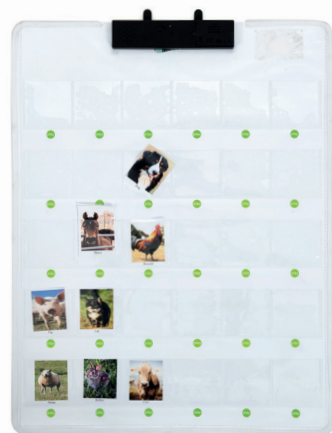
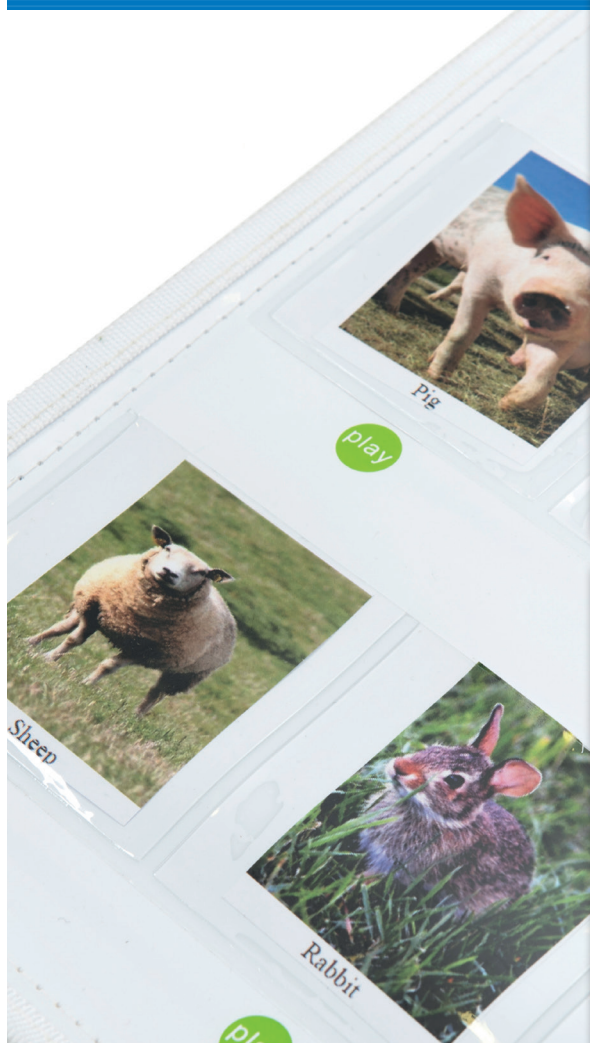


Outdoor Interactive Wall



Computing
& ICT



MARKETING GUIDE

ABOUT THIS GUIDE

This marketing guide has been created to ensure that you are informed of all of the key features and benefits the Interactive Wall Chart has to offer. It also includes an image library and other useful information to help you maximise sales and promote the product. Other general information includes instruction on how to use it. Finally, at the back of the guide are some teacher notes, to help the end user use the Wall Chart effectively in the classroom.

CONTENTS

Introduction	3
Image Library	4
Catalogue Layouts	5
Cross Selling	6
Teaching Guide	7
Outdoor Interactive Wall ideas for ages 3-5	8
Outdoor Interactive Wall ideas for ages 5-7	10
Outdoor Interactive Wall ideas for ages 7-9	12
Outdoor Interactive Wall ideas for ages 9-11	14



INTRODUCTION

OUTDOOR INTERACTIVE WALL IT10003

A weather proof talking wall chart that can be used indoors or out. Place cards, objects or drawings inside the 30 pockets and record a message for each one.

Ask a question about what is in the pocket, answer a question in the pocket or leave a description. Use the Interactive Wall to encourage reluctant talkers to say what they see. Fill the pockets with things your children will recognise.

FEATURES

- Record up to a 30 second message in each pocket.
- Place anything you like in to the pockets.
- Weather proof.

