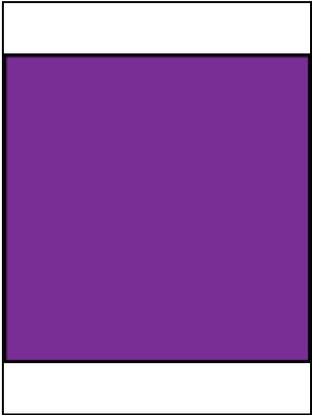


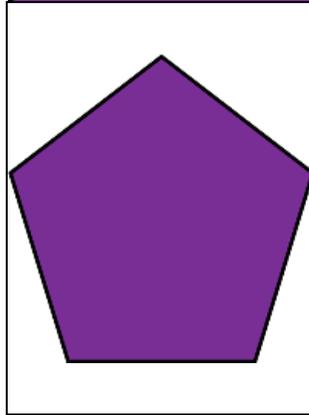
circle



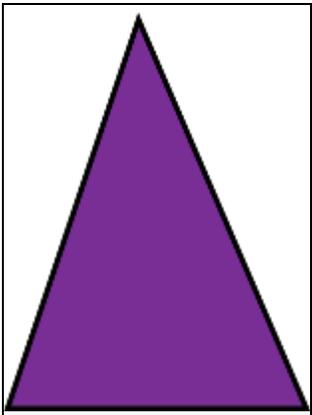
rectangle



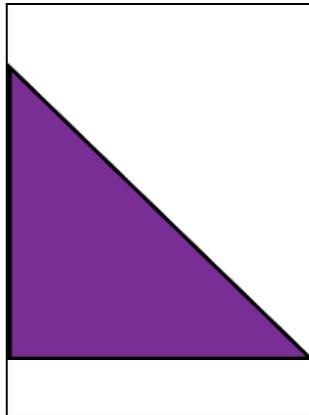
square



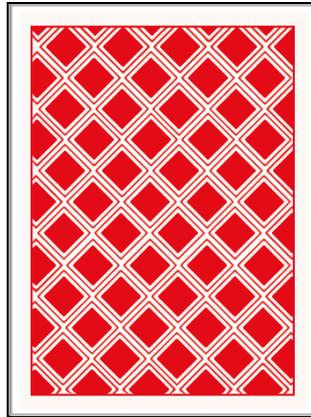
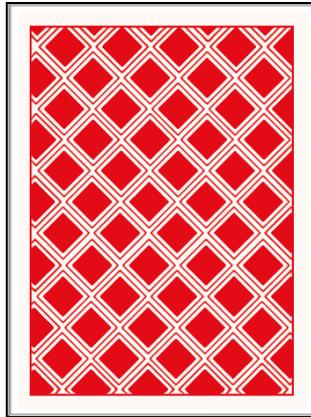
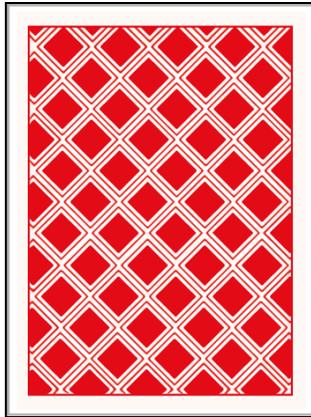
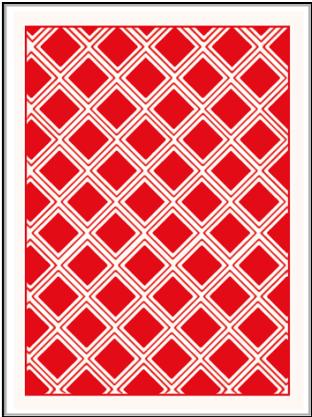
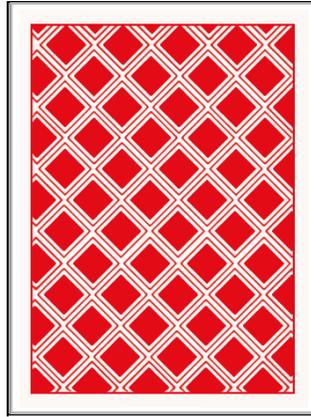
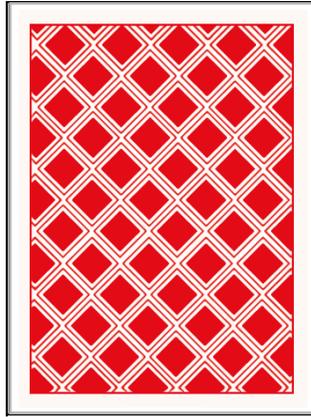
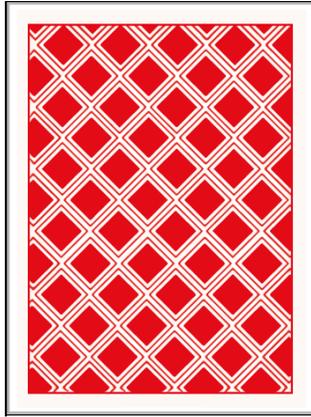
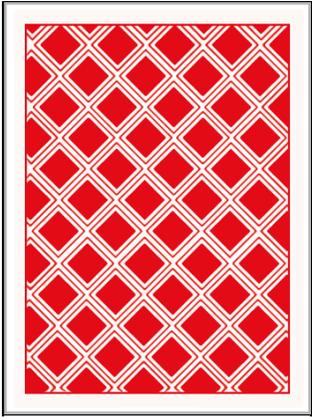
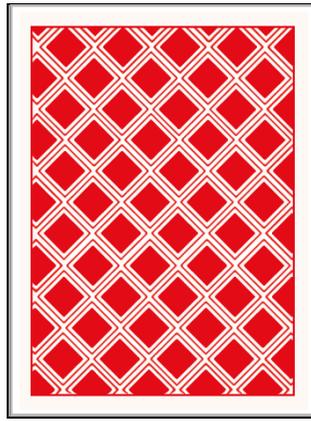
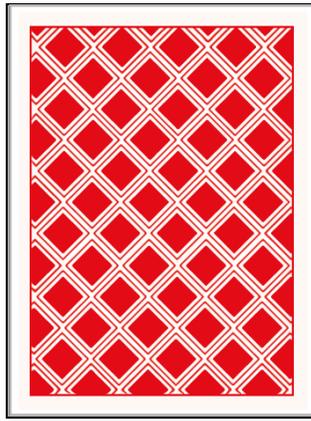
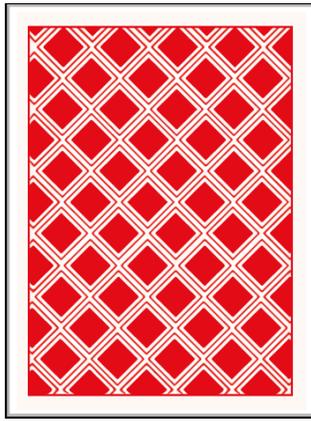
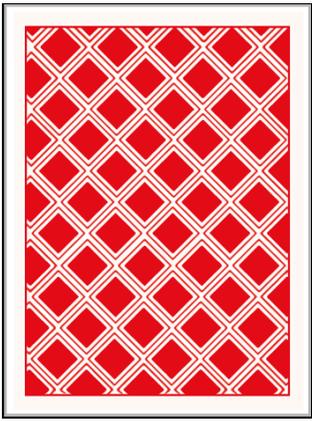
pentagon



Isosceles
triangle



Right-angled
triangle



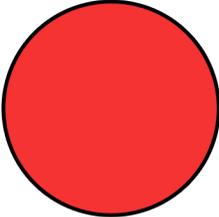
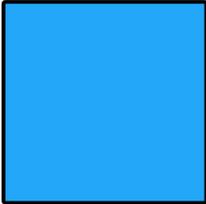
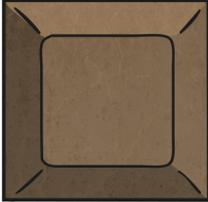
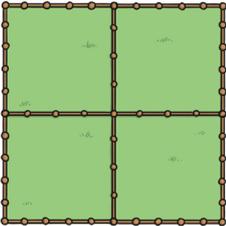
2D Shape Sorting

Cut and paste the shapes into the correct category.

