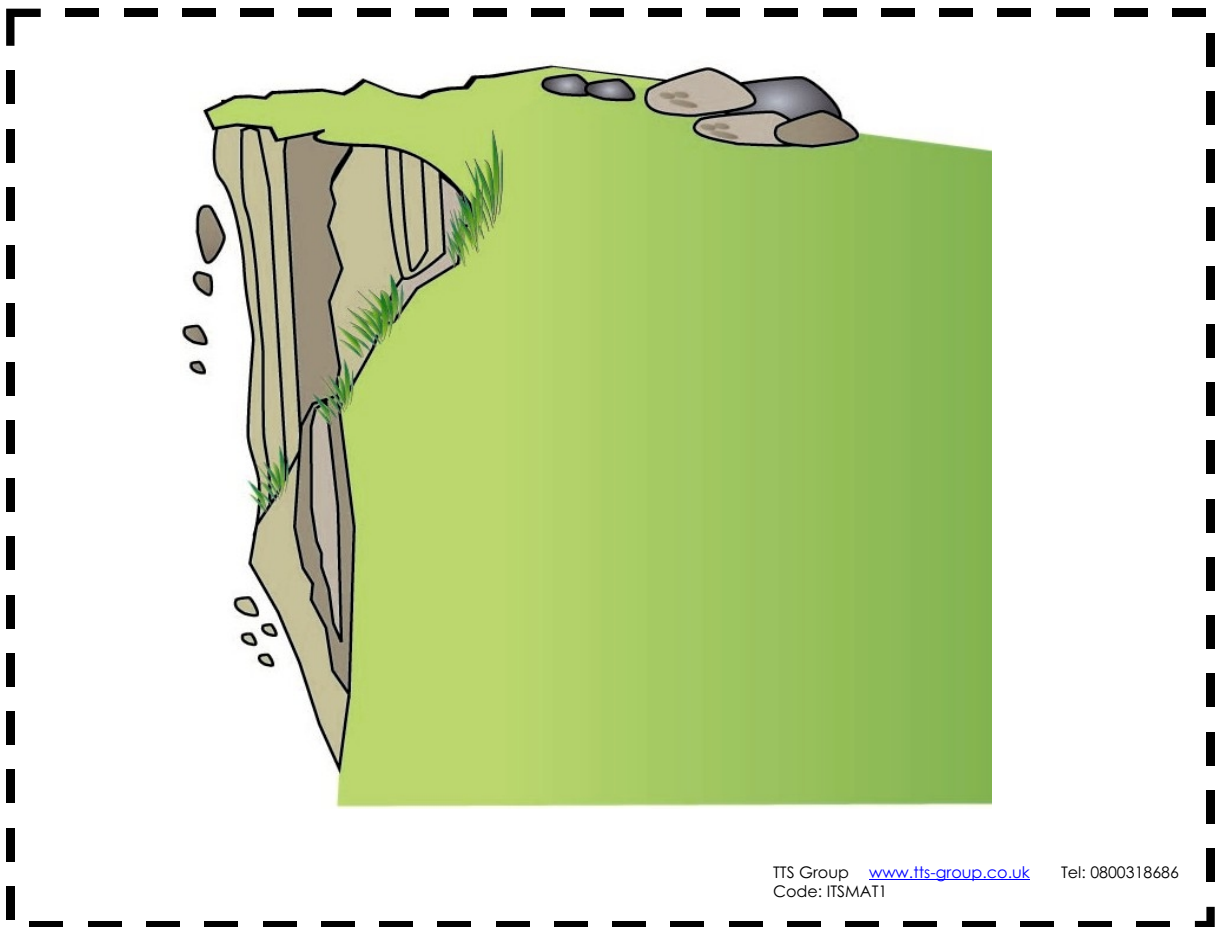
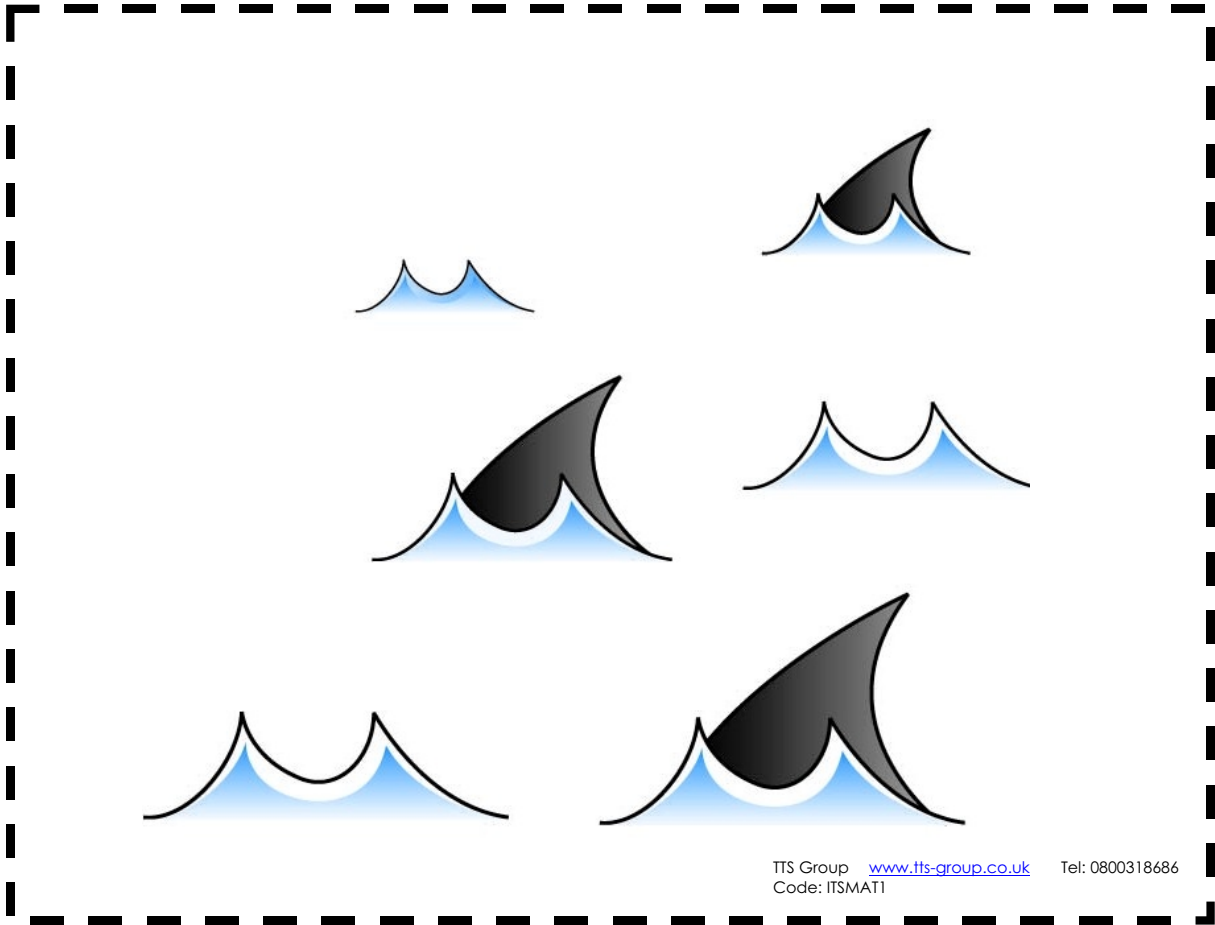
Give the plotted route to the other group and see if they can find the treasure.

