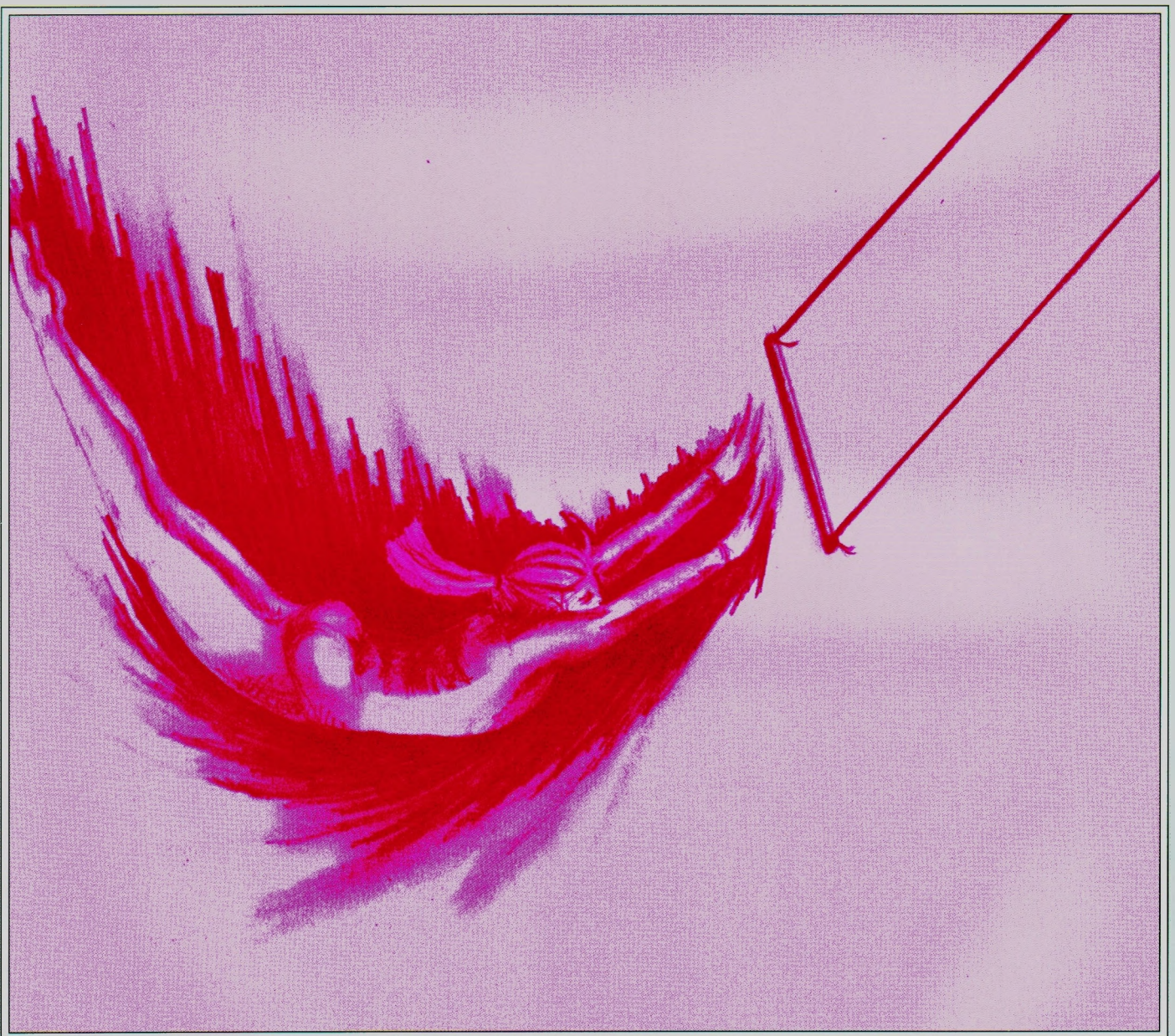


# Safety Net

A book of Internet activities  
using safe (and free) sites for  
children



**NEWMAN COLLEGE with MAPE**



This latest publication from MAPE is a collection of good educational websites and some ideas for using them in the classroom.

The collection cannot claim to be balanced across the curriculum – it reflects the interests of the contributors – and there is certainly a bias to KS2 as there still seems to be a dearth of good material for KS1.

Each activity starts on a fresh page and is based around the use of one or more URLs (Uniform Resource Locators – or web addresses), which are usually given at the top of the page.

Some of the activities are presented in the form of worksheets for children, others as notes for teachers and some a combination of both. Other useful sites are mentioned in the boxes at the bottom of some of the pages and on the Further Ideas page. To round it all off we have an article on WebQuests, some tips on searching the web and saving text and images from websites and a short glossary.

All the materials may be freely copied for educational use.

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# Safety Net

## A book of Internet activities using safe (and free) sites for children

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*Thanks to the authors of the activities:*

Geoff Davies, Graham Dean, Rhona Dick, Pam Earnshaw, Heather Govier, Roger Keeling, Dave Kibblewhite, Betty Lumley, Harriet Martin, Dafydd Price, Alan Rogers, Angella Streluk, Janice Staines, Roy Topping

**NOTE:** When typing URLs, take care not to confuse the letter O and the number 0 or the letter L and the number 1. If the URL fails please check carefully to see whether this might be the problem.

## Words and Pictures – Wordblender

KS1 English/Literacy

URL: <http://www.bbc.co.uk/schools/wordsandpictures/clusters/index.shtml>

### Relevant to the following

Key Stage 1: Year 1 – Word level work – initial and final consonant blends

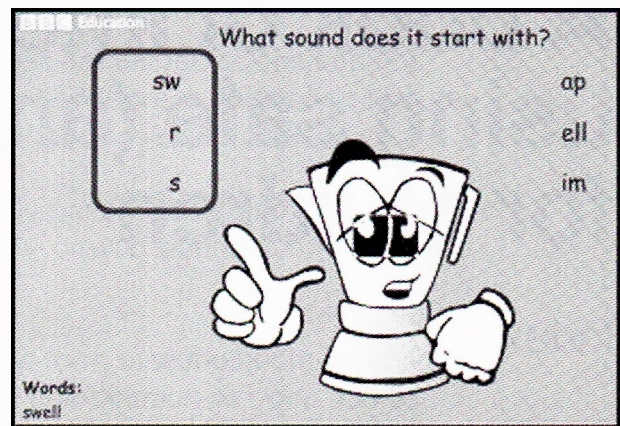
### Teachers' notes

This is an on-line resource, which can be tailored by the teacher.

The 'Consonant Clusters' activities help with initial and end clusters in words (eg spin, desk). This area of phonic knowledge is introduced in the Year 1 Term 2 objectives of the National Literacy Strategy Framework.

Practise a number of initial and final consonant blends with your class, ensuring that they understand how to blend the sounds to make a new word.

If you have access to a large-screen TV, monitor, projector or whiteboard, use this program with the whole class; otherwise use it with smaller groups. Demonstrate how the program works and ask individual children to choose initial and final consonants and to blend them together.



Ask questions such as:

*What sound does it start/end with?*

*What do you get if you blend them together?*

*Is that a real word?*

*Can you use the word in a sentence?*

Split the children in groups to practise blending words and to find the right word blends to complete simple sentences.

### Other useful websites for KS1

#### **The MAPE Website** [www.mape.org.uk](http://www.mape.org.uk)

Kidsmape has Big Books, Big Book Maker, Quiz Maker, Sorting Games and Disclose.

#### **The Little Animal Activity Centre** <http://www.bbc.co.uk/education/laac> (uses Shockwave and Flash)

This site from the BBC is aimed at the 5–7 age range (choose the 'about the site' button on the menu page for details). There are activities across the whole curriculum but the Big Book stories are particularly good.

#### **Infant Explorer** [www.naturegrid.org.uk/infant/index.html](http://www.naturegrid.org.uk/infant/index.html)

Big book stories on nature topics – six beautifully produced books each with accompanying plans and resources to support learning (see page 4).

#### **Teaching Time** <http://www.teachingtime.co.uk/index.html>

This website provides three different types of resource for teaching about time. There is a Whole Class clock for use as a teaching tool, a set of interactive pupil activities linked to Year 1 to Year 5 objectives, and a battery of printable resources for further work.

#### **Maths Net** [www.anglia.co.uk/education/mathsnets](http://www.anglia.co.uk/education/mathsnets) (uses Flash)

The MathsNet website is an independent educational website housed on the Anglia server. Use the search box at the top of the index page to search for KS1 activities. Describing shapes is a good one.

#### **Tangrams** [www.microworlds.com](http://www.microworlds.com)

The Project Library of this site contains a number of logo microworlds for children to investigate and explore. Each can be downloaded (instructions are given) and used off-line. Most of the activities are rather difficult for KS1 but the tangram puzzle is very suitable.

# Number Stick

KS1/2 Maths

URL: <http://www.primaryresources.co.uk/online/numberstick.swf>

## Relevant to the following strand(s)

Numbers and the number system: properties of numbers and number sequences  
Solving problems: reasoning about numbers

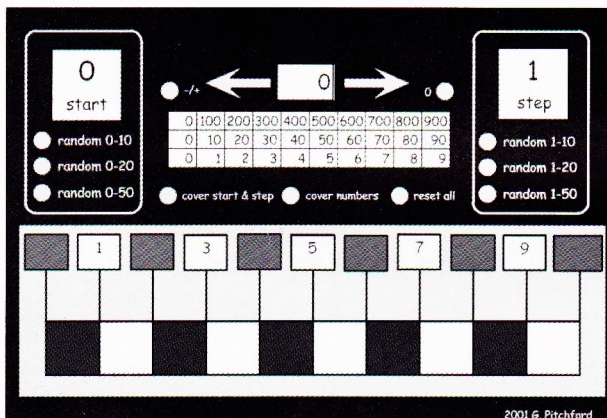
## Teachers' notes

This is an on-line resource for counting on and sequencing numbers. It can be used throughout the primary years.

## Key Stage 1 work

At KS1 you can use it, for example, to introduce the idea of counting on and back on a number line starting from a number other than zero. Set up the on-line number line to range from 6 to 16.

First of all cover some of the numbers and ask the children to count with you from 6 and to predict what numbers are covered. Reveal the numbers as they are named. Ask questions like: 'If



I start on \* and count on \*\* places, what number will I finish on?', 'If I start on \* and count back \*\* places, what number will I finish on?'

Now set up a new numberline, this time starting with 4 and counting in twos up to 24. Ask the children what numbers they think have been covered up.

Remind the children that when you count on along the numberline you add (+) a number each time and when you count back you subtract (-) a number. Remind them that the numbers on the line are a set of 'even' numbers.

## Key Stage 2 work

At KS2 you can use this resource to introduce the idea of negative numbers to your class. Prepare the children for the activity by ensuring that they are happy with counting on and back using a number line. Set up the on-line number line to range from -5 to 5.

First of all cover all the negative numbers and ask the children to count with you from 0 to 5 and then back to zero.

Now ask the children what numbers they think have been covered up. Some might think the covered numbers are fractions, some might think they are decimal numbers. Make a list of the suggestions. Remind the children that when you count on along the number line you add (+) a number each time and when you count back you subtract (-) a number.

Remove the covers of the numbers one at a time and introduced the children to the number 'negative one', 'negative two' and so on. See if they can predict what number might come next in the sequence. Practice counting on and back using the negative numbers as well.

## Other useful websites for KS1 Maths

### The MAPE Website [www.mape.org.uk](http://www.mape.org.uk)

Kidsmappe has Sorting Games, My World Screens and KS1 Maths Treasure Trail. Also Ducks Digits and Unit the Robot in the Star Tower section of the site.

### Mend the Number Square <http://www.bbc.co.uk/education/numbertime/index.shtml> (uses Shockwave)

This activity comes from the excellent BBC Numbertime Site. Like all the other activities on the site it is supported with Teachers' Notes. Click on the Parents & Teachers button to access these. The notes include questions to talk about with children before they start work on the puzzle, ways of supporting them during the activity by exploring the patterns on the number square, and some follow up questions.

# What lives in the pond?

**KS1 Science**

URL: <http://www.naturegrid.org.uk/infant/chiuniweb/bksp.html>

Look in the *Pond Web* book.  
Lots of living things live in the pond.  
They are all food for something.  
Draw the pictures from each page.

<p>Page 2</p> <p style="text-align: center;"><b>water weed</b></p>	<p>Page 4</p> <p style="text-align: center;"><b>caddisfly nymph (eats water weed)</b></p>
<p>Page 5</p> <p style="text-align: center;"><b>great waterboatman (eats caddisfly nymph)</b></p>	<p>Page 8</p> <p style="text-align: center;"><b>newt (eats great waterboatman)</b></p>
<p>Page 9</p> <p style="text-align: center;"><b>fish (eats newt)</b></p>	<p>Page 11</p> <p style="text-align: center;"><b>heron (eats fish)</b></p>

Have you looked at some pond creatures and plants?  
Ask your teacher if you can e-mail Sebastian Swan and tell him about them.