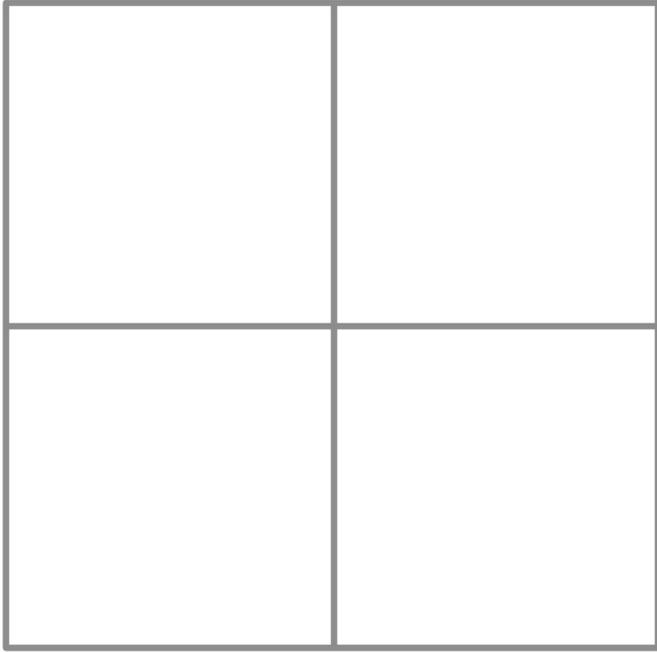
circle

square

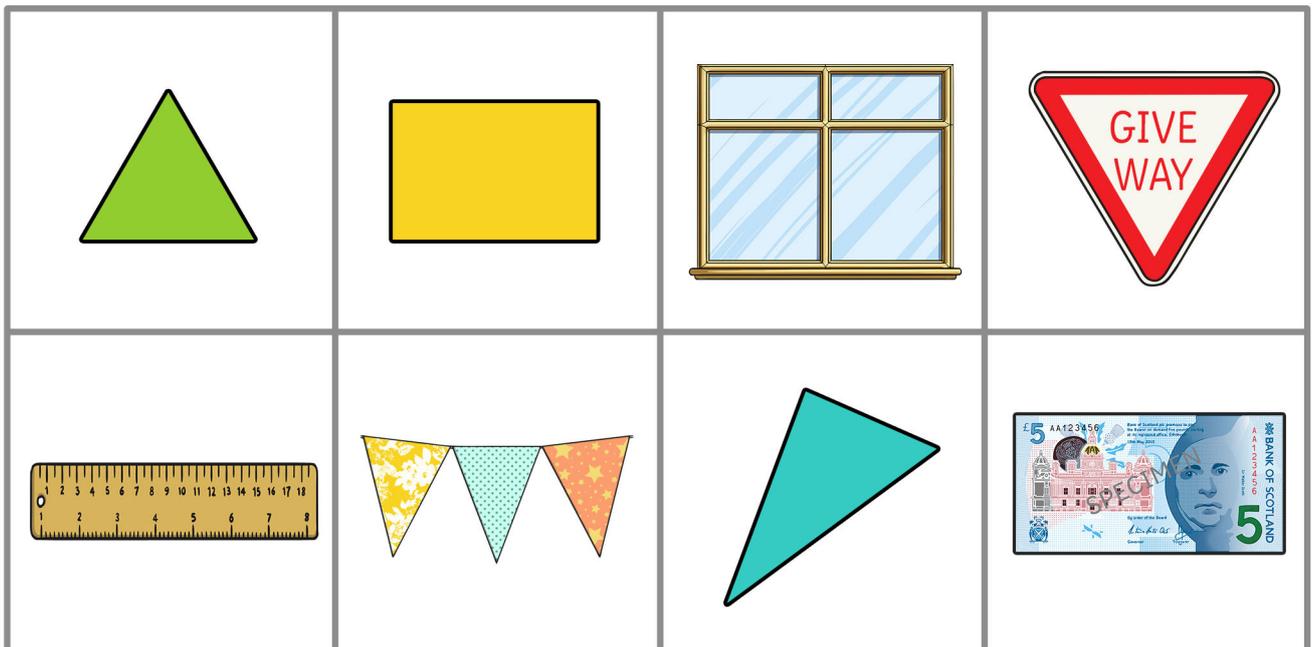
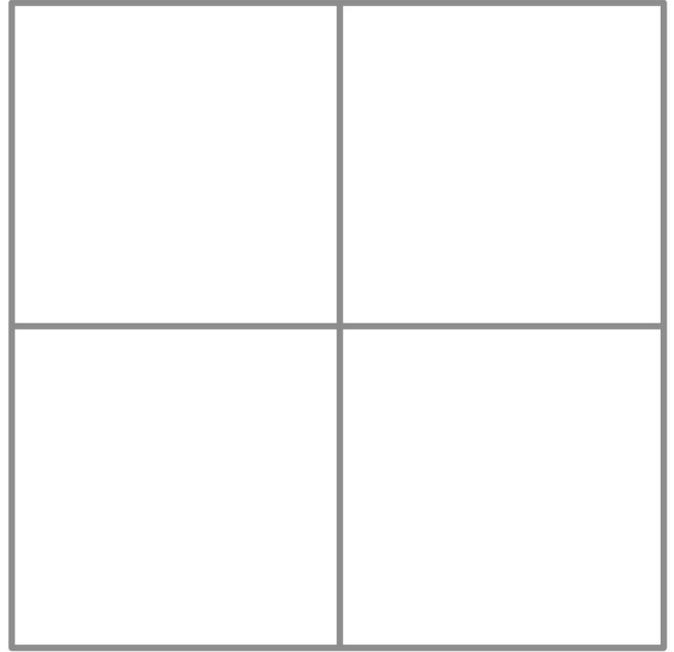