NEED TO KNOW

- Made from Plastic.
- 65cm L x 53cm W.
- Suitable for 3 to 11 years.



INSTRUCTIONS FOR USE

To make a recording, simply press the green button by the pocket and record into the black box at the top, a switch moving from record to play, will then enable you to play back the message by pressing the green button again. You can record over and over with as many questions as you like.

IMAGE LIBRARY



FOR MORE PHOTOGRAPHY AVAILABLE,
PLEASE CONTACT MARKETING -
PASTILL@TTS-GROUP.CO.UK

CATALOGUE LAYOUTS



An example catalogue page used to maximise sales of the Outdoor Interactive Wall.



E-CATALOGUES

VISIT WWW.TTS-DISTRIBUTOR.CO.UK TO VIEW A RANGE OF E-CATALOGUES FOR ADDITIONAL SUPPORT



CROSS RANGE SELLING



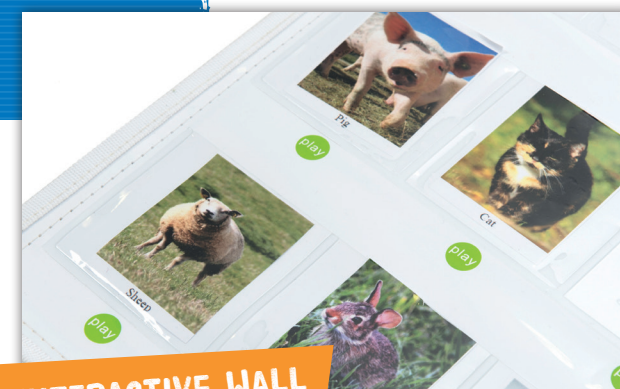
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Outdoor Interactive Wall

TEACHING GUIDE



Inspire



INTRODUCING THE OUTDOOR INTERACTIVE WALL

The Interactive Wall is a must for all classrooms, foyers, corridors or even outdoor areas. Place pictures, objects or drawings inside the pockets, then record a related message.

BIG IDEA THINKING

The following activities support children in developing their confidence when speaking and listening and their independence when reading. This is achieved through the context of an ICT resource, therefore enhancing children's knowledge of the use of different technology.

HOW IT CONNECTS TO LEARNING

The activities are ideal to develop children's self-confidence when speaking in front of others, as well as allowing children to independently use and apply literacy and maths skills. They could be part of an adult-guided session or used to facilitate independent learning when an adult is not present. They may easily be differentiated by changing the words used in the pockets.

7

INSPIRATIONAL IDEAS

Exploring the Outdoor Interactive Wall

Age
3-5

KEY FOCUS

Communication skills

WHAT WE WANT TO ACHIEVE

- To select and use technology.
- To develop speaking and listening skills.
- For children to get to know each other.

PREPARATION

Take photos of each child in the class, print them out and if necessary cut them to size to fit on the pockets of the Interactive Wall.

ACTIVITY

Allow each child to select their own photograph and add it to one of the pockets of the Interactive Wall. There are 30 spaces, so should be enough room for all the children, and possibly the adults in class too! Ask them to think of something they would like to say about themselves, e.g. "My name is Mia. I have a brother called Kyle. I like playing football and I like playing pirates." There are 30 seconds of recording time, so they could say a few things if they like! Show them how to record and allow them to press the buttons to do so.

This is a lovely activity to introduce the children and allow them to get to know a little about each other. Hang the Interactive Wall where the children can reach all of the buttons – it can be used indoors or out.



EXTENSION ACTIVITY

Once children have seen the photographs for a while and have got to know each other a little better, get each child to draw a self-portrait. Give them mirrors so they can have a good look at themselves as they do it. Replace the photographs with the portraits and re-record different messages, this time without saying their names. They might even try to disguise their voices! Play the messages back. Can children tell who is who?