## Growing Tomato Plants

**KS1 Science**

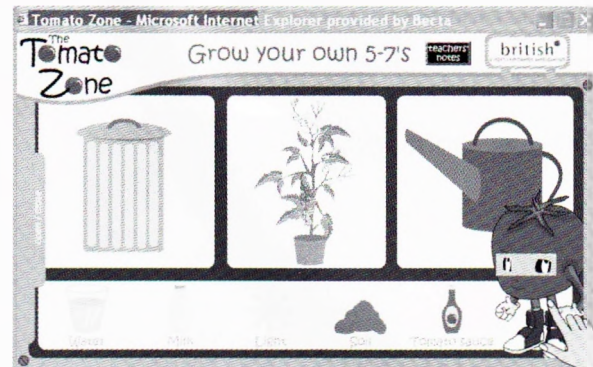
URL: <http://www.thetomatozone.co.uk/>

This is an on-line resource which focuses on tomato production. You can use this resource to introduce the idea of healthy eating or as part of a Sc2 – Life processes and living things module.

Open the Tomato Zone link and click to enter the zone. If you have a large screen monitor, projector or interactive whiteboard you can use this resource with the whole class.

Click on the flower icon to go to the 'Tomato Topics' pages. You might like to look at the 'From Flower to Fruit' sections first, but you will need to explain the animations to the class. Talk with the children about what plants need to make them grow. Select the 'Grow your own (under 8s)' icon.

The children are asked to show what tomato plants need to grow by dropping correct items into the watering can and incorrect ones into the dustbin. Correct responses get a 'Well Done' message, incorrect responses bounce back and the children can try again. Invite some children to come out and place the items by dragging them and dropping them appropriately. Ask them to give



reasons for their choices. If time permits let pairs of children repeat the exercise and complete the worksheet.

The children will probably be surprised that tomato plants do not *require* soil to grow. If the time of year is right, you could grow your own tomato plants, some in soil and others hydroponically to compare the growing results.

### What you need to grow a tomato plant

To grow a healthy tomato plant you need:			
Tomato plants do not need these things to grow:			
	<b>water</b>	<b>milk</b>	<b>soil</b>
	<b>light</b>	<b>tomato</b>	<b>ketchup</b>

# Florence Nightingale

## KS1 History

URL: <http://www.florence-nightingale.co.uk>

Go to the Florence Nightingale Story. This tells you all about this lady. Fill in the missing words.

Florence Nightingale was born in Italy in \_\_\_\_\_.

Florence died in \_\_\_\_\_.

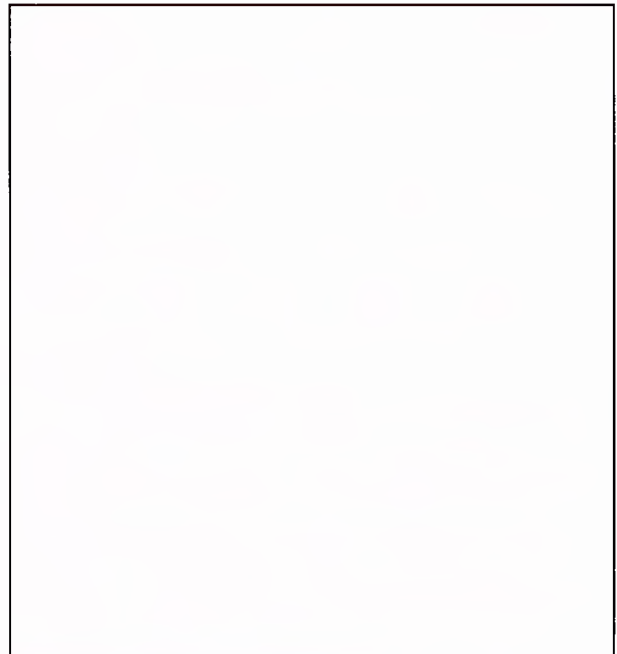
What job did Florence do? Choose from the jobs below and put a circle round the correct one.

teacher	nurse	shop keeper	cleaner
---------	-------	-------------	---------

Look at the pictures. Florence lived a long time ago. They wore different clothes in those days. Draw a picture of Florence in each box.



Florence when she was  
younger



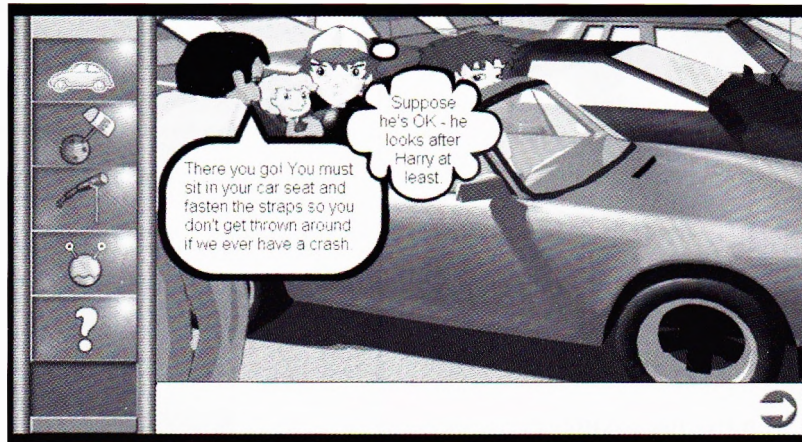
Florence when she was  
older



# Road Safety

**KS 1**

URL: [http://www.galaxy-h.gov.uk/new\\_mainmenu.html](http://www.galaxy-h.gov.uk/new_mainmenu.html)



This on-line resource focuses on health and safety. There are lots of interesting ideas on the site, so you may want to start by going to the main menu and exploring the different sections. This activity is based on being safe on the roads and you can go straight to this part of the site by following this link.

Transportation zone:

<http://www.galaxy-h.gov.uk/transportation.html>

## Teachers' notes

Talk with the children about what they already know about being safe on the roads. They might talk about the Green Cross Code, not playing on the road, wearing bright or reflective clothing etc. Make some notes of their responses as they offer them.

Open the Transportation Zone link and tell the children that you are going to look at how they can stay safe on the road if they are riding their bikes. If you have a large screen monitor, projector or Interactive Whiteboard you can use this resource with the whole class.

Introduce the character 'Tike' to the class and help them to read the story of his holiday

visit home. At the end of the story choose the 'cycling' option.

Tike is surrounded by a number of items of clothing. Talk about the various clothes that are displayed and ask the children to suggest which ones Tike should wear to keep him safe when he goes out cycling. Ask questions such as:

- Will he be easy/difficult to see at night/in bad weather?
- Will it help to protect him if he falls off his bike?
- Will it make it easy for him to control his bike if he is wearing this?

When the children are confident that they understand the safety issues behind dressing Tike to go cycling, you can invite some of them to come out and place the clothes on Tike by dragging them and dropping them on him. You may need to talk in more detail about why a map and a cycling proficiency certificate are helpful for keeping him safe on the road.

Check that the class is happy about the way Tike is dressed. Ask them to give reasons for their choices. If time permits let pairs of children repeat the exercise.

## Persuasive Writing

## KS2 English/Literacy

URL: <http://www.learn.co.uk/glearning/primary/lessons/ks2/lesson1/intro.asp>

### Relevant to the following

Key Stage 2: Text level work – Non-fiction reading comprehension

### Teachers' notes

This series of lessons covers the use of persuasive writing in advertisements.

The site provides lesson plans and resources sufficient for a unit of work for a week.

Prepare the children by discussing differences between fact, opinion and fiction. Spend some time looking at how graphics and persuasive writing is used to attract the attention of a potential buyer. You might use a range of advertisements from newspapers, magazines, TV and radio as a starting point.

Having completed the on-line activities, groups of children should revisit different advertisements and identify the different

Lesson 1

Many adverts contain a mixture of facts and opinions.

Read the advert, thinking carefully about the facts and opinions that it contains.

Make sure you know the difference between a fact and an opinion. If you don't then ask your teacher!

Now, drag each group of words to either the facts or opinions column. If you are right, the groups of words will stick.

Teachers' resources

- Introduction
- Lesson 1 and 2
- Lesson 3 and 4
- Lesson 5 and 6
- Book 1
- Book 2

Online activities

- Activity 1
- Activity 2
- Activity 3
- Activity 4

Fact	Opinion

strategies/types of language and graphics used in light of what they have learned through this unit.

At the end of the week each group could present a report of their findings to the rest of the class.

### Other useful websites for KS2 Literacy/English

The **MAPE Website** [www.mape.org.uk](http://www.mape.org.uk)

Kidsmappe has Big Books, Paddington, Big Book Maker, Quiz Maker, Whodunnit, Sorting Games and Disclose. The Star Tower section of the site also has a number of literacy activities.

The 'Author Area' section of the **Puffin Books website** <http://www.puffin.co.uk> has children's authors answering questions about themselves and their work.

Two good gateway sites (sites which give access to many authors' and publishers' own sites) are:

- **Just for Kids who Love Books** – [www3.simpatico.ca/alanbrown/](http://www3.simpatico.ca/alanbrown/)
- **Children's Literature Web Guide** – <http://www.acs.ucalgary.ca/~dkbrown/index.html>

**Puzzlemaker** <http://puzzlemaker.school.discovery.com/> is a website that creates word searches (as well as mazes, number puzzles and lots of other interesting activities).

**Story Starters** [www.sutton.lincs.sch.uk](http://www.sutton.lincs.sch.uk)

This is a school website with many useful resources. Look especially in the Learning Zone. Story Starters encourages children to think about the various categories of story and to plan and structure their writing.



# Archimedes Bath

## KS2 Maths

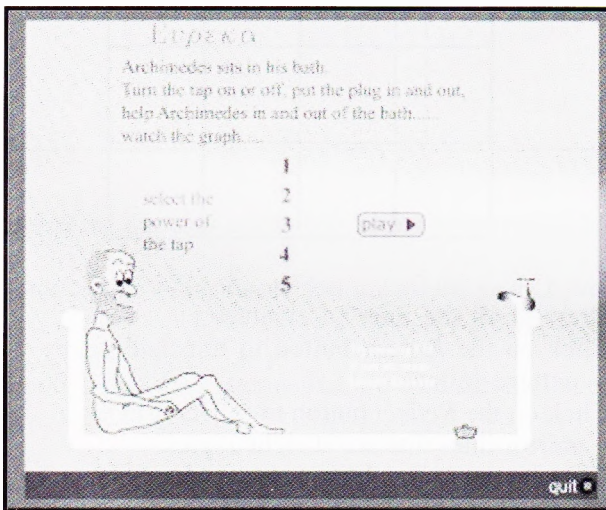
URL: <http://www.mathsonline.co.uk/nonmembers/gamesroom/sims/archi/data.html>

### Relevant to the following mathematics strand(s)

National Numeracy Strategy – Organising and interpreting data  
 Year 5 – interpret a line graph.  
 Year 6 – interpret a line graph, in which intermediate points have meaning

### Teachers' notes

This piece of software has existed in some form or other since the early days of the use of computers in education. It is a useful little program, which fits in to a very specific part of the numeracy curriculum – elementary graph interpretation. Understanding the meaning of line graphs where one axis shows 'time' is tricky because with a static graph it is difficult to envisage the passage of time. This on-line activity shows the graph as it is built up over time alongside the animation of the bath with its changing water levels.



The opening screen shows Archimedes sitting in his bath and allows the user to select the power of the tap. This determines the speed at which the water enters the bath and thus the gradient of the graph. On selecting play, a screen is presented which shows the bath with a graph of water level below it. Taps can be turned on and off, the plug inserted or removed and Archimedes can get in and out of the bath. As these things happen the water level changes and this is represented on the graph of water level against time.

### Using the website

Prepare the children for the activity by encouraging them to 'tell the story' of a graph. For example, log the temperature in the classroom for 24 hours. Encourage the children to spot where changes occur in the graph and to begin to explain what might have caused the changes. They might say, 'The temperature starts to rise at 6:30 because the heating comes on at that time.' 'The classroom got colder at 10.30am because the children went out to play'.

Introduce the activity to the class using the program as an animated blackboard. This can be done on a large screen, a whiteboard or through an application that allows the teacher to take over the screens of all computers on a network. Work through the normal sequence of events when someone has a bath: plug in, taps on, taps off, man in, man out, plug out. Draw attention to the dynamic graph and the changes to the graph that occur at each event. At the end of the sequence review what happened and analyse the graph describing what it shows about the sequence of events.

Away from the computer, ask the children to think of an alternative sequence of events – the man may get into the bath before the taps are turned on, he may let the water overflow, he may get out half way through to answer the phone etc. Ask the children to write their 'story' as a sequence of events and then to sketch the graph to show this. They can then test this by working through the sequence on the computer. Finally ask the children to print the graph and annotate it to tell what happened.

### Extension

Give the children a graph which you have prepared earlier and ask them to write a story about it.

Cover the lower half of the screen so that the graph cannot be seen. Create a 'story' with the animation and ask children to draw the corresponding graph. Remove the cover to allow comparison with the computer graph.

Allow children to prepare challenges for their peers by writing a story, creating the graph and challenging other children to recreate the story from the graph.

The fable of the crow that used pebbles to raise the water level in a jar could be used to set the context.