triangle



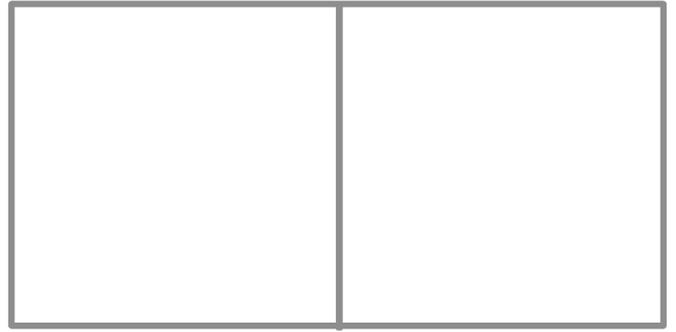
rectangle



pentagon



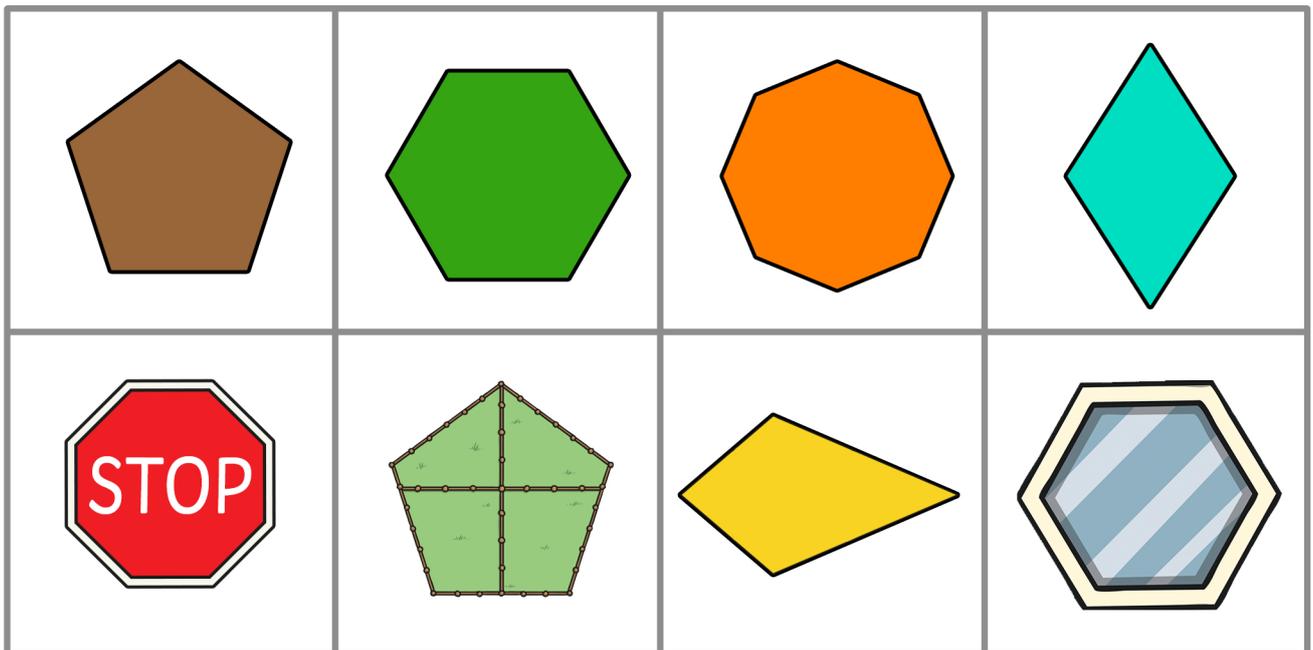
hexagon



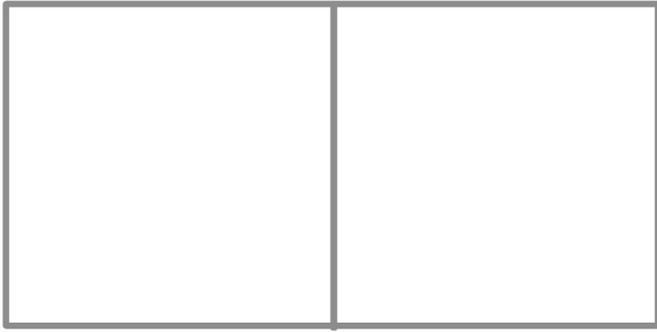
octagon



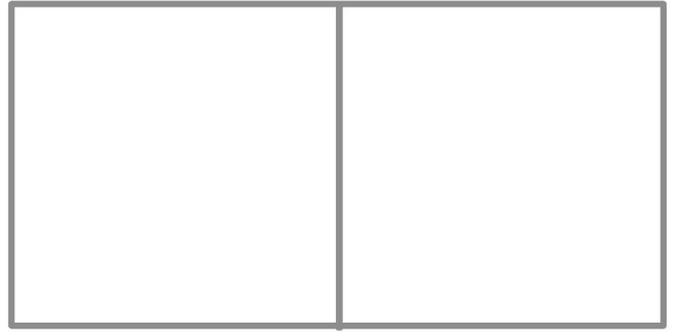
quadrilateral



star



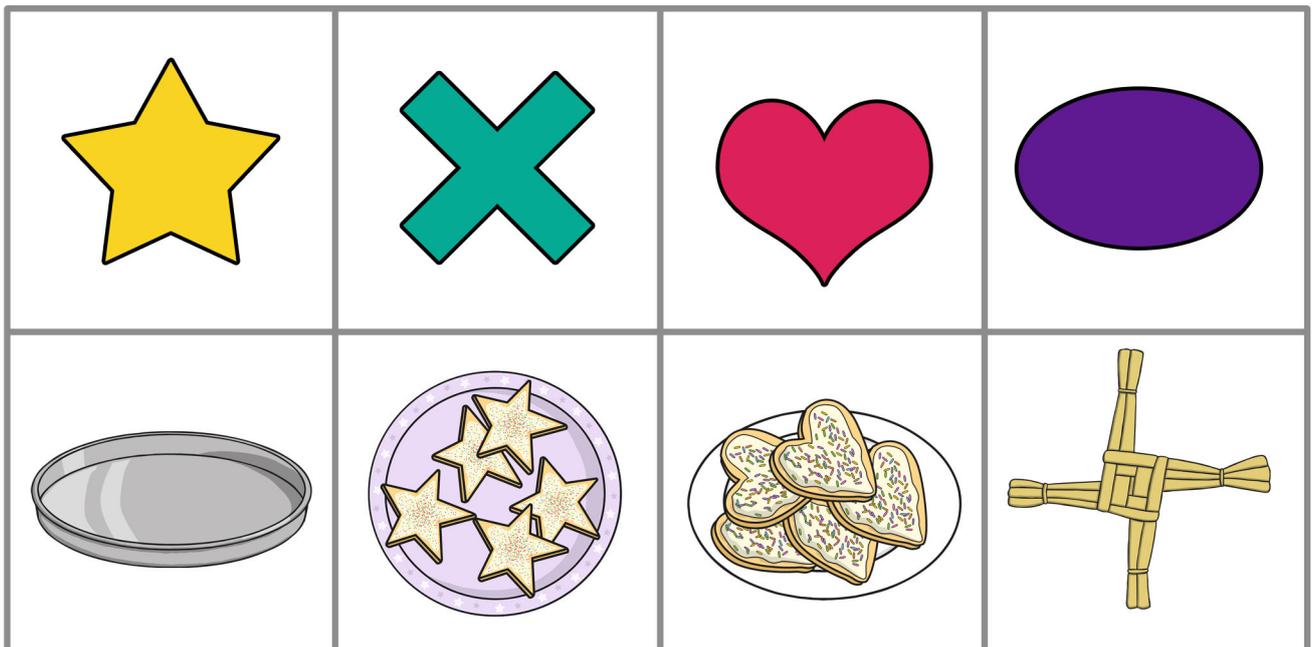
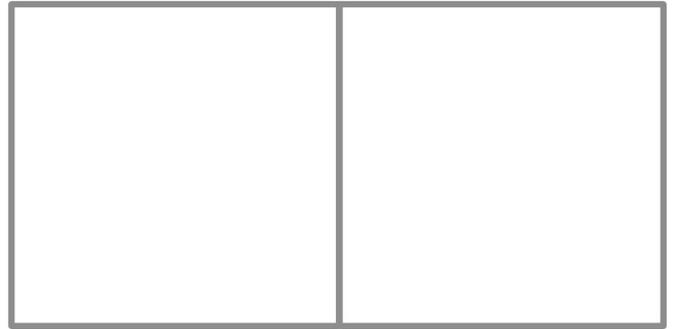
cross



heart



oval



heptagon



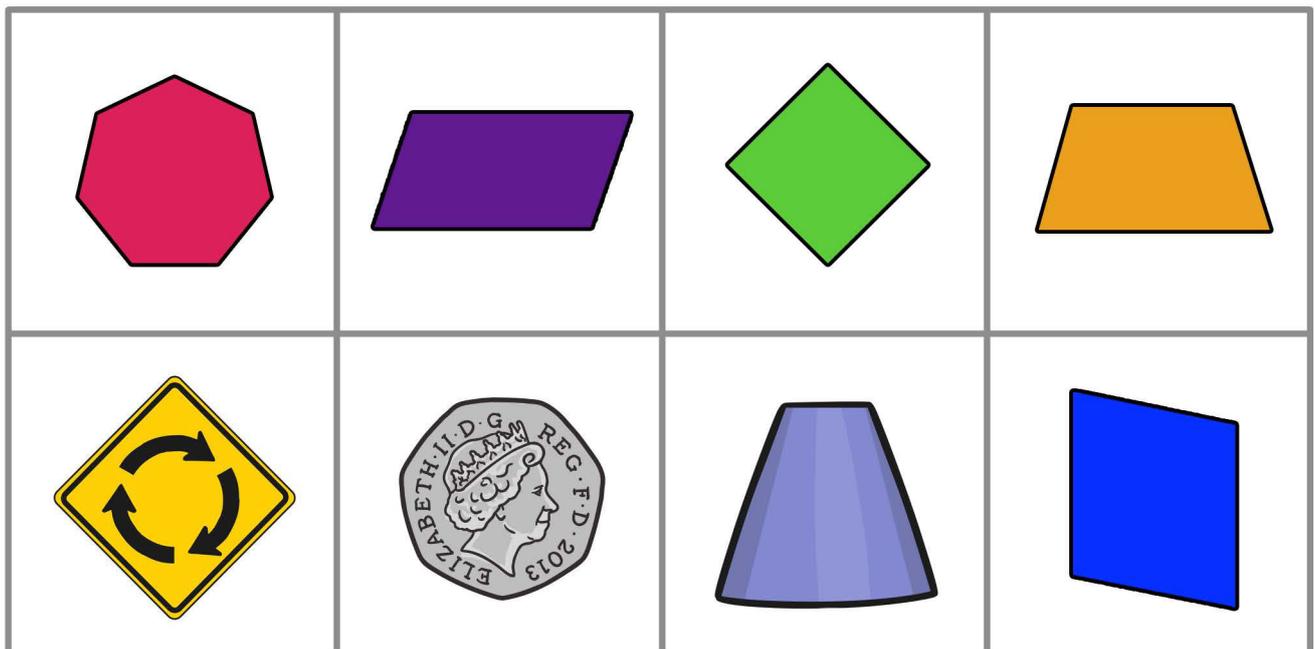
parallelogram



rhombus



trapezium



Sort 2D Shapes

Adult Guidance with Question Prompts



For this activity, children use a selection of the 2D shape cards. (Alternatively, flat plastic shapes can be used. If so, emphasise that these are representations of 2D shapes whereas 2D shapes are drawings of shapes which can't be held.)

What shapes have you got?

Can you name them?

How could you sort them?

Encourage children to think about the properties of shape they have learnt so far - number of sides, number of vertices and vertical lines of symmetry. Children may also sort by colour or size, as appropriate. They could sort their shapes into two groups using labels like 'squares' and 'not squares' or they could sort into several groups, for example 'triangles', 'squares' and 'circles'.

How many different ways can you sort the shapes?

Can you write labels for your friend's groups?

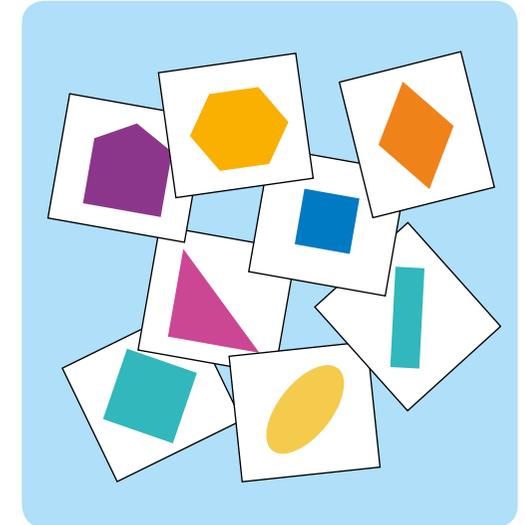
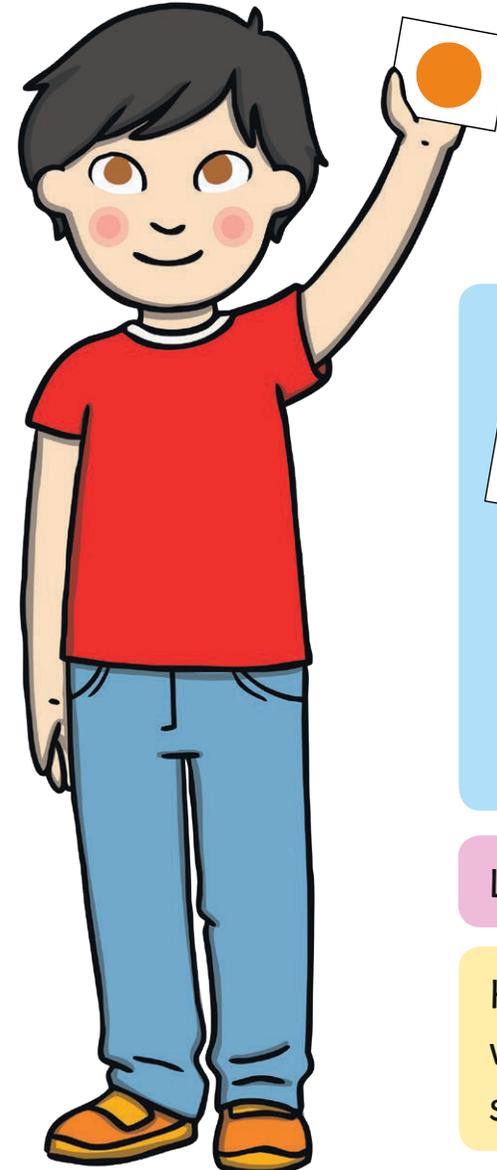
Some children may be able to use intersecting Venn diagrams and find shapes with two common properties.