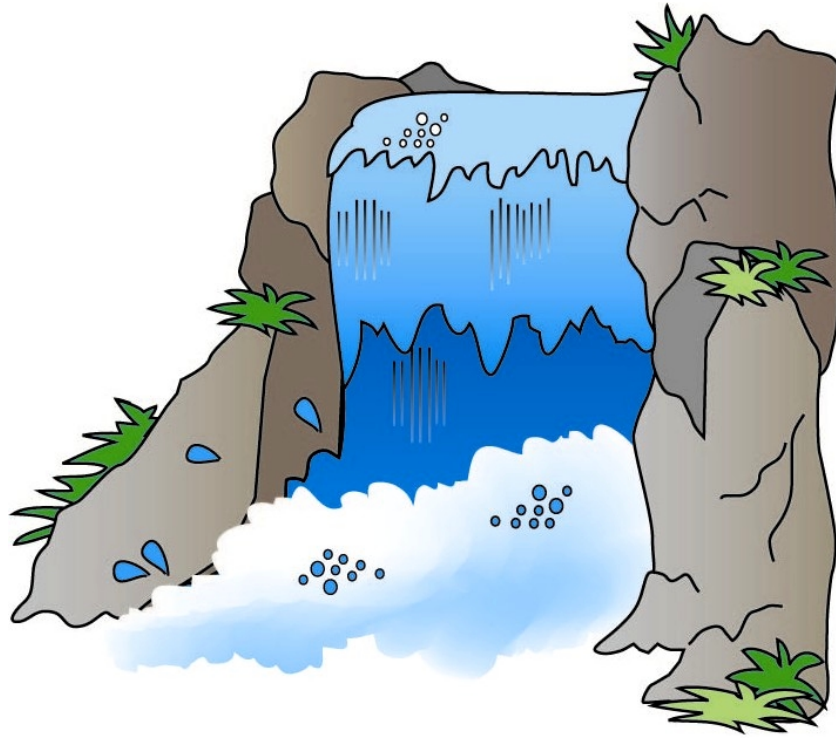
- Ask the children to use descriptive and positional words to describe their route to the treasure e.g. Over the wood bridge, behind the waterfall and around the hot volcano. What geographical vocabulary can be developed?