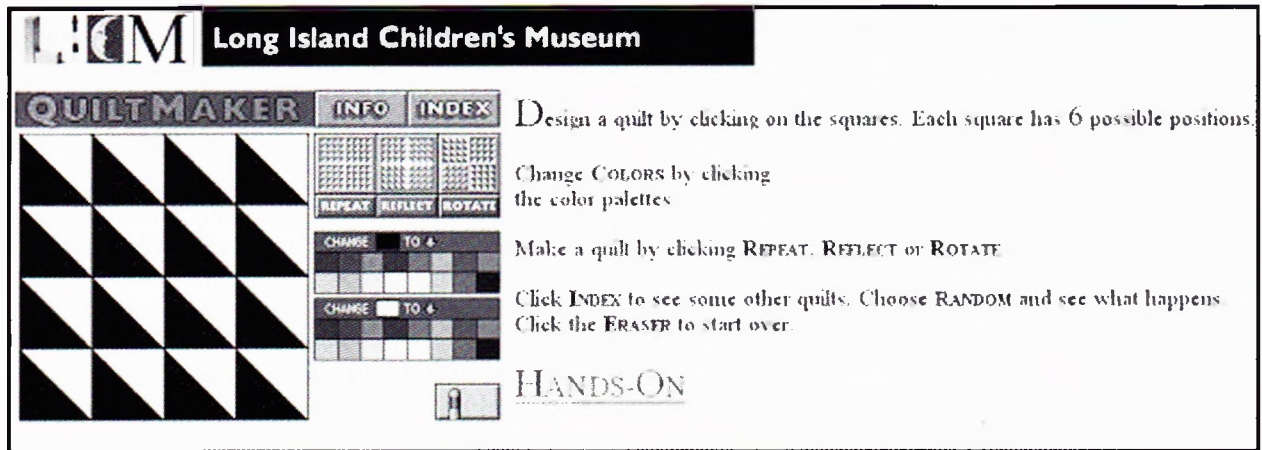
(For other useful websites for KS2 Maths, see p 30)



# Patchwork Puzzle

# KS2 Maths

URL: <http://www.licm.com/noFr.f/quiltNF.html>



### Resources

- Computer with *Shockwave* installed
- Graphics package
- Colour printer

### Teachers' notes

Patchwork quilting is a traditional Amish skill. Information about the Amish people can be found at: <http://www.amishnews.com/featurearticles/quiltheritage.htm>

A list of fiction books (mostly for younger pupils) can be found at: <http://www.genevaschools.org/austinbg/class/gray/internet/quilt/books.htm>

It will save time if you copy, paste, crop and save the 20 different patterns available in the index. Pupils can then insert these into a *Word* document to complete the task (see page 31 for help with this).

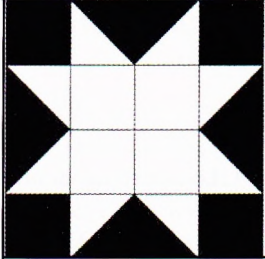
Pupils will need to be able to insert tables and insert pictures into a table.

### What to do

- Load the *QuiltMaker* program.
- Click *Info* to read the instructions.
- Click *Index*, now choose a pattern that you like.
- You can change the colour of the block.
- Study the pattern to see how it has been made and sketch it here.
- Give your pattern block a name; you might call it 'Daisy' if it looks like a flower.

My pattern block looks like .....  
so I have called it .....


- Draw in all the lines of symmetry.
- Click on the *Repeat* button to translate your pattern block.
- Click on the *Reflect* button to reflect it in two mirror lines that are at right angles.
- Click on the *Rotate* button to see what happens when your block is rotated 90°.
- Are all the patterns the same? .....
- Now try each of the patterns from the *Index* in turn.
- Which of them give the same pattern when they are repeated, reflected and rotated?
- You are going to use a word processor to write about what you have found out.
- Increase the font size and give your report a title, don't forget to add your name.
- Now insert a table and give each of the columns a heading.

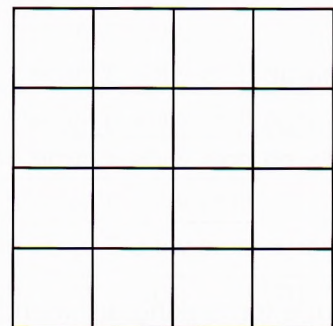
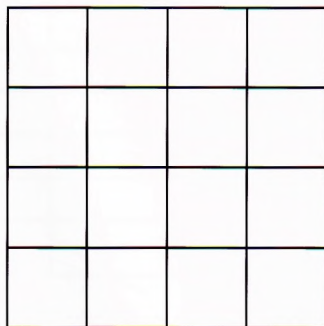
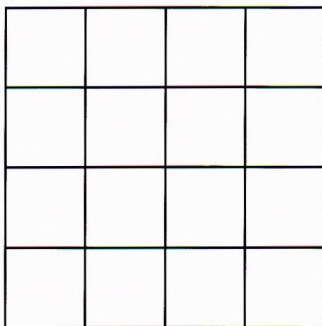
All patterns the same	Two patterns the same	All patterns different
		

Insert the pictures of the blocks in the correct column. Sketch in all the lines of symmetry.

I notice that the patterns that are all the same have .....

I notice that the patterns that are all different have .....

Design blocks of your own that you think belong in each of the columns above.



Now use Quiltmaker to test your hypothesis. Were you right?

# Knots and Crosses

# KS2 Maths

URL: <http://www.aon-celtic.com/cknotwork.html>

### Resources

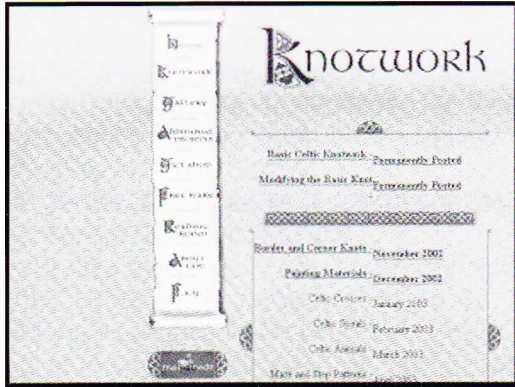
- dotty paper or copies of the grid downloaded from the website
- rulers
- soft pencils
- rubbers

### Teachers' notes

It was often thought that the Celts were a primitive race.

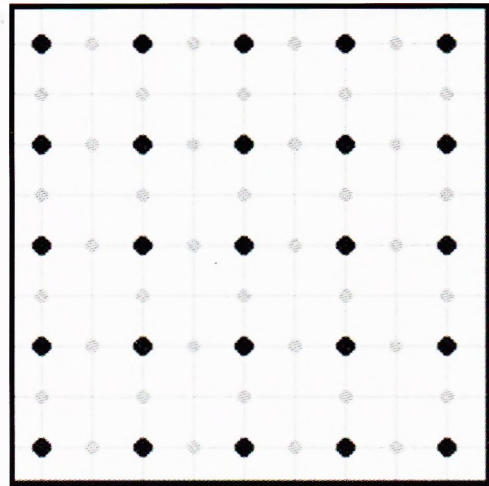
Little of their culture remains apart from intricately carved knot-work patterns. They discovered that in general continuous lines could only be carved if the lengths of the adjoining sides had no common factors.

The knots are one continuous strand, symbolising eternity, and, additionally, the interwoven strands are supposed to represent the relationship between the secular and spiritual elements of life. Stone carvers worked with great care believing that their gods would detect any errors.



### What to do

On your sheet of dotty paper make alternate dots large.



Open the site <http://www.aon-celtic.com/cknotwork.html>.

Watch the animation to see what your finished knot pattern will look like.

Click on the Basic Knot part 1 and follow the instructions to create your basic knot.

Make sure you use a very soft pencil and make your lines very faint because you will need to rub some of them out later.

You can make Celtic knots with other rectangles, but not all of them will allow you to create an unending line. Work with a group of friends and try to create unending ropes with these rectangles.

Try to find the rule that the Celts used when they made their unending ropes.

Hint: find all the factors of the two sides.

Rectangle size	Unending?	Width factors	Height factors
5 large dots wide 2 large dots high			
5 large dots wide 3 large dots high			
6 large dots wide 3 large dots high			
6 large dots wide 4 large dots high			
8 large dots wide 4 large dots high			
8 large dots wide 3 large dots high			

My rule for making an unending rope is.....

Test your rule on another rectangle.



# The Wonderful World of Tessellations

## KS2 Maths

URL: [www.numeracysoftware.com](http://www.numeracysoftware.com)

From the menus on the left select the option of 'free downloads' then choose the option of free downloads for 2001–2002 and scroll down to week 23 where you will find the option to download a *PowerPoint* presentation called Tessellation.pps.

Although it can be viewed on-line it is better to download it to a floppy disc or the hard disc of the machine you are working on.

Now view the *PowerPoint* presentation and learn about the world of tessellations. The following tasks are paper and pencil tessellations until you get to Task 4 Plus.

### Task 1 – here are some challenges

- Take a digital camera and photograph two additional brick wall patterns that tessellate.
- Take a digital camera and photograph two additional flooring patterns that tessellate.
- Take a digital camera and photograph two tessellating patterns that are not restricted to square or rectangular shapes.
- You may be able to find a pattern that needs two interlocking shapes to cover the surface – photograph these too.

#### Task 1 Plus

Using the photographs above, add some additional slides to the *PowerPoint* presentation to demonstrate your work.

### Task 2 – shapes that need partners

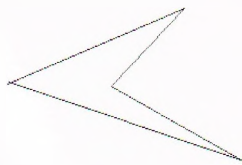
If you study the shapes listed below, some will tessellate on their own and some will need a 'second' shape to fill in the gaps that are left over.

Divide these shapes into 2 sets, those that tessellate on their own and those that need a 'partner':

**scalene triangle**  
**pentagon**  
**hexagon**  
**octagon**  
**symmetrical trapezium.**

#### Task 2 Plus

Does this shape tessellate?  
 Does it need a partner? You will need to be very careful when you draw round it.



### Task 3 – Pentominoes and 7-pin polygons

Note that as the tessellation develops there is regularity to the way that the shapes are placed down on the page (that is, they are not placed at random).

- Choose another of the pentominoes and tessellate it. Could you cover a floor with tiles of the shape you have selected?
- Choose another of the 7-pin polygons and tessellate it. Could you cover a floor with tiles of the shape you have selected?

#### Task 3 Plus

There are only 12 pentominoes. There are more hexominoes (ie 6 sides, all vertical or horizontal). Choose one of them and see whether or not it tessellates

### Task 4

Now make your own tessellations, but each one should have at least one curved side and can be based on any of the shapes that you have seen so far.

#### Task 4 Plus

Can you achieve the above effect by using one of the drawing or geometry software packages? Before you start on the tessellation, you might want to add colour or features to your basic shape. Note how the one shape in the *PowerPoint* presentation has been made to look like a ghost.

If you want more help with creating an electronic tessellation, then try this site: <http://www.drking.worldonline.co.uk/hexagons/tess/how.html>

### Finally

Even really clever mathematicians play about with tessellating patterns. If you want to know the type of patterns that they produce, then try visiting [http://www.itap.physik.uni-stuttgart.de/~gaehler/tilings\\_gif.html](http://www.itap.physik.uni-stuttgart.de/~gaehler/tilings_gif.html) (don't read the page; just click on the links and be impressed by the wonderful patterns).

If you achieve your tessellation in electronic form then you can e-mail it (as an attachment) to: [R.Keeling@newman.ac.uk](mailto:R.Keeling@newman.ac.uk). We will choose the best and make an art gallery of the results on the MAPE web site.

A couple of other useful web sites at school level are: <http://www.coolmath.com/tesspag1.htm> <http://nrich.maths.org/prime/jan02/bbprob1.html> but if you are really interested in symmetry and tessellations there is a whole world of useful links on this site: <http://ccins.camosun.bc.ca/~jbritton/jbsymtesik.htm>

# Endangered Species

# KS2 Science

## URLs:

### The British Water Vole

[www.wildlifetrust.org.uk/cornwall/species/wvoles.htm](http://www.wildlifetrust.org.uk/cornwall/species/wvoles.htm)

<http://www.lincstrust.co.uk/cons/wvole/story.html>

<http://www.lincstrust.co.uk/cons/wvole/wvole.html>

<http://www.lincstrust.co.uk/cons/wvole/ratty.html>

[www.abdn.ac.uk/mammal/endanger.html](http://www.abdn.ac.uk/mammal/endanger.html)

### Hector's Dolphin

<http://www.hectorsdolphin.org.nz>

<http://www.kcc.org.nz/animals/hectorsdolphin.htm>

<http://www.whale-web.com/dolphins/hector.html>

### The Mandrill

<http://www.thebigzoo.com/Animals/Mandrill.asp>

[http://www.congogorillaforest.com/r\\_mandrill.html](http://www.congogorillaforest.com/r_mandrill.html)

<http://www.animal-information.com/text/mandrill.html>

### The Giant Panda

[http://www.panda.org/about\\_wwf/what\\_we\\_do/species/what\\_we\\_do/flagship\\_species/giant\\_panda/index.cfm](http://www.panda.org/about_wwf/what_we_do/species/what_we_do/flagship_species/giant_panda/index.cfm)

[http://www.panda.org/news\\_facts/education/virtual\\_wildlife/animal\\_profiles/giant\\_panda.cfm](http://www.panda.org/news_facts/education/virtual_wildlife/animal_profiles/giant_panda.cfm)

[http://www.kidsplanet.org/factsheets/giant\\_panda.html](http://www.kidsplanet.org/factsheets/giant_panda.html)

<http://www.animalsoftherainforest.com/giantpanda.htm>

Use the websites above to find out about these endangered species. Fill out a fact sheet for each one with a picture in the bottom box.