Are there any shapes that could go in both groups?

Sort 2D Shapes

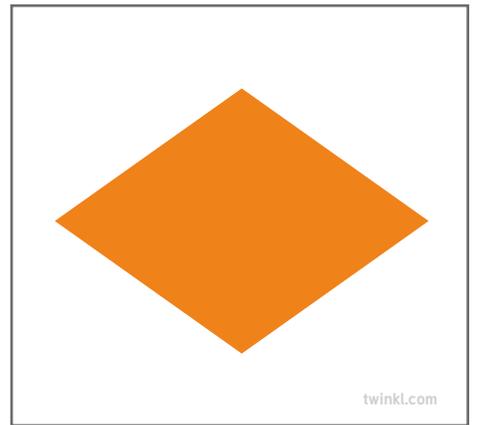
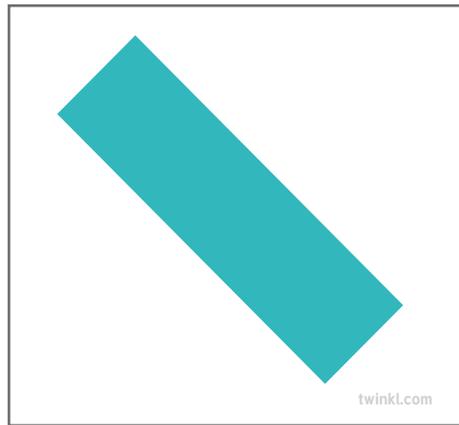
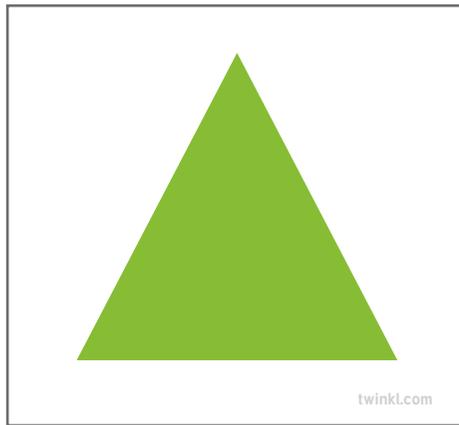
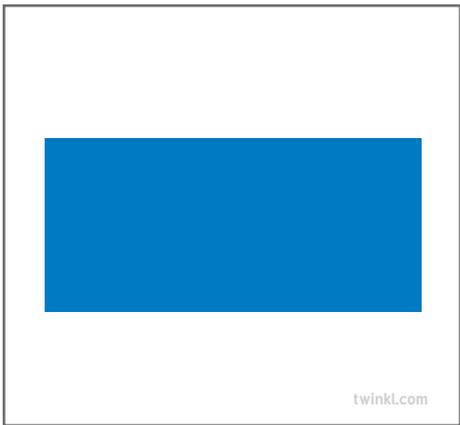
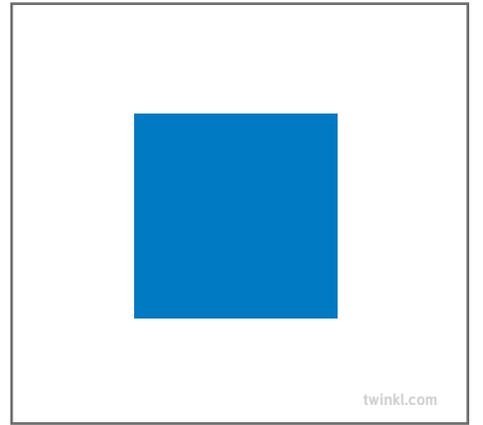
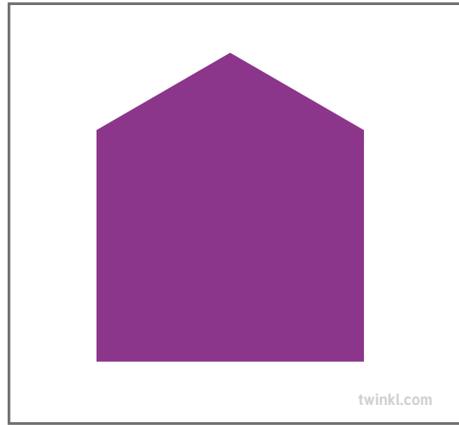
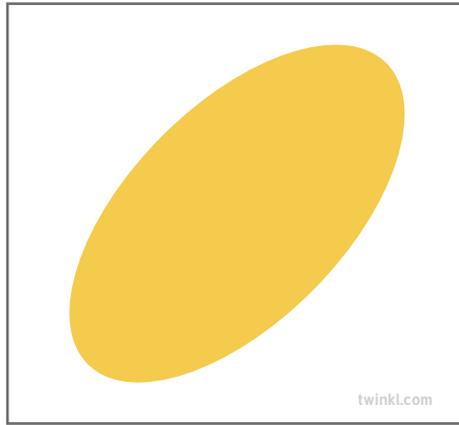
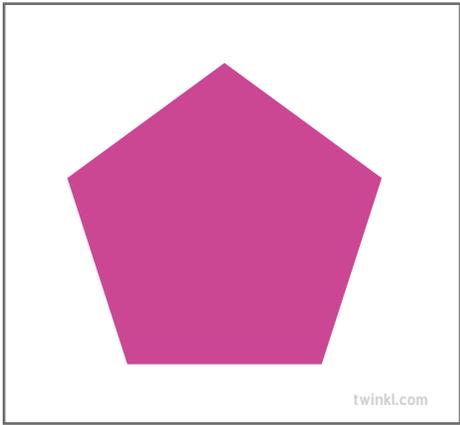
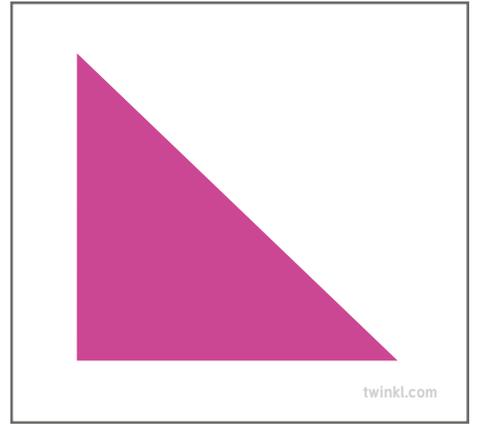
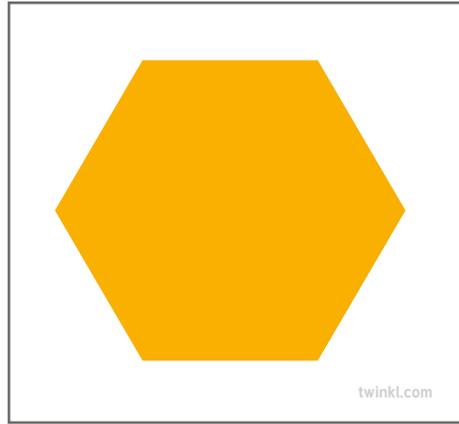
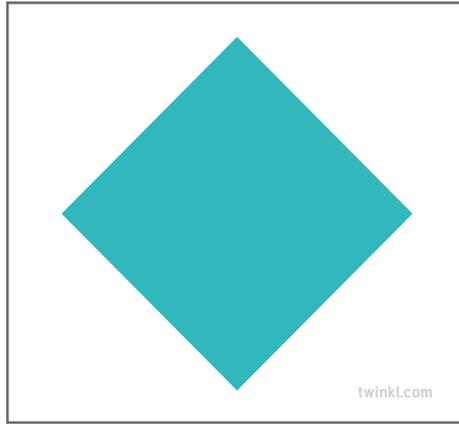
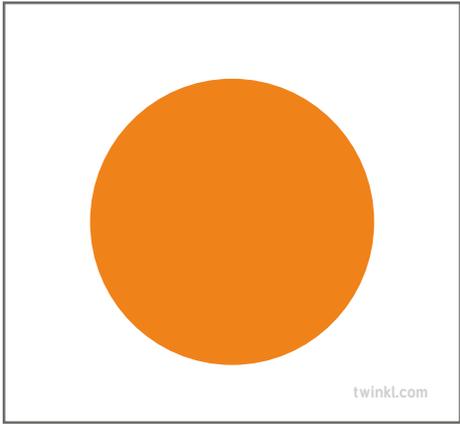


Sort your 2D shapes into groups.



Label your groups.

How many different ways can you find to sort your shapes?



