

Learning example sort

Suggested: Years 3-6 | Pupil page

Name: _____ Date: _____

Use examples, near misses and explanations to check a shared success criterion.

Criterion for this sheet: A complete map key pairs each symbol used on the map with a clear meaning.

Example A: tree symbol - tree; bench symbol - bench. Example B: tree symbol - tree; bench symbol has no label. Example C: one circle means both pond and gate with no way to tell which.

1. Which example meets the stated criterion? Explain.

2. What one change would help B meet the criterion?

3. Why does C cause a problem for the reader?

4. Create a fourth example that nearly meets the criterion, then explain the missing feature.

5. For another task, agree one clear criterion and one way to check it.

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Learning focus

Use examples, near misses and explanations to check a shared success criterion.

Model and use

Compare A and B against the exact words of the criterion and make the smallest useful revision.

Read or explore the example together. Let the learner try the task using an accessible response method, then discuss the reasoning. Use the check below to decide whether to revisit a step.

Answers / review criteria

1. A, assuming these are all the symbols used: each has a clear meaning.
2. Add the label bench to the bench symbol.
3. The same symbol has two meanings without a distinguishing feature, so a reader cannot tell which is intended.
- 4-5. Open-ended: look for an explanation linked to the stated criterion, rather than preference or neatness.

Support

Use only A and B first; read the criterion aloud and point to each symbol-label pair.

Challenge

Create two different successful examples and explain why both meet the criterion.

What to look for

Look for evidence used against the agreed criterion, with room for more than one successful solution.

Print page 1 for the activity; keep page 2 for teaching. Suggested age ranges are selection aids, not curriculum alignment claims. Responses may be spoken, drawn, pointed to, typed or recorded through the learner's usual communication method.