Name of animal:	
Where they can be found	
What their environment is like	
What they like to eat	
Why they are endangered	
How humans can help them	
Illustration	

# Animals of the World

# KS2 Science

URL: <http://www.kidscom.com/games/animal/animal.html>

## Curriculum links

Science – Sc2 Life processes and living things

Living things in their environment

Pupils should be taught:

5b) about the different ... animals found in different habitats

## Teachers' notes

Kidscom is primarily an entertainment site but a number of the games and activities have valuable educational spin-off. The object of the animal game is to guess the mystery animal using the clues and the picture, which appears a section at a time. The clues relate to appearance, diet and habitat.

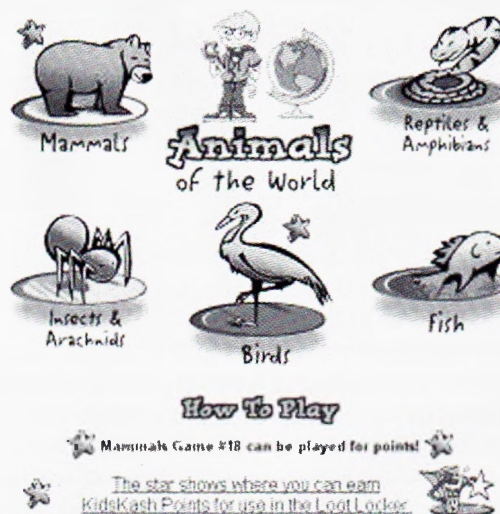
There are five groups of animals and children can choose to play in any group. The game starts by providing basic information about the chosen group of animals. For example, for the Reptiles and Amphibians group the introduction highlights the similarities and differences between amphibians and reptiles and then offers a number of games to play. The same animal is always the answer to the same game so that Game 1 in the Mammals group is a kangaroo. This means that each child can only play each game once but allows the animal to be found quickly if the program is being used as a source of information. The clues give the answers to 10 key questions:

- Where in the world do I live?
- What kind of habitat do I live in?
- What does my house look like?
- What do I look like?
- What colour am I?
- How big am I?
- How much do I weigh?
- What do I eat?
- How do I protect myself from enemies?
- What is so interesting about me?

There are ten clues, which can be taken in any order, and after each clue a guess can be made. The idea is to use a few clues as possible to gain the maximum score.

## Using the website

A whole class demonstration could be a useful starting point to encourage children to think about strategy. Which of the clues is likely to give the most valuable information?



Children can play the game in pairs or small groups and should be encouraged to discuss possibilities and strategies and try to solve the challenges with the minimum number of clues.

Screen shots can be taken at various points in the game or of the information sheets, which are accessed at the end. These can be incorporated into project reports. The process of taking a screen shot is very simple. On most modern PC computers there is a 'print screen' key (usually on the back row of the keyboard with the function keys). Pressing this key places an image of the current screen onto the cut-and-paste clipboard. The image can then be pasted into any suitable package (eg *Word*, a desk-top publishing program or a paint package) in the normal way from the Edit menu.

## Extension

When the mystery animal is guessed correctly a page of information about the animal is presented. The site could thus be used for reference, after children have played the games. Pictures of the animal and the map showing where in the world it is found can be printed or pasted into other documents (using Print Screen – see above or see p31 for help with copying pictures). The following headings could be used for report writing.

Name:                      Description:                      Habitat:  
Diet:                      Protection:                      Fascinating Facts:



# Junior Art Detective

# KS2 Art and Design

URL: <http://www.waikatomuseum.org.nz/education/junior.html>

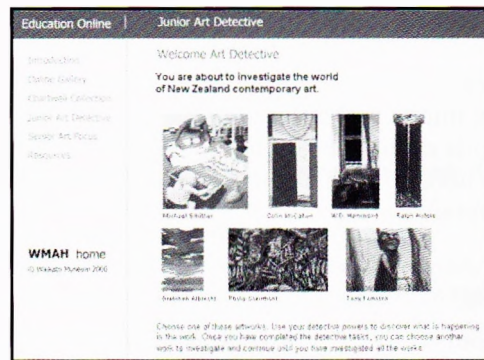
### Resources

- one activity sheet per pupil
- range of art materials (if your pupils are going to do the 'Great! Now it's your turn' activity.)

### Teachers' notes

This site provides a selection of modern art with questions that will encourage pupils to compare ideas, methods and approaches.

The pictures by Smithers and Albrecht feature activities more suited to younger pupils. Extension activities, using a range of art materials, are suggested.



Brief biographical details for all the featured artists can be found at <http://www.waikatomuseum.org.nz/education/biographies.html>

### What to do

Open the site <http://www.waikatomuseum.org.nz/education/junior.html>

Choose one of the pictures. Your teacher may have chosen one for you.

The picture I am studying is called .....

It was painted by .....

using these media .....

Study the picture carefully. Do you like it? Try to decide what it is about the picture that you do or not like. Write a sentence that describes how you feel about the picture.

Do you like this picture? ..... because .....

This picture makes me feel ..... because .....

Complete the questions that the Gallery has set, remember to make the answers as detailed as possible. Print out your answers.

Write down any new words and their meanings that you have learnt:

word	meaning

Now click on "Online Gallery" in the navigation panel on the left. Choose a different picture from the gallery.

The picture I have chosen is called .....

The artist is .....

Think about the questions you answered in the last activity. Write three questions that will help your friends think more carefully about this picture, for example you might ask: What colours does the artist use? Why do you think the artist has given the work this title? Try to use some of the words that you met in the previous activity.

Question 1 .....

Question 2 .....

Question 3 .....

# Noah and His Big Nanny Goat

## KS2 RE/English

URL: <http://re-xs.ucsm.ac.uk/>

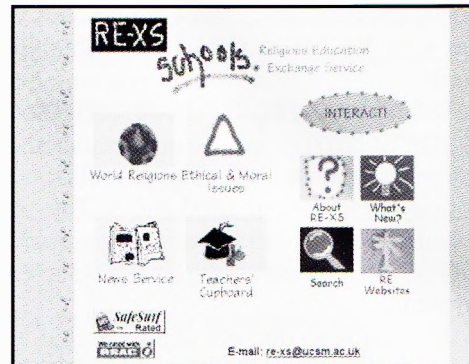
Follow the links Teachers Cupboard then Publisher's area; towards the bottom of the page there is a link to either Noah or Chapter 1 of the gospel of St Mark.

### Resources

- Data projector or computer connected to a large screen TV
- Computers in a suite if possible, but not essential
- Copies of part of the text printed out for all pupils
- Highlighter pens

### Teachers' notes

There are good precedents for telling Bible stories in the vernacular. Jesus, himself, used parables to explain doctrine in contexts that people could understand. Thirty years ago the actor, Sir Bernard Miles, did a series of radio broadcasts in which he told Bible stories in 20th century language that



everyone could relate to. This extract is from a book written by an experienced RE teacher; there is a foreword by the former Archbishop of Canterbury, Dr. George Carey.

If you have access to a computer suite pupils can work in pairs on different sections of the text, otherwise they can work on paper to begin with, taking it in turns to use computers as they become available.

Word in story	Whole phrase	Translation
nanny	nanny goat	boat
fork	fork and knife	life
brown bread	brown bread	dead
currant	currant bun	son

### What to do

In advance, copy the text and paste it into a word processor (see p. 31 for help with this). As the story is very long divide it into sections and save each section with a separate name.

Enlarge the font and alter the spacing if necessary to make it easily readable for whole class work.

Depending upon the age of your pupils, read the Bible story from a Children's Bible or in the original. Now read the Cockney version. Discuss the different versions.

Begin by using the first part of the text with the whole class, either on a white board or written on a flip chart. Highlight Cockney rhyming slang words/phrases.

Words in Cockney rhyming slang come in pairs. In general only the first is said/written, so pupils will need to think of the second word and then the possible rhymes, choosing the one that is most appropriate. Work as a class on the first section of the text. Later groups of pupils can work on their own section completing their own cockney dictionaries. (If computers are available separate files can

be amalgamated, put into alphabetical order and printed out to make a class dictionary.) There are several cockney rhyming slang translators on the Internet to help with some of the less common phrases.

Discuss the relative merits of different translations. Which ones make most sense? Edit the text, substituting Standard English for rhyming slang.

In the next lesson highlight other words and phrases that are non-standard English and ask pupils to rewrite the story in Standard English. If sufficient computers are available pupils should edit the text on screen, alternatively print out sections of text for pairs of pupils to work on.

You now have three versions of the story. Which do pupils prefer and why?

### Extension

If you live in a part of the country that has a rich local dialect, pupils could choose a Bible story and retell it. Tape recording it will probably be easier for pupils than writing it down.

# Ancient Mesopotamia

## KS2 History

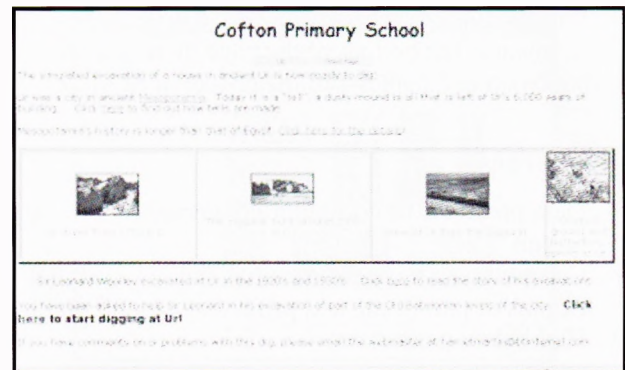
URLs: <http://www.cofton.bham.sch.uk/newpage17.htm> [www.mesopotamia.co.uk](http://www.mesopotamia.co.uk)

Investigate these neighbours of the ancient Egyptians for your KS2 History Non-European Society study unit.

Goto <http://www.cofton.bham.sch.uk/newpage17.htm> to partake in a simulated excavation of a house at ancient Ur (Old Babylonian Period about 1800 B.C.). The area to be excavated has been divided into 15 squares, allowing 30 excavators working in pairs to excavate a square each.

Before starting to dig, get some general background information from [www.mesopotamia.co.uk](http://www.mesopotamia.co.uk). The Geography section has a good selection of maps from different periods. The Time section has various timelines – on the Sumer timeline the dig is about the time of Hammurabi.

It's a good idea to start by considering what questions about ancient Mesopotamia you would like to answer. The excavation is arranged so that each square addresses one or more questions as follows:



Topics	Excavate	Questions you need to answer.
Doing business	A1	How did people sign letters? Were there standard weights? About how much did a large weight weigh? About how much was a small weight?
Religion	A1	Was there a sun god in ancient Mesopotamia? What was his name? What else was he god of? Were kings ever thought to be gods?
Home industry	A2	Could people read and write? What might people make in Ur and sell in other cities? Did they dye their cloth? What did they make cloth out of? What animals would be needed to do this?
Temples	A3	What animals were used to guard the entrances to important buildings like temples?
Food & farming	A3, B3	What evidence do we have for what people ate? What are some ways food could be preserved? What were the two most important tools used in farming? Why were they important? (If children are patient and good readers there are many clues in the text found in B3 about food, houses, and farming but it is not easy.)
Medicine	B1	Did people know about how diseases can spread?
Furniture	B1, B2	What furniture might people have?
Death and burial	B1, B2, C2, D1, D2	Where were the dead buried? What was the average age of death? Do you have any evidence for why people may have died young? (e.g., where did their water come from?) Did people think there was an after-life? What did they think they might need in the after-life? Follow the link in D2 to find out about the spectacular Royal Graves of Ur.
Amusements	B2, C2	Did people play board games in ancient Ur? Did people play instruments in ancient Ur?
Food storage	B3	What might food be stored in?
Metal	B3	Did people use metal tools? What metal was most common?
Houses	C1	How were the houses roofed?
Animals	C1	Did people ride horses? Did they have saddles and bridles?
Trade	C1 link	How did people move goods around when they didn't have cars or lorries or even bicycles? What did they make to sell? What did they buy from other people? (The link here gives you the answers; you do not have to deduce them from evidence this time.) A whole class could spend a lesson exploring this link to trade on <a href="http://www.mesopotamia.co.uk">www.mesopotamia.co.uk</a> . The Staff Room link gives more ideas on using this material.
Legends	C2, C3, D3	Read the story of Gilgamesh. Who was Enkidu? Who was Humbaba? What story does the Secret of Utnapishtum remind you of?
Religion	C3	What offerings might people make and leave in the temples?



<i>Topics</i>	<i>Excavate</i>	<i>Questions you need to answer.</i>
Dress	C3	Did women wear jewelry? Did they like fancy hair styles? (Note that clothes may have been painted onto statues and may have worn off.)
House building	D1	What evidence do we have for how people built their houses? (Have a look in C1 and C2 to find out about doors. Check out the view of the street in front of A1 to find out about walls.)
Religion	D1	Did people sometimes have chapels and altars in their houses?
Religion	D1	How can you tell if a person is a god or goddess? Did families have their own family gods? What happened to them when people died?
Religion	D2	What are the names of some common gods? Find out about them by following the link.
Education and schools	E1	What can we learn about school life from ancient texts? Do you think girls went to school? What did people learn to do in school? How were pupils punished in schools? What kind of rules were there in school? Follow the link to <a href="http://www.mesopotamia.co.uk">www.mesopotamia.co.uk</a> to learn about the history of cuneiform writing and the world of the scribe. What shape were school tablets which children practiced writing on?
Farming	E2	What farm animals were most common?
Astronomy	E2, E3	What did the people of Ur know about the planets and stars? Follow the link to <a href="http://www.mesopotamia.co.uk">www.mesopotamia.co.uk</a> in E2.
Divination	E3	How did the people of Ur try to tell the future? Follow the link to <a href="http://www.mesopotamia.co.uk">www.mesopotamia.co.uk</a> for more information (suitable for more able pupils).