Sort 2D Shapes

Adult Guidance with Question Prompts



This activity uses a Carroll diagram to sort 2D shapes. Children should label the groups using the top row of the diagram, thinking about how the shapes have been sorted.

Describe the shapes in the left-hand box.

What do they have in common?

Describe the shapes in the right-hand box.

What are their properties?

What do they have in common?

What labels could you use to describe these groups?

Can you think of another shape that could belong in each group?

Why have you chosen that one?

Can you draw it?

Can you think of other ways we could sort the same shapes?

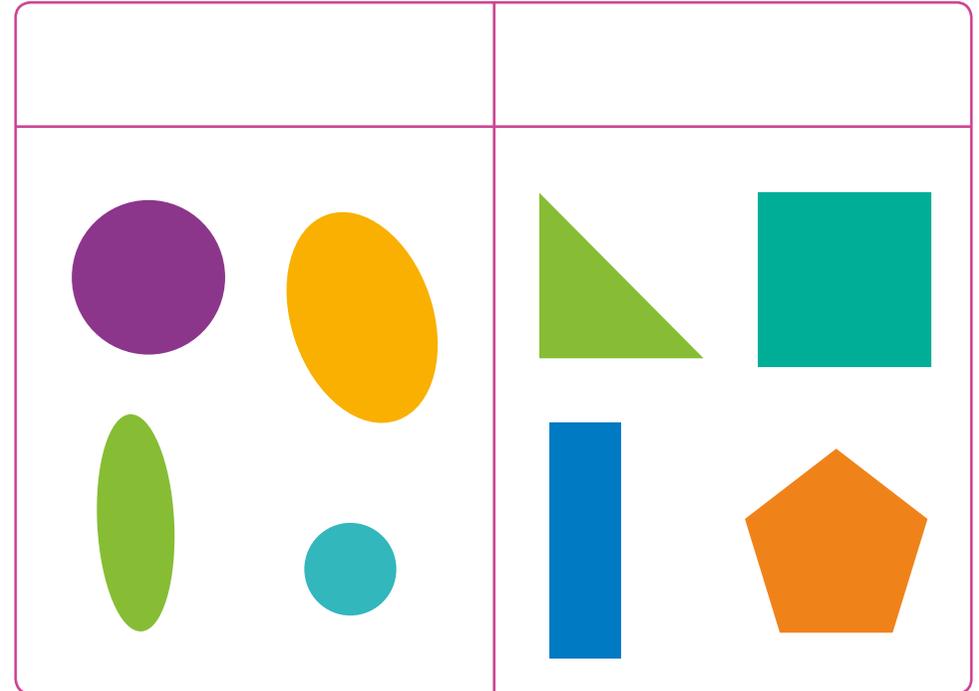
What labels would you give those groups?

Sort 2D Shapes



How have these shapes been sorted?

Label each group.



What other shapes could go in each part?

How else could you sort these shapes?

Make labels for each group.

Sort 2D Shapes

Adult Guidance with Question Prompts



Children use an intersecting Venn diagram to sort 2D shapes, using the properties they have learnt. They think about which shapes will have properties in common. They also need to investigate what other shapes they could add to the diagram. Children may want to use a mirror to help them check for lines of symmetry.

What type of shapes will go in the left circle?

What about the right?

Why are the circles overlapping?

What type of shapes could go in the middle?

Look at the shapes on your sheet. Where will each one go?

Why?

Can the oval go in the middle? Why not?

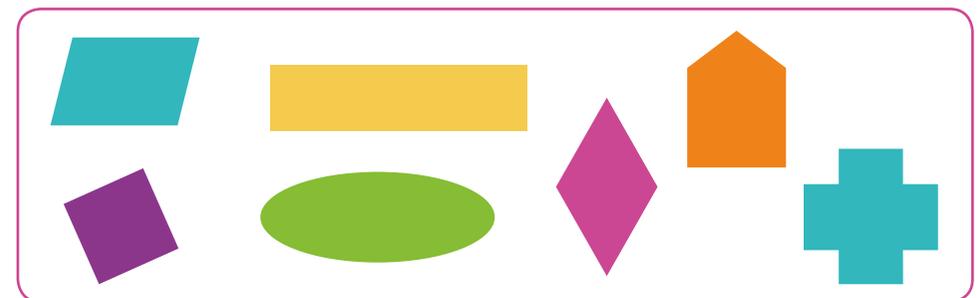
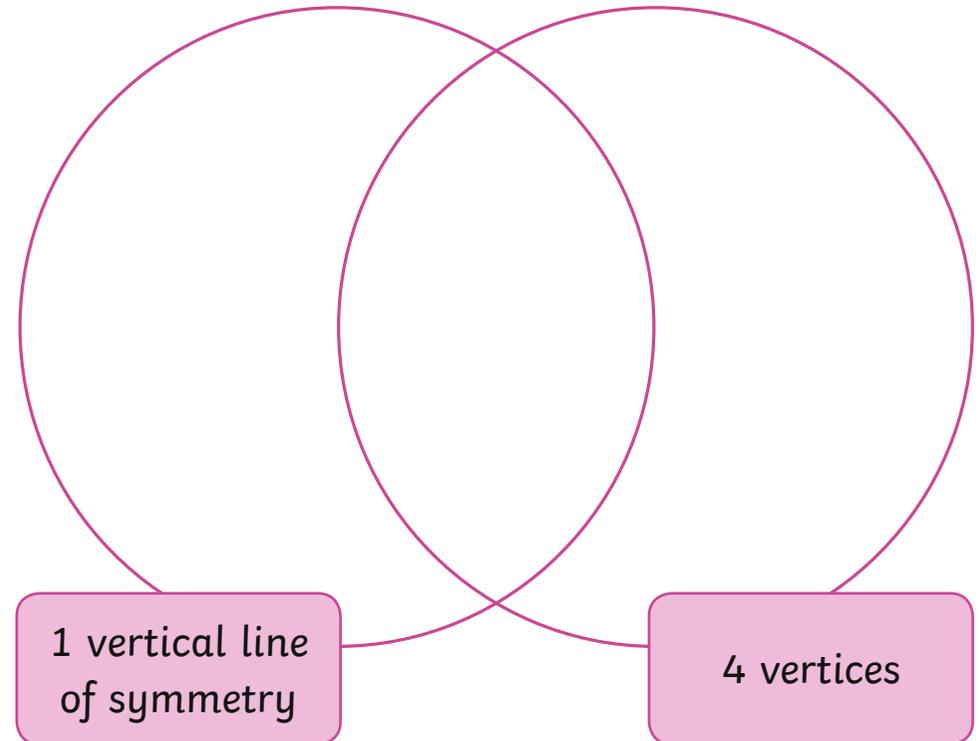
What other shapes can you think of that could go in each section of this diagram?

Could you draw your own shape that has no vertical line of symmetry?

Sort 2D Shapes



Sort these 2D shapes using the Venn diagram.



Add one more shape to each section.

African shields:

Look at these pictures of some African shields. Then create your own! Remember to look carefully at the shapes, patterns and colours.



Verbal ways to bully:

What might someone being bullied think?

Emotional ways to bully:

What might someone being bullied feel?



Physical ways to bully:

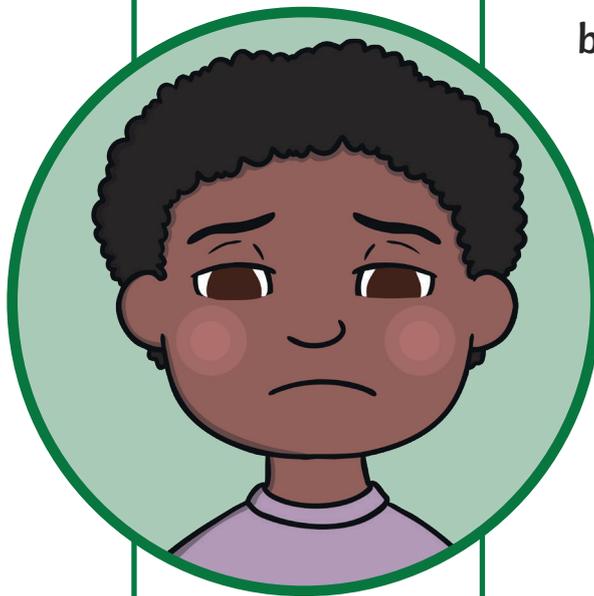
How might someone who is being bullied, act?

Verbal ways to bully:

What might someone being bullied think?

Emotional ways to bully:

What might someone being bullied feel?



Physical ways to bully:

How might someone who is being bullied, act?

Draw the 2D Shape

Read the clues below. Write the name of the 2D shape. Draw the 2D shape in the box.

I have three sides. I have three corners.
My sides are straight.

Answer: _____

I have four sides. I have four corners.
My sides are all the same length.

Answer: _____

I have four sides. I have four corners.
Two of my sides are long and two
are short.

Answer: _____

I have one side. My side is curved.
I have no corners.

Answer: _____

I have two sides. I have two corners.
I have one curved side and one
straight side.

Answer: _____

Draw the 2D Shape

Read the clues below. Write the name of the 2D shape. Draw the 2D shape in the box.

I have three sides. I have three corners.
My sides are straight.

Answer: _____

I have four sides. I have four corners.
My sides are all the same length.

Answer: _____

I have four sides. I have four corners.
Two of my sides are long and two
are short.

Answer: _____

I have one side. My side is curved.
I have no corners.

Answer: _____

I have two sides. I have two corners.
I have one curved side and one
straight side.