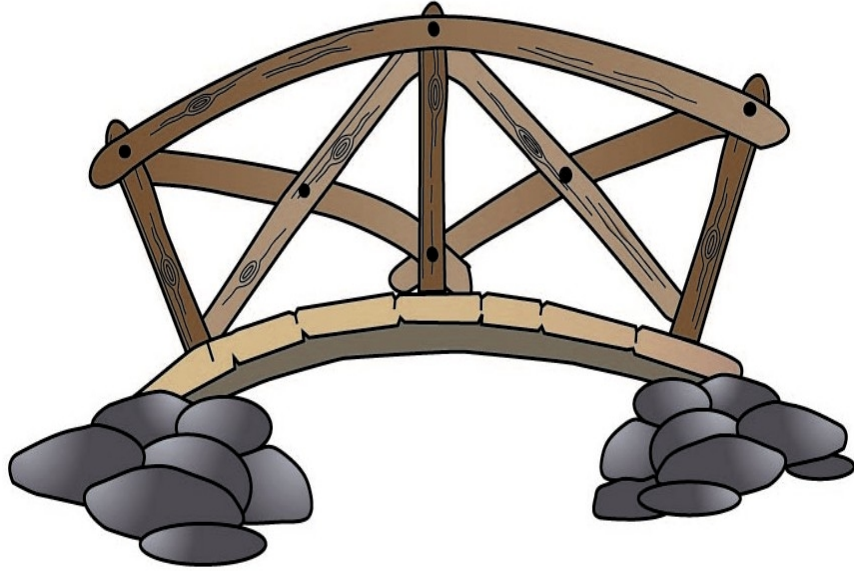
- In all of these games the children could be introduced to simple recording of their instructions using the Bee-Bot sequence cards (ITSCARDS) or by simply using A4 laminated whiteboards (L-KIT)
- While using this mat, encourage the children to explore their imagination to develop a real adventure story to the activity i.e. imagine there is a secret passage out of the back of the cave or a hidden tunnel that leads around the back of the waterfall; there may be even some remains of the Bee-Bot in the swamp who was also looking for the treasure and got lost?
- Why not incorporate elements of role-play, by asking the children dress up as pirates and explorers? Even decorate the Bee-Bot itself to look like pirate, using the Bee-Bot changeable coloured shells (ITSRS (Red), ITSW (White), ITSGS (Green))
- Add a three dimensional aspect by putting of foliage and props on and around the mat.

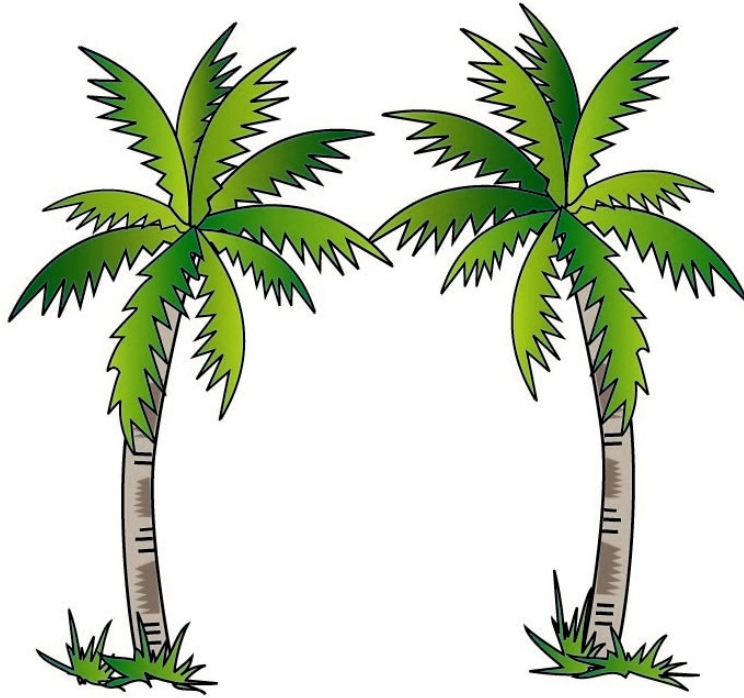
Use coins (real or chocolate) or old costume jewellery as treasure.

Happy Hunting!









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