Once you have investigated the evidence in your square, fill out the following dig report form.  
(Add more rows if your square is particularly rich in finds.)

### **Ancient Mesopotamia**

*Square number:*

*Names of Excavators:*

Square:	What we were trying to find out:	What we have learned from this find:	Paste a picture of your find here:
Find 1			
Find 2			
Find 3			
Find 4			

# Home Thoughts from the Sea

# KS2 History/English

URL: <http://www.maryrose.org/>

### Teachers' notes

This History activity could be linked with Literacy Hour tasks.

### What to do

You are going to write a letter home from one of the members of the Mary Rose crew.

Open the Mary Rose website.

Click on *The Learning City* and choose from one of the occupations on the left.

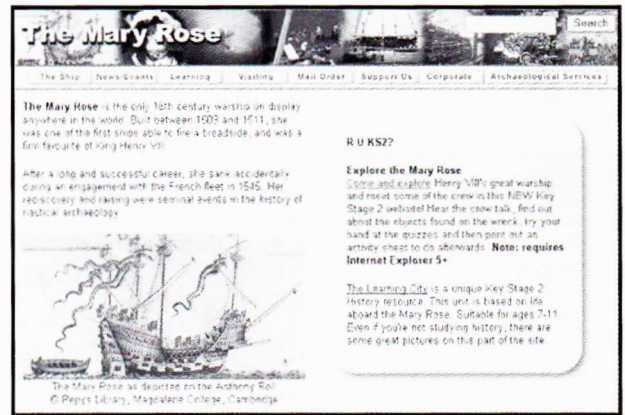
Read through each section of information making short notes. Do not copy whole sentences, just jot down keywords. You could use the 'Jottings' box below for this. It will be a good idea to look at what some of the other crewmen do, as you may need to write about them in your letter.

Now click on the red back-arrow at the bottom of the page to return to the main menu.

Click on the underlined text Come and explore in the top paragraph. You will need to look at the section called *The history and archaeology of the Mary Rose*. Click on The Story of the Mary Rose. This will give you information about important dates.

Next click on *Explore the ship and meet the crew* you will find lots more information about your crewman here. Remember to look at the information about the other crewmen as well.

When you have explored the site and jotted down lots of key words you will be ready to write your letter.



Open a new document in your word processor. You may be able to choose a suitable font which looks like old fashioned handwriting.

First choose a name for yourself. Make sure it is one that would have been common in Tudor times.

Now you must decide to whom you will write, your mother, your father, a friend?

As most of the crew would not have been able to write they would have asked an officer or perhaps the Barber-surgeon to write for them, so you may have to start your letter:

Greetings .....

The captain is writing this letter for me...

Structure your letter carefully; you may need to rearrange the order of your jotted notes. Remember to use paragraphs, to write full sentences, and to punctuate properly.

### Jottings

The letter will be from .....

The year will be .....

I shall mention my friend ..... who is a .....

I shall also mention: .....

.....

.....

.....

.....

.....

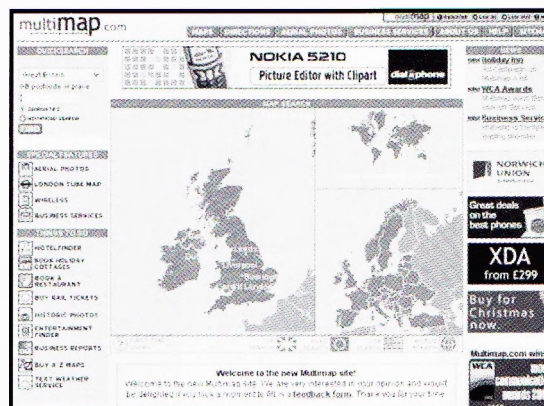
## Looking Down

## KS2 Geography

URLs: [www.multimap.co.uk](http://www.multimap.co.uk) [www.old-maps.co.uk](http://www.old-maps.co.uk)

When we walk around we sometimes look straight ahead, sometimes to the side, sometimes upwards and quite often downwards. Imagine that you were very, very tall. I mean taller than the highest tree in the whole world and that you could look down on to your house or block of flats! I wonder what it would look like from that height? Close your eyes and feel yourself growing really tall! Now imagine that you are standing in the road outside your home. Take care in case your big feet stand on someone!

1. Draw two pictures. The first is a plan just showing where everything is. Perhaps there is a garden shed at the bottom of the garden, a garage, a milking parlour or a parking area by the door of where you live? The second picture is going to be a drawn 'photograph' of your home, again as if you were looking down, but this time let's say from your own personal aeroplane. What details are you going to include?
2. We are now flying higher still and we are going to look at the area in which you live. Can you describe the details of what you might see? How would you describe your home area? Is it a village, a town, a city or perhaps you live out in the country where the next house is a very long way away and you are surrounded by fields? What are the geographical features that make your area different from anywhere else? Are these features natural or man-made? Perhaps there is a church, a mosque or a large hall not too far away? Perhaps there are rivers, lakes, a canal, a forest, mountains and valleys? Now, think again about what you might see from your high-flying, personal aeroplane. Draw a plan of your area first and then draw a picture of the same area. Try to include features that would help a stranger to recognise your area and also enable him or her to find their way around. Is your school going to be in your plan and picture? Can you mark out your journey to school or some other route that you regularly undertake? Include the places that you would pass on your way in your map and in your aerial picture.
3. Now let's turn to the *World Wide Web* and find a site that will show in map form what your plans look like and what your pictures of your area really look like as photographs taken from a satellite! Let's go to: [www.multimap.co.uk](http://www.multimap.co.uk)
4. In the opening page you are invited to type your Postcode, and then press Search.
5. You will receive a map of your area. You might need to scroll around a bit to put your house in the centre or to see your house and your school at the same time. You can also zoom in and out. Can you follow a journey on the map? Can you point out the main geographical features that you have included in your map?
6. Now at the bottom of the web page choose Photograph. Can you recognise what you are looking at? Describe what you see? Can you see your house or your street?
7. How old is your home? How could you find out? Is it fairly new (say 10 years old or less)? Perhaps it is



very old and dating back to the 17<sup>th</sup> century? Our next web site is going to give us some old maps. Possibly late 19<sup>th</sup> century (1891, perhaps). Find the map for your area. This is the web site: [www.old-maps.co.uk](http://www.old-maps.co.uk)

8. In the home page you are invited to either write in your house name, street name, town, grid reference or postcode. You decide your method of searching. Is your house there on the old map? If not, why not? Have the cartographers forgotten to put your house in or is there a reason for its absence? Is there a date for the map? Is there something else to be seen where your home now stands? The area in which your house is built might even be shown as a field!
9. Has your area changed over the years? Any new roads? New shopping centres? New streets? Have some of the fields changed shape? Can you give reasons for some of the changes that you notice?
10. Do you think that the amenities in your area have improved since this old map was made? What effect have these changes had on the environment? Would you prefer to live during now or be taken back in time to the year when the old map was created? Give two reasons to justify your decision.

### Notes for Teachers

The way that you introduce this activity depends on the experience of the pupils to date and their awareness of space. You may decide to start from within the classroom; the pupil's own table followed by a layout plan of the classroom, school grounds, etc. Ask pupils to draw aerial plans and pictures of each of these. You may have O.S. maps and aerial photographs of your area. If so, compare what is on the web with your own material. Are the web photographs more recent than your own material? How can you tell? What are the changes? In geographical terms what kind of changes are they? Would the pupils see these changes as improvements? What effect do these changes have on the environment? Get the pupils to justify their points of view.

You may also like to know about two further sites: [www.worldatlas.com](http://www.worldatlas.com) and [www.your-nation.com](http://www.your-nation.com)  
The Ordnance Survey also has a valuable site: [www.ordnancesurvey.co.uk/edu](http://www.ordnancesurvey.co.uk/edu)



# UK Weather

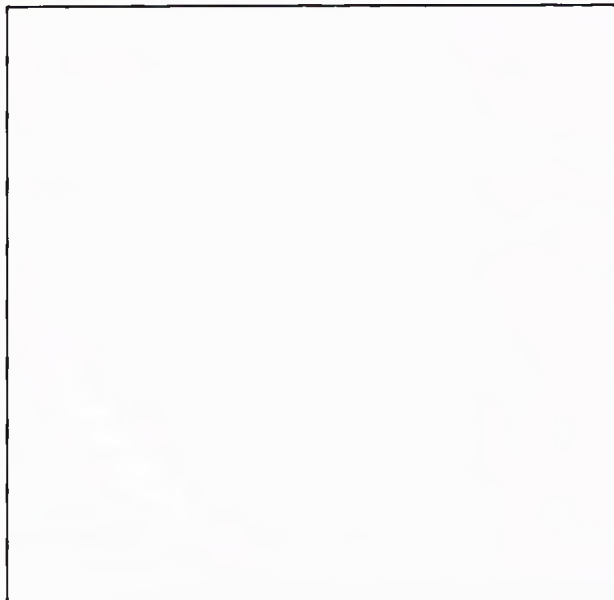
# KS2 Geography

URL: [www.bbc.co.uk/weather/ukweather/index.shtml](http://www.bbc.co.uk/weather/ukweather/index.shtml)



If you want to find out the weather for the UK then try the various pages of the weather web sites at the BBC. One of the most interesting features is the satellite views of the country. A satellite is a spacecraft orbiting the Earth very high up with cameras that can send images back to ground for viewing the sky from above. The images you are looking at come from a Meteosat 7 satellite, which is 36,000 km above the Earth. It is orbiting the Earth at the same speed as the Earth's spin, which means it stays above one point. Data for these maps is beamed to a base station in Germany, where it is interpreted.

Use the 'Images' section of Google (<http://www.google.com>) to find a picture of a Meteosat satellite. Draw it in this box.



The data from these satellites is used to produce your weather forecasts. Look at the page on the BBC Weather website that shows the image of the clouds above the UK. To get to this: select 'Satellite'. What you see is an outline map of the UK. Can you spot the coastal outlines of the countries of Europe?

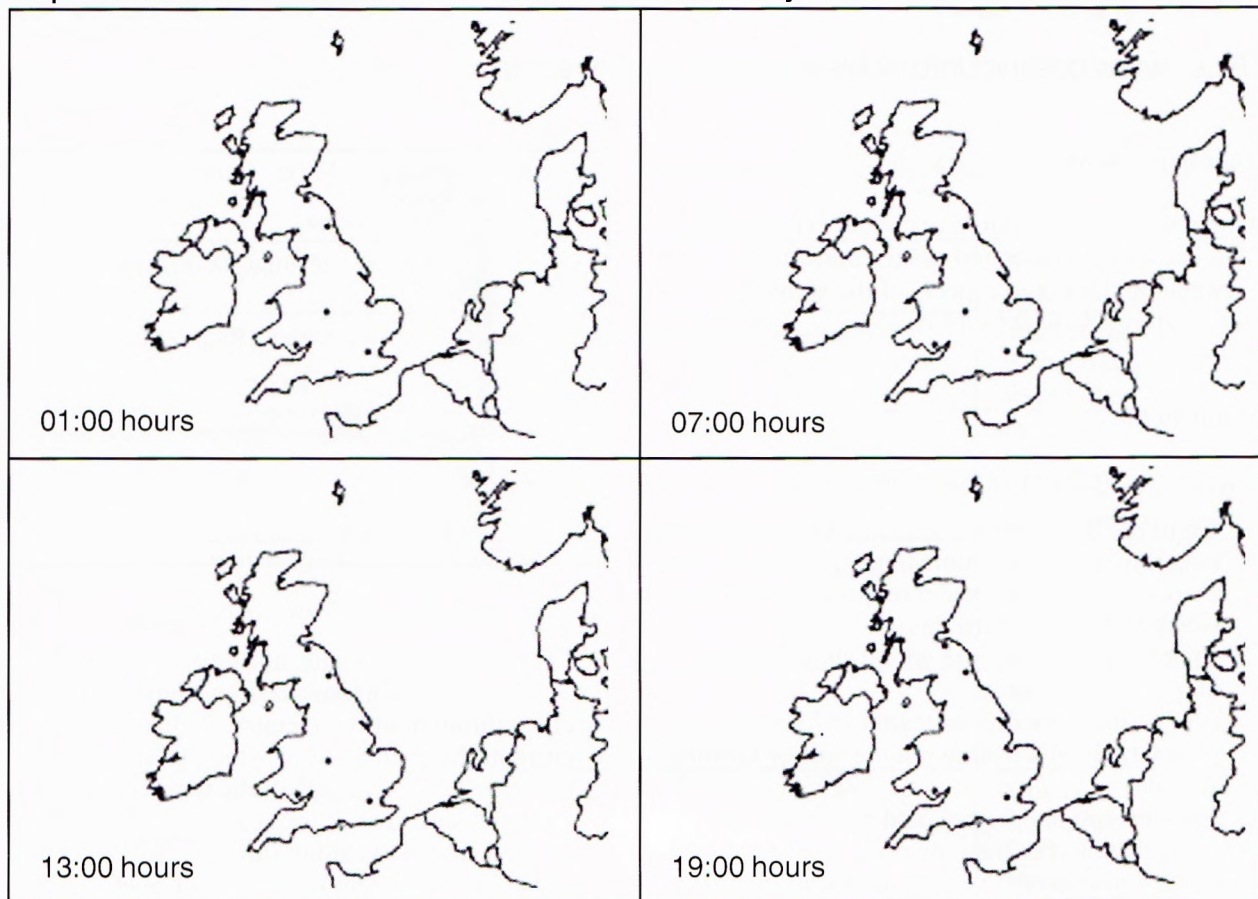
Can you work out where you live from just the image outline of the UK? Mark your location on the maps opposite. Get someone to help you if you are not sure. Already marked on the map are London, Cardiff, Birmingham, Newcastle-upon-Tyne and Edinburgh. Do you live near one of these? If so mark your location to the north, south, east or west as appropriate.