Answer: _____

I have five sides. I have five corners.
My sides are all straight.

Answer: _____

I have six sides. I have six corners.
My sides are all straight.

Answer: _____

I have one curved side. I have no corners.
I am not a circle.

Answer: _____

I have four sides. Two sides are long.
Two sides are short. I have two pairs of
parallel lines and angles.

Answer: _____

I have four equal sides.
My opposite sides are equal.
My opposite angles are equal.

Answer: _____

Draw the 2D Shape

Read the clues below. Write the name of the 2D shape. Draw the 2D shape in the box.

I have four sides. I have four corners.
My sides are all the same length.

Answer: _____

I have four sides. I have four corners.
Two of my sides are long and two
are short.

Answer: _____

I have one side. My side is curved.
I have no corners.

Answer: _____

I have two sides. I have two corners.

I have one curved side and one straight side.

Answer: _____

I have five sides. I have five corners.

My sides are all straight.

Answer: _____

I have six sides. I have six corners.

My sides are all straight.

Answer: _____

I have one curved side. I have no corners.
I am not a circle.

Answer: _____

I have four sides. Two sides are long. Two sides are short. I have two pairs of parallel lines and angles.

Answer: _____

I have four equal sides. My opposite sides are equal. My opposite angles are equal.

Answer: _____

I have three sides. I have three corners.
My sides are straight. Two of my sides
are equal.

Answer: _____

I have three sides. I have three corners.
My sides are straight. All of my sides
are equal.

Answer: _____

I have three sides. I have three corners.
My sides are straight. Two of my sides
are equal.

Answer: _____

I have one curved side. I have no corners.
I am not a circle.

Answer: _____

I have eight sides. I have eight corners.
My sides are all straight.

Answer: _____

I have four sides. Two of my sides are
parallel. The other two sides are not.

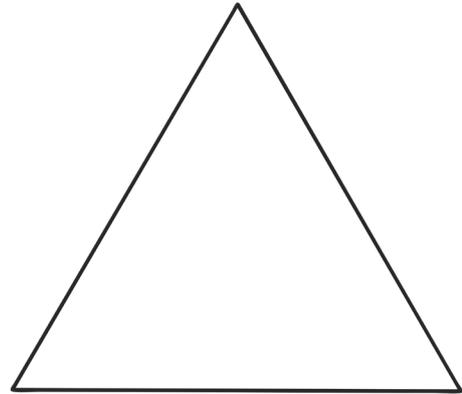
Answer: _____

Draw the 2D Shape

Answers

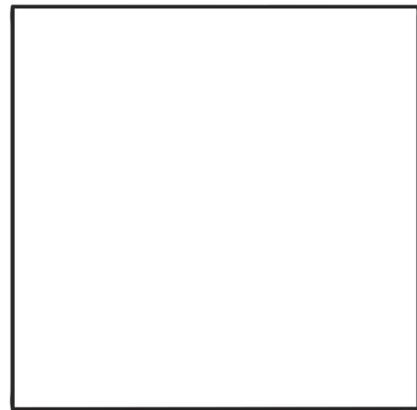
I have three sides. I have three corners.
My sides are straight.

Answer: **triangle**



I have four sides. I have four corners.
My sides are all the same length.

Answer: **square**



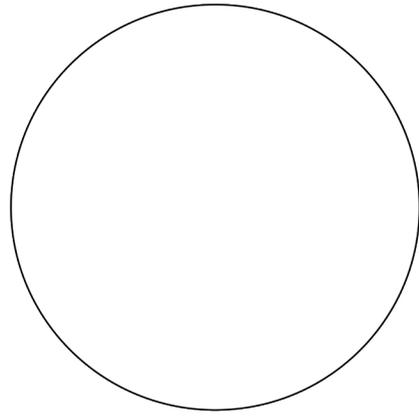
I have four sides. I have four corners.
Two of my sides are long and two are short.

Answer: **rectangle**



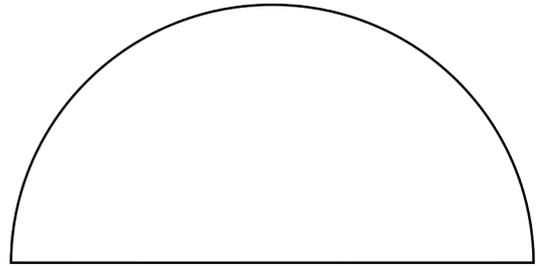
I have one side. My side is curved.
I have no corners.

Answer: **circle**



I have two sides. I have two corners.
I have one curved side and one
straight side.

Answer: **semicircle**

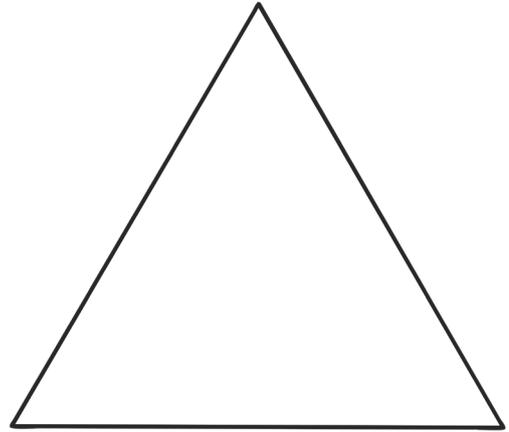


Draw the 2D Shape

Answers

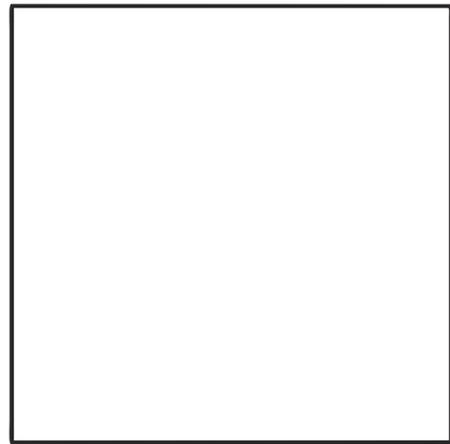
I have three sides. I have three corners.
My sides are straight.

Answer: **triangle**



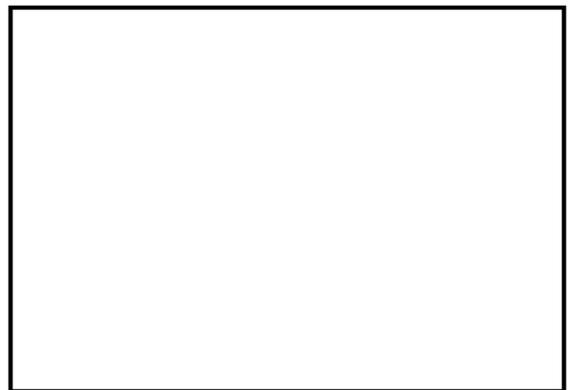
I have four sides. I have four corners.
My sides are all the same length.

Answer: **square**



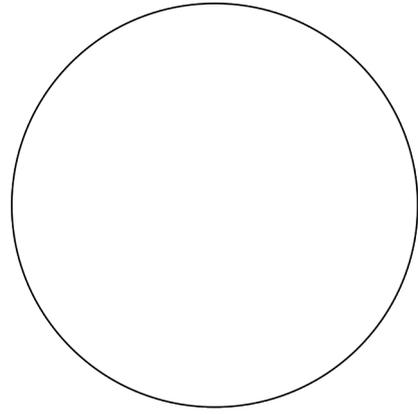
I have four sides. I have four corners.
Two of my sides are long and two are short.

Answer: **rectangle**



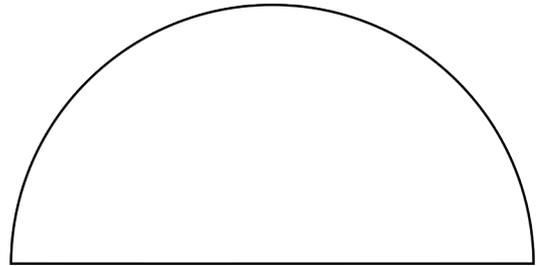
I have one side. My side is curved.
I have no corners.

Answer: **circle**



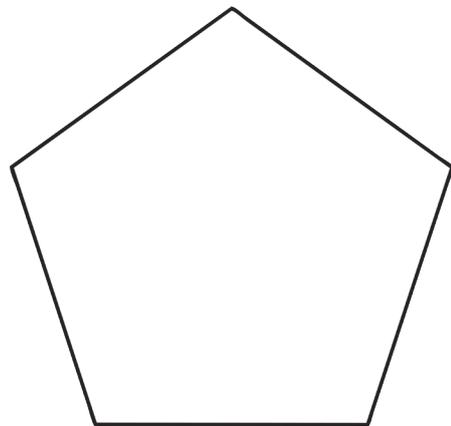
I have two sides. I have two corners.
I have one curved side and one
straight side.

Answer: **semicircle**



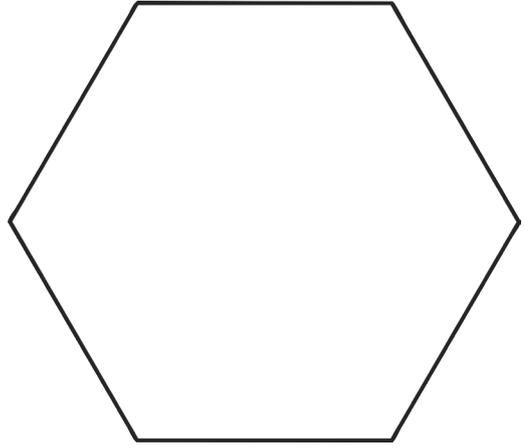
I have five sides. I have five corners.
My sides are all straight.