INSPIRATIONAL IDEAS

Exploring the Outdoor Interactive Wall

Age
5-7

KEY FOCUS

Vocabulary and spelling

WHAT WE WANT TO ACHIEVE

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

For children to practise word recognition and spelling independently.

Apply phonic knowledge and skills as the route to decode words.

PREPARATION

Prepare a selection of blank cards to fit into the pockets of the Interactive Wall.

Hang it somewhere where it is easily accessible.

ACTIVITY

Use the cards in a variety of ways to help children with word recognition, definitions and spelling.

For example, you might add words related to any topic, such as 'Space', 'Toys', 'The Seaside' etc. The cards could be drawn and written by children, the teacher might make them, or they might be resources you already have. Make sure the Wall is full of words and pictures the children might need to help them with any writing they are doing. The added bonus of the interactive nature of this resource is that when children are not sure what the word says, they can press a button and they can hear it. There is also time on the recording to spell the word out, either phonically or using the letter names. It would be great if children could add more words to the wall as they need them or think of them. Encourage them to do this using the blank cards.



EXTENSION ACTIVITY

The words might be spellings for that week. Children could test each other, for example, one child asks "Which word says 'because'?" The other child presses the green button underneath the chosen word to see if they are correct.

There might also be 'nonsense' words written on each of the cards in the pockets, such as 'treek' or 'squimp' (maybe written on alien characters). Children have to sound them out, then hear whether they have pronounced them correctly by pressing the green button. Great practice when learning phonics.



INSPIRATIONAL IDEAS

Exploring the Outdoor Interactive Wall

Age
7-9

KEY FOCUS

Mathematical knowledge

WHAT WE WANT TO ACHIEVE

To recognise and name 2D and 3D shapes

PREPARATION

Find suitably sized pictures of 2D and 3D shapes in different orientations to be added to the Interactive Wall, a selection of 2D and 3D shapes, books with information about shapes and blank pieces of card or paper.

ACTIVITY

Set up the wall by working with one group. Firstly sort the shape pictures into 2D and 3D images. If possible, have actual shapes for the children to match the pictures to. Ensure they understand the difference between 2D and 3D shapes. The children might have a go at drawing some of the shapes for themselves. The 2D shapes might include both regular and irregular polygons.

Next, get the children to add the shape pictures to the pockets of the Interactive Wall. They should then record the name of each shape and perhaps a few details about its properties. For example, "This is a regular pentagon. It has 5 sides of equal length and 5 interior angles of equal size (108 degrees). It also has 5 lines of reflectional symmetry."

Once the wall has been set up, other children may then use it to test themselves on their knowledge of 2D and 3D shapes and see if they were correct by pressing the green button.



EXTENSION ACTIVITY

The Interactive Wall may be used for many kinds of Maths questions. The teacher might add questions and record answers about any topic the children are working on (addition, subtraction etc.) Or perhaps put up any times tables you are concentrating on. The children could be encouraged to write their own problems for others to solve, add them by writing them on a blank piece of paper or card, then record their answer.



INSPIRATIONAL IDEAS

Exploring the Outdoor Interactive Wall

Age
9-11

KEY FOCUS

Knowledge of vocabulary

WHAT DO WE WANT TO ACHIEVE

For children to increase their range and understanding of vocabulary.

Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources

PREPARATION

Prepare blank pieces of paper or card to fit into the pockets of the Interactive Wall and a list of appropriately challenging words.

ACTIVITY

This might be an ongoing activity. As and when children can, ask them to pick one of your challenging words from a hat and find out its definition. They can then write the word out, add it to the Interactive Wall and record the definition.

EXTENSION ACTIVITY

When the wall is full, challenge the children (in groups) to take a line of 6 words (from the wall) and incorporate each of the words into a short story! Each group member should record their part of the story onto the wall.

Play each story back to the class and together check that each group has used all of the words, then take a vote on the best story.