Play the whole of cloud movement and see what direction the weather is moving in. Use the controls to find the cloud cover for the different times. Mark this on the set of maps opposite. Do these maps make sense when you think of what weather you have just had where you live? Has it been cloudy or clear?

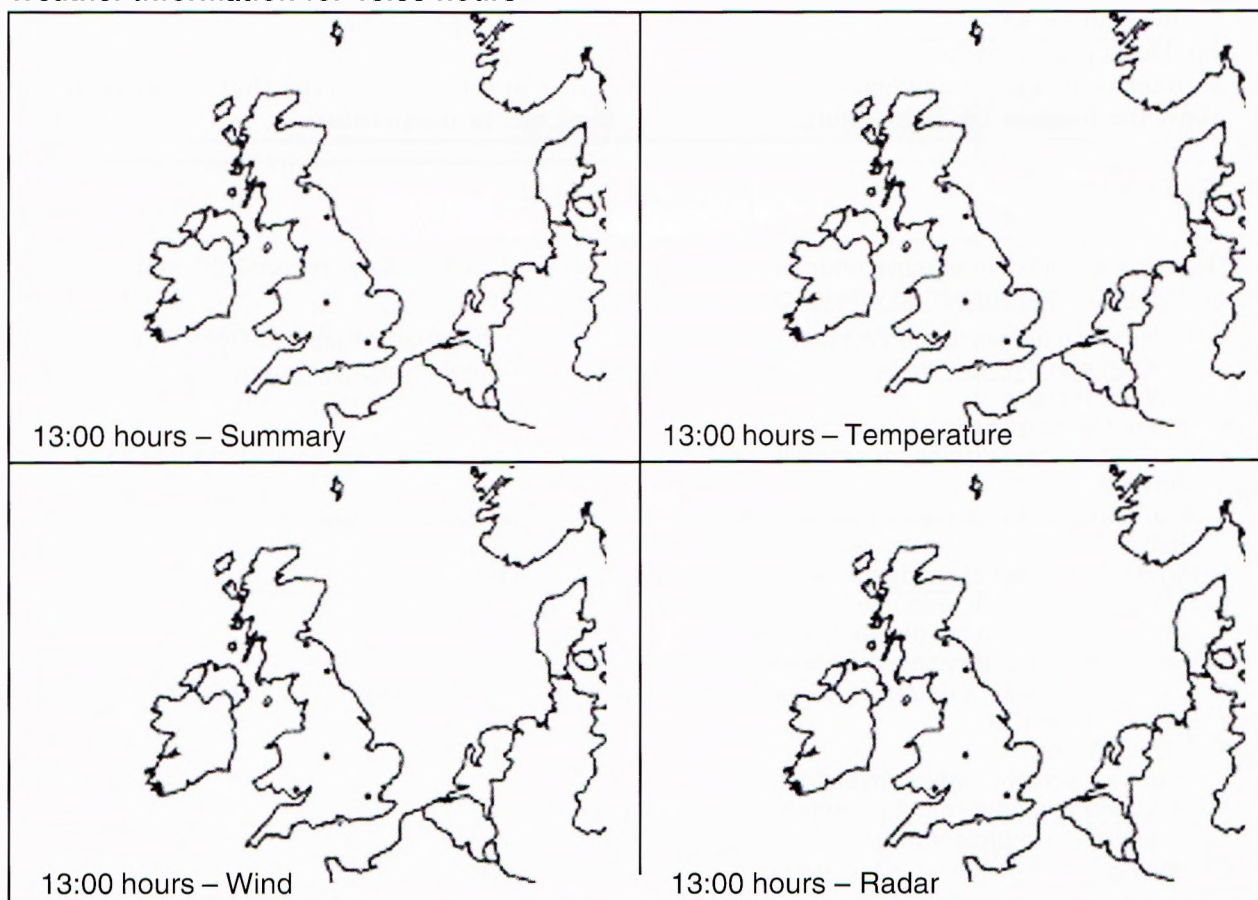
Now look at the weather information for 13:00 hours. Use the summary, temperature, wind and radar buttons to mark the information on the lower set of maps opposite. Can you see any links between the data?

Use the information at the bottom of the radar page to find out what it shows.

Maps to show Cloud Cover at Different Times of the Day



Weather Information for 13.00 hours





## Investigating Rivers

## KS2 Geography

URLs: [www.gdeanict.info/ribble](http://www.gdeanict.info/ribble) [www.bbc.co.uk/weather](http://www.bbc.co.uk/weather)

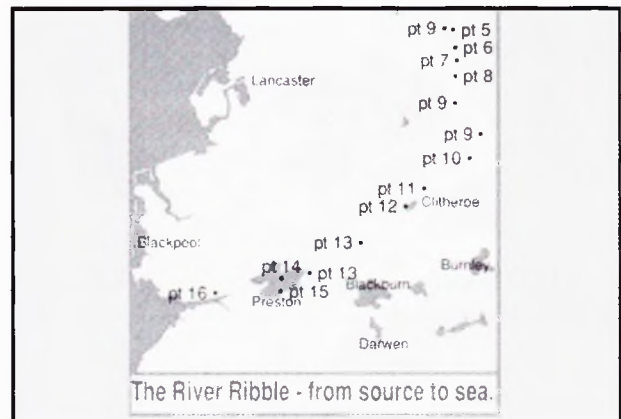
### Teachers' notes

This activity asks children to collect evidence of land use along a river and make connections between land use and aspects of the weather (Geography QCA Units 14 & 25).

### What to do

#### Part 1 – Studying land use along a river

1. Go to the River Ribble site, and **either** copy the map into a desktop publishing application (such as *Textease* or *Publisher*) **or** print out the map (see p31 for help with this).
2. Visit the part of the site which shows photographs of the source.
3. Follow the river downstream until you find a photograph which shows some sort of farming activity.
4. **Either** copy the picture, and paste it on the same page as the map. **or** print the picture and make a note on the map of the location.
5. Continue to follow, copying or printing photographs which show evidence of different uses for the land.
6. Produce a page with the map in the centre, surrounded by the photographs. Use arrows to show the location of each picture.



#### Part 2 – Relating land use to weather

1. The BBC weather site not only allows you to see local weather forecasts for many towns and cities throughout the country, it also provides current observations. For which towns along the Ribble can you collect the temperature?
2. Collect temperatures for at least a week, from as many locations along the river as possible. If possible, enter them into a spreadsheet.
3. Work out the mean temperatures for each town.
4. Add the temperature information to the page containing your map.

**Can you see any patterns that might relate land use to temperature?**

### **The MAPE Website** [www/mape.org.uk](http://www/mape.org.uk)

There is a wealth of interactive educational resources on the MAPE website covering all areas of the curriculum. All are supported with teachers' notes. They include:

- Trails which are similar to WebQuests (see p 29). There are two maths trails (one for KS1 and one for KS2) and 6 history trails covering: Greeks, Romans and Anglo Saxons, Victorians, World War II, World History.
- Where to site a nesting box for owls
- *Disclose* – a text disclosure program which is a great resource for literacy development at KS1 and KS2
- A random number generator (including a version which draws teams for tournaments in games such as soccer)
- Big Books – a set of ready-made books and a Big Book maker
- Sir Henry Unton – a resource for studying Tudor history
- Sorting Games – a set of nine games
- Whodunnit – a database to help Sherlock Holmes solve crimes
- Greenfield Road – a database of census materials from the 19<sup>th</sup> century
- History Photo Quiz
- A Quiz Maker
- Bounce – a mathematical investigation
- *My World* Screens – number grids for interactive teaching
- Paddington – a project which followed the travels of a cuddly toy
- Star Tower – a miscellaneous collection of educational resources



**Is Your Classroom Eco Friendly?****KS2 Geography**

URL: [www.eco-school.org.uk](http://www.eco-school.org.uk)

Conduct a classroom audit to find out whether your classroom is eco friendly. Check out the website for lots more ideas.

How many pupils walk to school?	Some days Every day
How many pupils travelling by car, share transport with other families?	Most days Some days Every day
How does the teacher get to school?	On foot By car By shared transport By public transport
How do other staff/volunteers get to school?	On foot By car By shared transport By public transport
Do you use re-cycled paper?	All Some None
Are BOTH SIDES of paper used?	Mostly Sometimes Occasionally Never
Are casual notes written on scrap paper?	Always Sometimes Never
Do you use re-cycled materials for art work?	Often Rarely Never
Are copies of work kept on disc to save paper?	Sometimes Rarely Never
Does your school have an outside wildlife area?	Yes No
Does your class help with the upkeep of the wildlife area?	Yes No
Do you have bird boxes in the school grounds?	Yes No
Are plants kept in your classroom?	Yes No
Do the pupils take part in suggesting design improvements to the classroom?	Yes No
Do you encourage 'green' practices?	In class At home
List other ways you feel your class is 'eco-friendly'	

For more information contact ECO-Schools, Tidy Britain Group, The Pier, Wigan, WN3 4EX  
Tel: 01942 824620

## The European Union

## KS2 Geography

URL: <http://www.grangeschool.co.uk/children/euintro.htm>

### Teachers' notes

This activity allows children at Key Stage 2 the opportunity to develop their IT capability in support of other National Curriculum subjects. The choice of the 'European Union' as a theme gives the work an immediate Geography focus, though the cross-curricular nature of ICT means that a number of other subjects are encompassed.

Children develop IT skills of Internet use, emailing and word-processing/desk-top publishing. Data collected from researching the World Wide Web (WWW) could be incorporated into a database or spreadsheet (maths/numeracy). Sending and responding to emails gives the children the opportunity to develop their writing skills (literacy/English) as well as their IT skills. By working on the tasks in small groups there is ample opportunity for the children to develop communication skills, including speaking and listening, and the collaborative nature of the work contributes to children's personal and social development.

The activities encourage the children to use both aspects of the Internet:

- a) The World Wide Web to research information
- b) Email for the exchange of information when requesting or providing worksheets and help sheets

It is important to ensure that the activity complies with the school's 'Acceptable Use Policy'. Both children and adults at the school should have a clear understanding of their obligations under this policy. The 'AUP' helps to minimise the risk of children encountering undesirable material on the Internet. This may be achieved in a number of ways:

- a) Only teachers know the passwords required for Internet connection
- b) Use of the Internet is allowed only under the direct supervision of an adult
- c) The school's connection to the Internet is via the LEA's server, which has filter software in place to help block out undesirable material
- d) Teachers surf the 'Net' for any suitable sites prior to any work being undertaken by the children. When suitable sites are found these are 'book-marked' by the teacher and the children are only allowed to surf within these pre-selected sites.

However, it is important to remember, in spite of all these measures, that allowing children to surf the Internet at school is not one hundred percent foolproof. There is no substitute for vigilance on the part of the teacher.

### Outline of the activity

Below is a brief outline of the four parts of the EU activity. More detailed information about each section is available by going to the website.

#### 1. Fact Sheet

Here the children have to complete a fact sheet on a member state of the EU. They have the option to:

- i. Print a copy of a blank fact sheet directly from the website.
- ii. Email the host school for a blank fact sheet (available in *Word* or *Textease*).
- iii. Produce their own version incorporating images from the website.

Information is provided on how to link to the appropriate web pages and a help sheet on how to save images from the Internet is available on request by email.

#### 2. Cloze Procedure

A *Textease* version of this cloze is available on email request and a black/white version can be printed directly from the site. The answers to the cloze procedure are also available on request by email.

#### 3. Map Game

The link from this page takes you to a site from where a European map puzzle program can be downloaded free of charge. The software is copyright free and allows the children to consolidate their knowledge of European countries and capital cities.

#### 4. EU Quiz

The answers to the quiz are available by researching the relevant web pages. Schools are invited to email their answers to the host school. The host school will reply with the scores and publish the best scores on its website.

# The Water Cycle

## KS2 Geography

To answer the following questions click on the web address (URL) underneath them.