Answer: **pentagon**



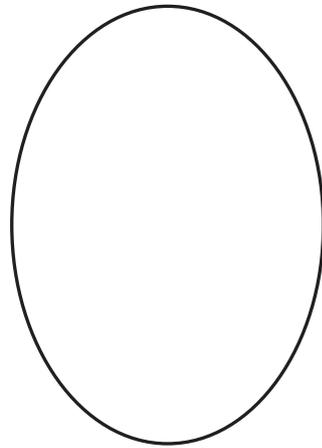
I have six sides. I have six corners.
My sides are all straight.

Answer: **hexagon**



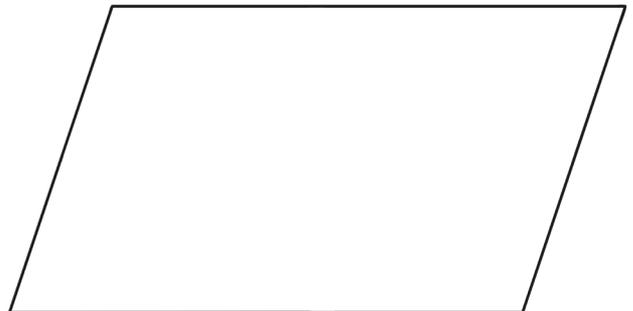
I have one curved side. I have no corners.
I am not a circle.

Answer: **oval**



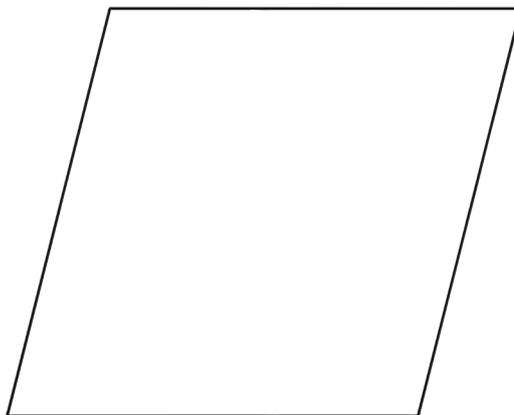
I have four sides. Two sides are long.
Two sides are short. I have two pairs of
parallel lines and angles.

Answer: **parallelogram**



I have four equal sides.
My opposite sides are equal.
My opposite angles are equal.

Answer: **rhombus**

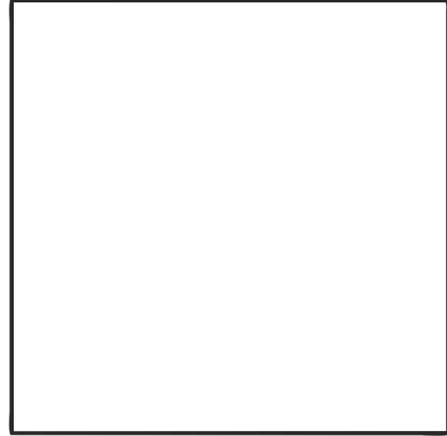


Draw the 2D Shape

Answers

I have four sides. I have four corners.
My sides are all the same length.

Answer: **square**



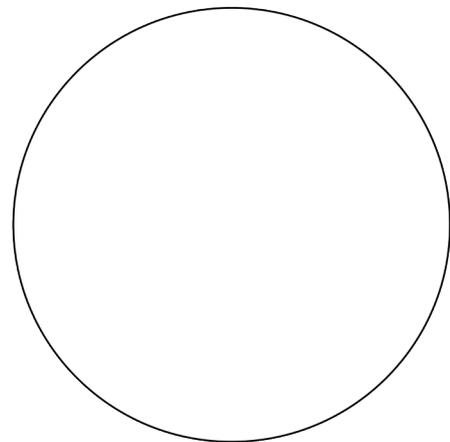
I have four sides. I have four corners.
Two of my sides are long and two are short.

Answer: **rectangle**



I have one side. My side is curved.
I have no corners.

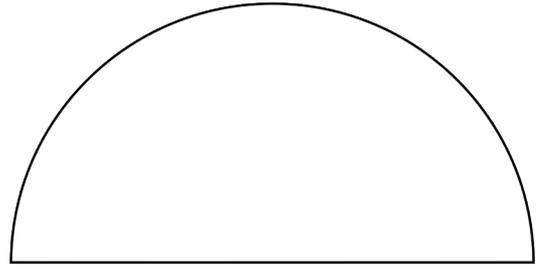
Answer: **circle**



I have two sides. I have two corners.

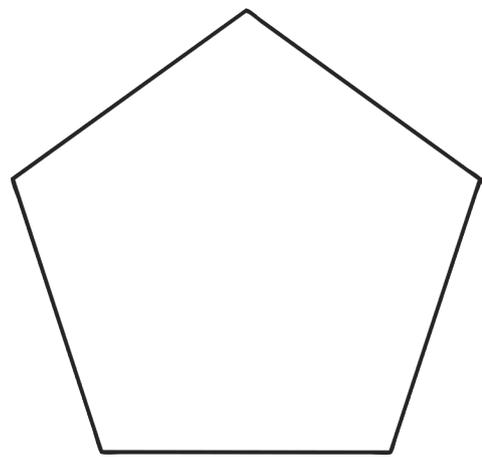
I have one curved side and one straight side.

Answer: **semicircle**



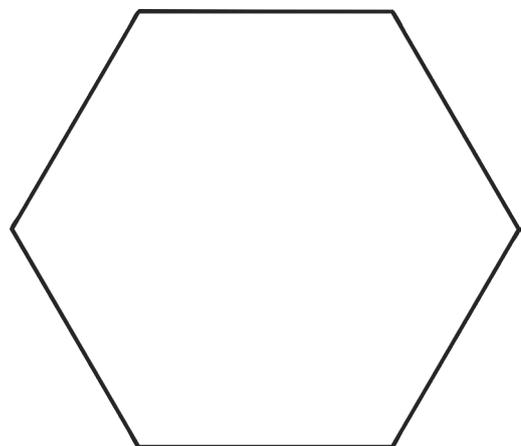
I have five sides. I have five corners.
My sides are all straight.

Answer: **pentagon**



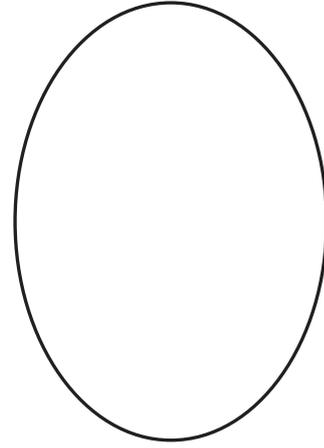
I have six sides. I have six corners.
My sides are all straight.

Answer: **hexagon**



I have one curved side. I have no corners.
I am not a circle.

Answer: **oval**



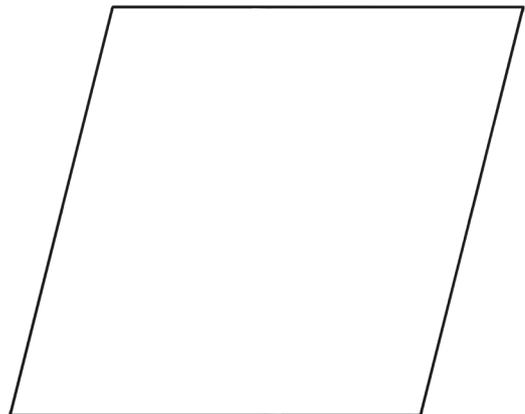
I have four sides. Two sides are long. Two sides are short. I have two pairs of parallel lines and angles.

Answer: **parallelogram**



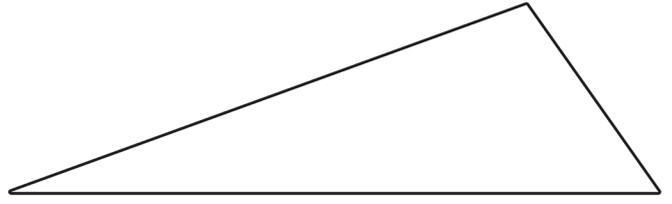
I have four equal sides. My opposite sides are equal. My opposite angles are equal.

Answer: **rhombus**



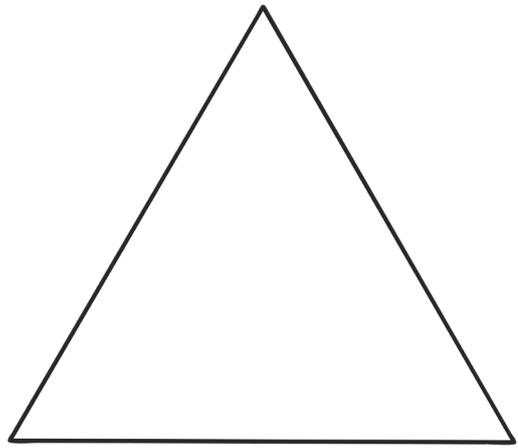
I have three sides. I have three corners.
My sides are straight. Two of my sides
are equal.