<p><b>The Water Cycle</b></p> <p>What are the four main parts of the water cycle?  <a href="http://www.kidzone.ws/water/">http://www.kidzone.ws/water/</a></p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>
<p>Pick any two parts of the water cycle and say what happens in them.  <a href="http://www.kidzone.ws/water/">http://www.kidzone.ws/water/</a></p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>
<p>Why is it called the water cycle?  <a href="http://www.kidzone.ws/water/">http://www.kidzone.ws/water/</a></p>	
<p>What is groundwater?  <a href="http://www.wrc.wa.gov.au/schools/water_cycle.html">http://www.wrc.wa.gov.au/schools/water_cycle.html</a></p>	
<p>Why are oceans salty?  <a href="http://www.enchantedlearning.com/subjects/astronomy/planets/earth/Oceans.shtml">http://www.enchantedlearning.com/subjects/astronomy/planets/earth/Oceans.shtml</a></p>	
<p>Name three places where fresh water is found  <a href="http://www.epa.gov/region07/kids/dmk_b.htm">http://www.epa.gov/region07/kids/dmk_b.htm</a></p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<p>What percentage of the Earth's water is fresh water?  <a href="http://www.epa.gov/region07/kids/dmk_b.htm">http://www.epa.gov/region07/kids/dmk_b.htm</a></p>	
<p>There is another name for the water cycle.          Can you find it?  <a href="http://www.enchantedlearning.com/subjects/astronomy/planets/earth/Watercycle.shtml">http://www.enchantedlearning.com/subjects/astronomy/planets/earth/Watercycle.shtml</a></p>	
<p>What are the names of the five main oceans?  <a href="http://www.enchantedlearning.com/subjects/ocean/watercycle">www.enchantedlearning.com/subjects/ocean/watercycle</a></p>	
<p>Now have a go at the water cycle jigsaw. Just follow the instructions on the screen.  <a href="http://www.fi.edu/fellows/fellow8/dec98/watercycle/jigsaw.htm">www.fi.edu/fellows/fellow8/dec98/watercycle/jigsaw.htm</a></p>	
<p>If you think that you are now a water cycle expert have a go at the quiz at  <a href="http://www.enchantedlearning.com/classroom/quiz/watercycle.shtml">www.enchantedlearning.com/classroom/quiz/watercycle.shtml</a>          (Put the answers in your rough book.)</p>	



## Further Ideas

- **Looking for good educational activities for Early Years?** Then visit [www.themouseclub.co.uk](http://www.themouseclub.co.uk). There are games to play online including Puzzles, Find the way, Dot to Dot and Hide and Seek. There are also things to do and make. Backing up these ideas there are downloadable lesson plans, which give excellent ways to support these concepts with practical activities. All activities are easy to arrange in a classroom and need no special equipment.
- **Looking for more ideas for Early Years?** then visit [www.funwithspot.com](http://www.funwithspot.com) (uses *Shockwave*). There are lots of games on the Official Spot Website for developing basic point and click mouse skills. For non-readers many would be best used with a helper to lead discussion and read the text at the bottom of the picture.
- **Looking for even more ideas for Early Years?** then visit [www.threetofiveyears.co.uk](http://www.threetofiveyears.co.uk). This site, which is still under development, offers activities and resources for the Foundation stage. The Farm Songs activity is presented as a children's worksheet but the activity is probably best used as a music box for small groups singing together. The words to the songs are rather small on screen but can be copied and pasted into any word processor using the Edit menu. They could then be printed in large type to make song-sheets.
- **Looking for ideas to back up Maths lessons with practical activities?** Then visit [www.wiral-mbc.gov.uk](http://www.wiral-mbc.gov.uk). Here you will find games to practise most skills and techniques. The games use readily available equipment and need no lengthy preparation. For example, a game to reinforce 'prime numbers' and 'squares' needs a hundred-square, a die and counters to move. The pupils take turns to throw the die and move. If you land on a 'square number' you move on to the next 'square number'. If you land on a 'prime number' you move back to the previous 'prime number'. Players must throw the correct number to finish.
- **Looking for ideas on 'Litter' or 'Endangered Species'?** Then try [www.autielitter.org](http://www.autielitter.org) which has games, lesson activities and things to make for Key Stage 1 children. There are links to associated sites, for example [www.nwf.org](http://www.nwf.org), a site about animals which provides lots of practical things to do in the classroom and games to play on line.
- **Looking for an interesting Mathematical investigation for Years 5 and 6?** Then go to [www.mape.org](http://www.mape.org) and download *Bounce*. Ask pupils to investigate how many contacts for various size grids. A contact is when the ball touches the side. You must also count the start and finish as a contact. A  $3 \times 3$  grid will have 2 contacts as will all square grids.
  - Make a table and look for patterns.
  - Can you predict which pocket the ball will end up in for a specific sized grid?
  - Investigate how far the ball will travel on different sized grids.
  - Investigate how many intersections a ball will create for various sized grids.
- **Teaching about electricity at KS2?** Then go to [www.crocodile-clips.com](http://www.crocodile-clips.com). *Crocodile Clips* is a piece of simulation software which can be freely downloaded from the internet. The program allows users to select basic pieces of virtual electrical equipment and connect these together in a circuit. The free software is just the 'elementary school' section of a much larger package, which is not free. However, the free element covers everything that primary school pupils are likely to need to cover the electricity section of the KS2 National Curriculum.
- **Studying 'The Earth and Beyond in KS2 Science?** Then visit [www.worldtime.com](http://www.worldtime.com). This website shows an image of a globe with the real time day/night shadow. The globe can be rotated by clicking on any part, which will centre on the screen. It can thus be used for demonstration of day and night and how this is caused by the rotation of the earth. The site also includes sunrise and sunset times for any point on the earth and thus provides data for investigations of day-length.
- **Looking for pictures to support project work?** Then try Troy's Photo Gallery <http://troyb.com/photo/>. Troy's Photo Gallery provides a wonderful resource for natural science. Here you will find superb photographs of insects, spiders, reptiles, amphibians, plants, flowers and more. Clicking on the thumbnails takes you to a large picture and some written details. The site is easy to navigate and quick to load.
- **Studying habitats?** Then go to *Who Lives Here??* <http://www.pbs.org/kratts/crazy/wlh/>. Take part in a worldwide animal rescue adventure! Stolen animals must be returned to their homes. Key Stage 1 pupils will enjoy developing their knowledge of animal habitats and geography with these colourful, interactive games. Each game requires *Shockwave*.
- **Looking for lesson plans and worksheets?** Then visit [www.tre.ngfl.gov.uk](http://www.tre.ngfl.gov.uk). Here there are lesson plans and worksheets for most topics on the curriculum.

## WebQuests and WebQuestUK

### 1) What is a WebQuest?

'A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation.' *Bernie Dodge, San Diego University, February 1995*

### 2) Where do they come from?

WebQuests were the original conception of Dr Bernie Dodge from San Diego State University. <http://webquest.sdsu.edu/>

WebQuestUK [www.webquestuk.org.uk](http://www.webquestuk.org.uk) is a dynamic and expanding site belonging to Worcestershire LEA, which was first published in October 2000 under the direction of Dave Thomson, County Inspector for ICT. It is one of a number of e-learning projects prepared at his initiative. Visit the WGfL Website for others including Columbus Bear and (very soon) the Digital Palette. <http://www.wgfl.networcs.net/>

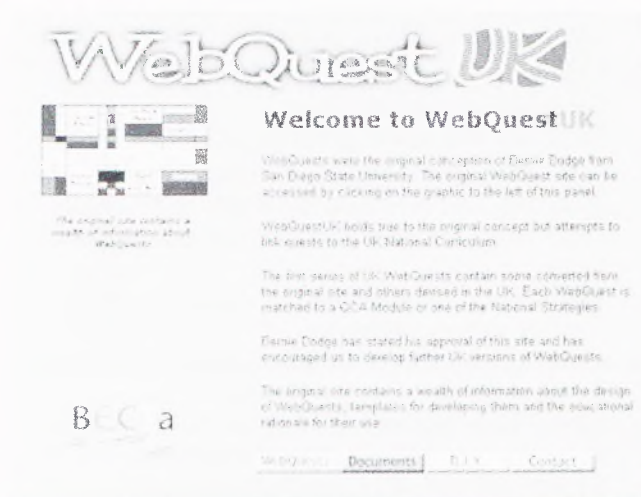
### 3) Structure and organisation of WebQuests

In short-term WebQuests the aim is to acquire and integrate knowledge and information. The learner will come into contact with a significant amount of new information and will manipulate it sufficiently to make sense of it. The timescale will be a few class periods.

In longer-term WebQuests the learner will have greater opportunity to extend and refine knowledge. A body of knowledge will be investigated and analysed to some depth. The information will be structured and re-structured, and to demonstrate an understanding of the new material it will be presented to a chosen audience via a range of media (both on and off the computer) in a format which enables and encourages audience response. The timescale will be (typically) 3 or 4 weeks.

Kathleen Schrock's slide show reinforces these concepts in a very clear and logical manner, particularly her 'Critical attributes' section. <http://kathyschrock.net/slideshows/webquests/frame0001.htm>.

The WebQuest Taskonomy (sic) is also a very user-friendly overview of the variety of tasks that may be included in a WebQuest <http://projects.edtech.sandi.net/staffdev/tpss99/tasksimap/>



### *Essential components of a WebQuest*

Most WebQuests follow (what is now) a tried and tested format, and in order to achieve efficiency and clarity of purpose should contain the following component parts:

- An introduction that does no more than set the stage and provide a brief overview.
- A task that is achievable and interesting. This should be no more than a brief statement of the required task.
- A description of the process the learners should go through in accomplishing the task. The process should be broken down into clear and simple steps.
- A set of information sources needed to complete the task. Many (though not necessarily all) of the resources are contained in the WebQuest itself, and must include URLs pointing to sites on the Internet. Any other on-line resources may be included as appropriate. Books and other documents physically available to the learner should never be overlooked. Because resources have been pre-selected, the learner is not left to waste time browsing the Internet to (sometimes) little constructive purpose.
- Some guidance on how to organize the information is required. This can take the form of guiding questions, or a scenario may be constructed in which the learner(s) has/have a tightly specified role to play.

A conclusion that wraps up the quest, reminds the learners about what they've learned, and perhaps encourages them to extend the experience into other domains.



**Thinking skills that a WebQuest activity might require include**

- a) Identifying and articulating similarities and differences between things.
- b) Grouping things into definable categories on the basis of their attributes.
- c) Inferring unknown generalizations or principles from observations or analysis.
- d) Inferring unstated consequences and conditions from given principles and generalizations.
- e) Identifying and articulating errors in one's own or others' thinking.
- f) Constructing a system of support or proof for an assertion.
- g) Identifying and articulating the underlying theme or general pattern of information.
- h) Identifying and articulating personal perspectives about issues.

The excellent 'Thinkwheel' devised by Belle Wallace is available for reference on all UK WebQuests, and can be visited directly via <http://www.webquestuk.org.uk/Completed%20Quests/Edith%20Houghland/TASC%20Wheel/Wheel.htm>

**4) What is distinctive about WebQuestUK?**

- a) Where appropriate, links to programmes of study are included, and briefly annotated as necessary.

- b) Less direction than the US model. Far more 'ownership' of the learning and teaching experience is restored to the learner and teacher.
- c) More flexible than the US model. UK WebQuests may be used entirely as presented, but are specifically designed to allow teachers (and learners) to dip in and use only part of the material, or to modify and adapt some or all of it to their own specific requirements in any way they see fit.
- d) WebQuests should be FUN for both learners and teachers! Learning should be fun! It's not always possible in every subject of course, but WebQuests succeed far more often than most other learning platforms.

**5) Please participate**

Try out a WebQuest or two at <http://www.webquestuk.org.uk>.

It may save you a lot of preparation time, and will release you during lessons to mingle and assist with your children's' thinking processes.

Any comments, suggestions or offers to write your own WebQuest (NO TECHNICAL SKILLS REQUIRED) to Dave or Sian Kibblewhite at [daveandsian@ntlworld.com](mailto:daveandsian@ntlworld.com) or James Green, Teacher Advisor (ICT) for Worcestershire at [jgreen@worcestershire.gov.uk](mailto:jgreen@worcestershire.gov.uk).

'Clearly, the word is getting out. The (American!) WebQuest Page is now getting over 1700 hits/day!'

**Other useful websites for KS2 Maths**

**The MAPE Website [www.mape.org.uk](http://www.mape.org.uk)**

KidsMAPE has Sorting Games, Random number generator, Bounce and KS2 Maths Treasure Trail. Also Ducks Digits and Unit the Robot in the Star Tower section of the site.

**Nrich [www.nrich.maths.org.uk](http://www.nrich.maths.org.uk)**

This site is dedicated to providing mathematical eNRICHment opportunities for teachers and children. Most of the activities are for use off-line – the Internet here is used as a resource for teachers with the computer used as the means to bring exciting maths into the classroom.

**Microworlds [www.microworlds.com](http://www.microworlds.com)**

The Project Library of this site contains a number of logo microworlds for children to investigate and explore. Each can be downloaded (instructions are given) and used off-line.

**Count On [www.mathsyear200.co.uk](http://www.mathsyear200.co.uk)**

This is a collection of resources developed for maths Year 2000. Some of the games are rich stimuli for mathematical thinking – for example 'Got It' is a version of the numbers games from the television program 'Countdown'.

**Primary Games [www.primarygames.co.uk](http://www.primarygames.co.uk)**

A collection of educational games including some fun maths, eg Power Lines, Three Dart Checkout and Spin to Win.

**The National Numeracy Project site [www.standards.dfes.gov.uk/numeracy](http://www.standards.dfes.gov.uk/numeracy)**

This site has a collection of resources including Toy Shop, What's my angle? and Function Machine.

**Maths On Line [www.mathsonline.co.uk](http://www.mathsonline.co.uk)**

This is another collection of resources, some of which are available to non-members – Transformation Golf in the Games Room is particularly good.



## Tips on Searching the World-Wide Web

The WWW is a massive database containing billions of pages. To search it we use a 'search engine'. This is a computer program running on the Internet, which hunts through a database of known web sites looking for matches. When matches have been found we are told how many there are and a list of the first so many names is displayed. Clicking on each one will bring up the relevant site. There are a wide variety of search engines available – some aimed specifically at children, eg

**Yahooligans (Kids Yahoo)**

<http://www.yahooligans.com>

**Ask Jeeves for Kids**

<http://www.ajkids.com>

All search engines have their own ways of doing things and it may be necessary to spend a little time learning about one in detail. Most have a HELP button that gives information about how to make good searches and some have an on-line tutorial session on how to make the best use of the search engine. You will need to employ search strategies which allow you to narrow down your search as efficiently as possible otherwise the process becomes tedious and time-consuming.

Let's imagine I wanted to find out information about Reading Football Club's goalkeeper.

### *Simple search*

If I typed the single word 'reading' for my search query, I would be carrying out a simple search. The search results would indicate those pages on the WWW that make reference to 'reading'. The problem is that the search results would not differentiate between the town of Reading and the action of reading. (When I tried this out using the search engine *Google* and the simple search query 'reading', the search results numbered more than 31 000 000.) This volume of information is unmanageable so I would have to narrow down the search further by carrying out a moderate search.

### *Moderate search*

If I entered a phrase enclosed in double quotation marks such as "reading town" as my search query, I would be carrying out a moderate search. The search results would indicate a smaller number of sites though I would still have to plough through a mass of information before finding the information I needed (When I tried this out using the search engine *Google* and the moderate search query "reading town", the search results numbered just over 7 000.) I could narrow down the search still further by carrying out a complex search.

### *Complex search*

If I entered a phrase in quotation marks and keywords, I would be conducting a complex search. An example of

this would be: "reading town" football club. (When I tried this out using the search engine *Google* and the complex search query "reading town" football club, the search results numbered just over 2 000.) The number of 'matches' thrown up by the search has decreased dramatically but the volume of information is still unwieldy. The search will need to be narrowed down further by carrying out a co-ordinated search.

### *Co-ordinated search*

If I entered further commands I would be able to locate the information more accurately. An example of this would be: "reading town" football club + goalkeeper. (When I tried this out using the search engine *Google* and the co-ordinated search query "reading town" football club + goalkeeper, the search results numbered just 67.) These 'matches' could now be sifted through for the information required.

## Printing and Saving Text and Images from Websites

### *To copy text from a web page:*

- Highlight the text to be saved and select **Copy** from the Edit menu (this copies the text onto the clipboard).
- Minimise the web browser window.
- Open your word processor and start a new document.
- Select **Paste** from the Edit menu and the selected text will be pasted into your new document.

### *To save or copy images from a web page:*

- Using the **right hand mouse button** click on the image you want to save.
- This will highlight the image by placing markers at the corners and call up a window of options.

You can then either:

- Choose **Save Picture As** and give the image a name and specify where it should be saved. This image is then saved as a file.
- Choose **Copy** to copy the text to the clipboard and then open a word processor, graphics or DTP package (as above) and **Paste** the image into a new document.

To capture an image of the whole screen (Windows computer):

- With the screen you want to capture showing, press the **PrtSc** (print screen) key (this is probably on the back row of the keyboard near the right hand side). This will copy a screen image to the clipboard.
- Open a word processor, graphics or DTP package (as above) and **Paste** the image into a new document.

(This facility works with any software – it is not specific to web pages.)

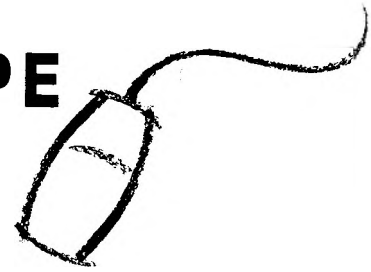
## List of Helpful Terms

<b>Bookmark</b>	a web page address stored in a list allowing users to return to the web page with a single click when it is required again (also called Favourite – sometimes spelt Favorite)
<b>Browser</b>	an application that displays the pages of a website. The most common browsers are <i>Internet Explorer</i> and <i>Netscape</i> .
<b>Clipboard</b>	an area of the memory of the computer where a single image or piece of text can be stored temporarily allowing it to be copied and pasted from one application to another (including from a website)
<b>Copy and paste</b>	to copy text or images from a document (or a website) and place them into another document – for example, most text and images from web sites can be copied into a paint program, word processor or desktop publishing package
<b>Dialogue Box</b>	a small window that pops up to display or request information
<b>Domain Name</b>	the name used to identify a site on the Internet, eg <b>mape.org.uk</b>
<b>Download</b>	the process of transferring files onto your PC from another computer – you might download pictures and files from the Internet
<b>E-mail</b>	(electronic mail) a service provided on the Internet enabling electronic messages to be sent by one user to one or many other users throughout the world quickly at minimal cost
<b>Favourite</b>	(sometimes spelt favorite) another word for a bookmark – a web page address stored in a list allowing users to return to the web page with a single click when it is required again
<b>History</b>	a list available in the browser software showing recently visited pages. It is usually accessible from a button or menu near the top of the screen.
<b>Homepage</b>	the first or main page of a website usually containing links to more detailed sections or content
<b>Hyperlinks</b>	links on a web page that take you to another page on the site or to another website altogether
<b>Internet</b>	a global network that links millions of computers using phone and cable links. Users connect to server computers that act like a local telephone exchange. A modem connects your PC to the server allowing you to become part of the Internet.
<b>Plug-ins</b>	pieces of software which attach themselves to any browser allowing internet sites to make use of sounds and animations. The most common plug-ins are <i>Flash</i> and <i>Shockwave</i> . Latest versions of browser software usually have plug-ins built in. Users of older versions can download the plug-ins from the Internet, free of charge.
<b>Print</b>	most web pages can be printed in the normal way by choosing Print from the File menu in the browser or by using the Print icon on the toolbar. It is also a simple matter to save text or images and to paste these into a word processing program (such as <i>Word</i> ) where they can be used in worksheets, posters etc.
<b>Search Engine</b>	a site on the Internet that indexes the names and addresses of other sites. It enables you to search for sites containing certain keywords or sometimes even to ask a question in normal language. Popular search engines for children include <i>Ask Jeeves</i> and <i>Yahooligans</i> whilst <i>Google</i> , <i>Altavista</i> and <i>Yahoo</i> are among a large number of search engines available to adults. <i>Curriculumonline</i> is being developed as a search engine for education resources.
<b>Search Query</b>	text given to a search engine that forms your search on the WWW. It can be one or more keywords, use special codes or even be a natural question.
<b>URL</b>	Universal Resource Locator – the website address – it usually starts with http or www.
<b>Web Browser</b>	software programs developed for navigating the World Wide Web. The two most common are Internet Explorer and Netscape Communicator
<b>Web page</b>	a single page of a web site
<b>Website</b>	a linked group of one or more web pages usually dealing with a particular subject or by a single author. Each page on the site has its own distinct URL or web address.
<b>WWW</b>	World Wide Web – an Internet service which provides information in the form of pages, which can include text, images, video clips and sound, viewed using a web browser.

# ABOUT MAPE and [www.mape.org.uk](http://www.mape.org.uk)

# MAPE

Micros  
And  
Primary  
Education



## Background

MAPE (formerly known as Micros and Primary Education) has been supporting primary teachers in the effective use of ICT in the classroom for almost 20 years. The organisation is a registered charity, run entirely by volunteers with no full time paid staff and has 2500 members. MAPE membership currently costs £20 and provides:

- A termly newsletter
- Focus packs (2 per year) each covering a different area of the curriculum and containing activity sheets, teaching ideas, software and associated support materials and resources
- An annual magazine
- Access to regional and national training events
- Discounts for members on software and support materials.

## MAPE Website ([www.mape.org.uk](http://www.mape.org.uk))

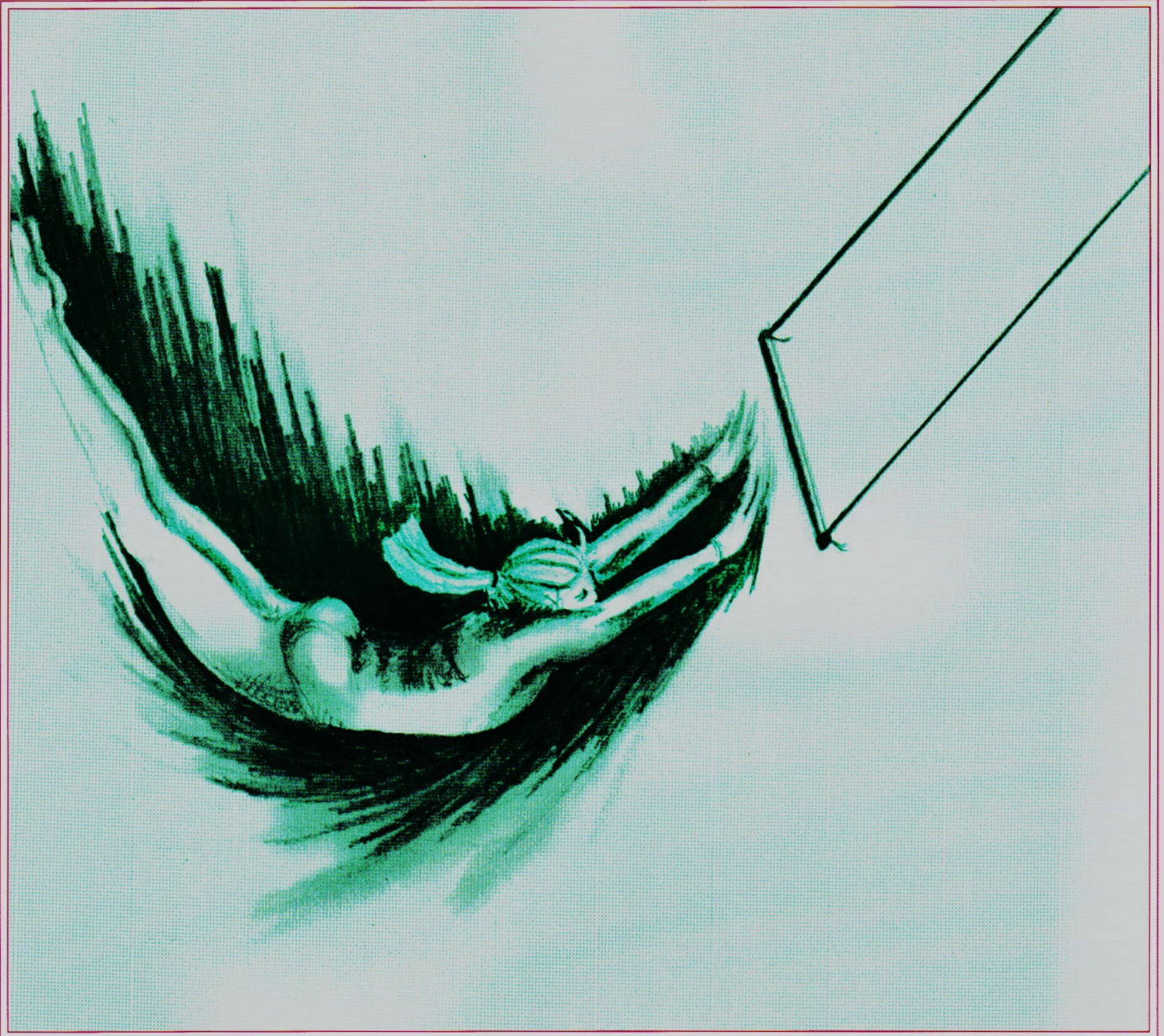
MAPE has had a website since 1996. It is freely accessible. In 2000 the site was completely restructured with the support of a grant from the DfEE.

- The site has a logical and straightforward structure which is easy to navigate.
- There are two main support areas for teachers - Curriculum and KidsMAPE.
- *Curriculum* includes articles, case studies, reviews and activities drawn for past and current MAPE publications. This section has been dramatically expanded in terms of number of articles and now covers all areas of the curriculum. All the articles can be printed in a 'clean' format without any browser information.
- *KidsMAPE* is a new section, which includes a number of interactive classroom activities. Most of these can be downloaded for work off-line. They currently comprise:
  - database activities
  - on-line treasure hunts
  - historical picture quizzes
  - big books
  - text disclosure activities for use in literacy teaching.
- The site also includes an About MAPE section and a Noticeboard containing a comprehensive set of links to other useful educational websites.
- Usergroups have been set up – one for MAPE members and another with free access. The former will allow members to communicate with one another while the latter is for a one-way bulletin.
- The site is NGfL badged.

Primary teachers are just beginning to discover the potential of the web for education. There is still a limited supply of good material that allows younger children to make effective use of the provisionality, capacity and range of web-based resources. MAPE has an active group of volunteers with the experience, skills and abilities to develop material of this kind. We have considerable strength in supporting primary teachers and also senior managers in primary schools responsible for organisation and resourcing. Through our membership and our links with NOF and initial teacher training MAPE hopes to increase the use of the web both within the primary curriculum (including for home-school links) and as a resource for the continuing professional development of teachers.



[www.mape.org.uk](http://www.mape.org.uk)



Published by Castlefield (Publishers) Ltd, Castlefield House,  
Main Road, Hackleton, Northamptonshire, NN7 2AD

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