Answer: **scalene triangle**



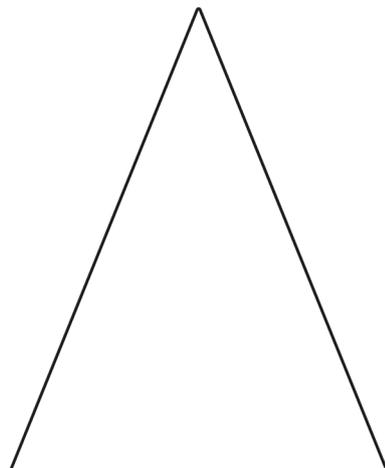
I have three sides. I have three corners.
My sides are straight. All of my sides
are equal.

Answer: **equilateral triangle**



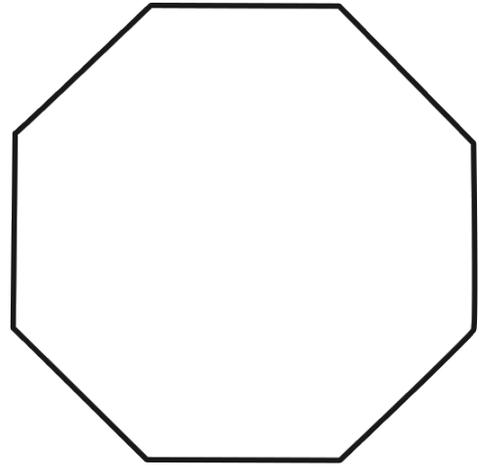
I have three sides. I have three corners.
My sides are straight. Two of my sides
are equal.

Answer: **isosceles triangle**



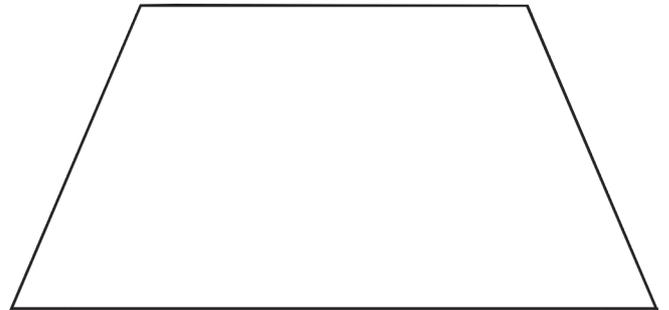
I have eight sides. I have eight corners.
My sides are all straight.

Answer: **octagon**



I have four sides. Two of my sides are parallel. The other two sides are not.

Answer: **trapezium**



Living, Dead and Never Alive - How Can You Tell?



Group Names:

1. _____
2. _____
3. _____
4. _____

Draw your item:

Is it living, dead or has it never been alive?
How can you tell? Give three reasons:

1. _____

2. _____

3. _____

Draw your item:

Is it living, dead or has it never been alive?
How can you tell? Give three reasons:

1. _____

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Draw your item:

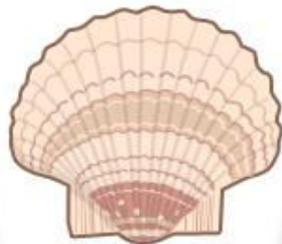
Is it living, dead or has it never been alive?
How can you tell? Give three reasons:

1. _____

2. _____

3. _____

Living, Dead or Never Alive





I'm Alive!

We are all alive!

What do we do that lets us know we are alive?



Life Processes

Characteristics of living things

Movement

Respiration

Sensitivity

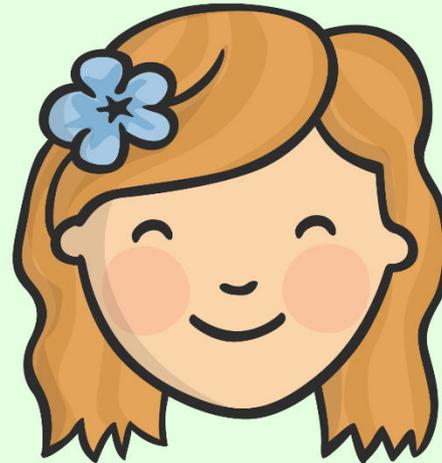
Growth

Reproduction

Excretion

Nutrition

MRS GREN



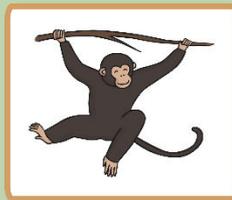
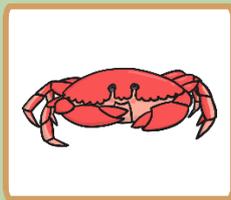
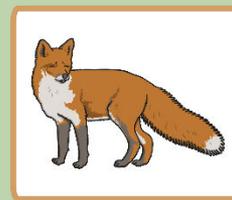
Living or Not?



Which of these are living?

Which are non-living?

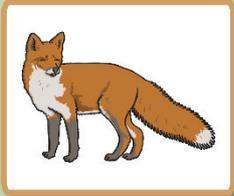
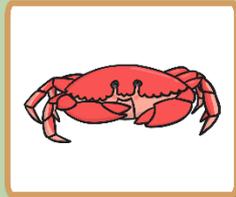
How can you tell?



Living or Not?



Living



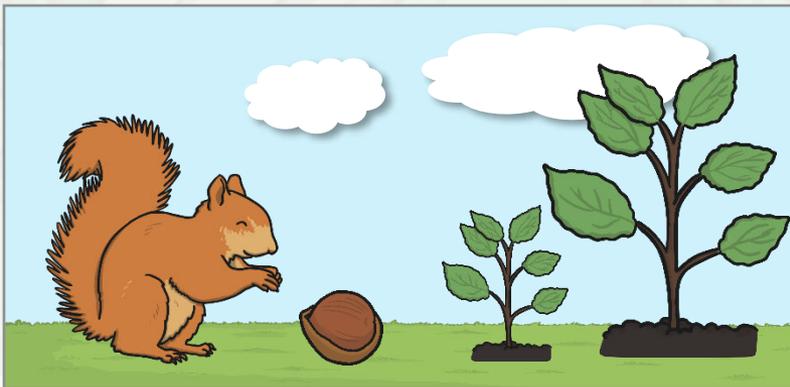
Non-living



Living or Not?

- Living things have life processes.
- They need food, water and air to stay alive.
- They can sense changes in the environment.
- They can move, grow and reproduce.

- Non-living things can be things that were once living or part of a living thing, or they can be things that have never been alive.
- They do not need food, water or air.
- They cannot reproduce.

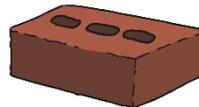
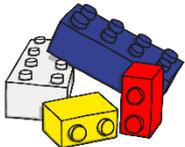
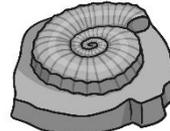


Dead or Never Alive?



Many non-living things have never been alive but some of them were once part of a living plant or an animal.

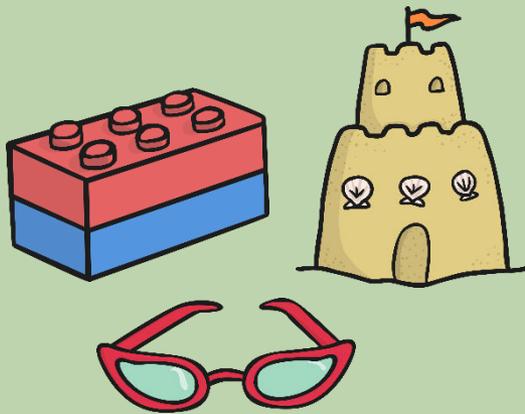
Which of these non living things are dead, and which were never alive? It may help to think of what the thing is made from.



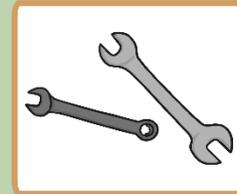
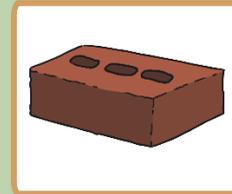
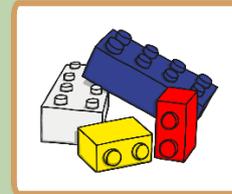
Dead or Never Alive?



Things made of materials like metal, rock, plastic, glass and sand have never been part of a living thing.



Never alive



Dead or Never Alive?

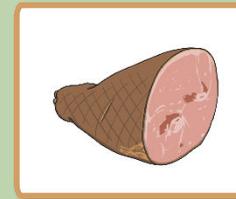
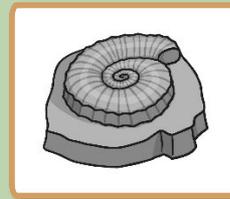
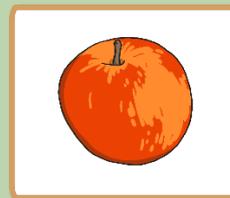


All of these things are non-living, but they used to be part of a living thing.

Which living thing were they part of?



Dead



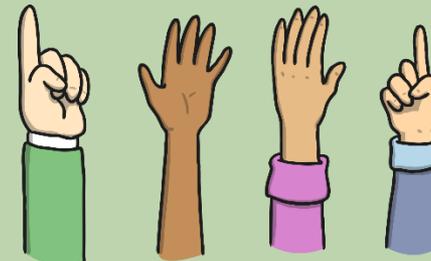
How Can You Tell?



Is this teapot living, dead or has it never been alive?



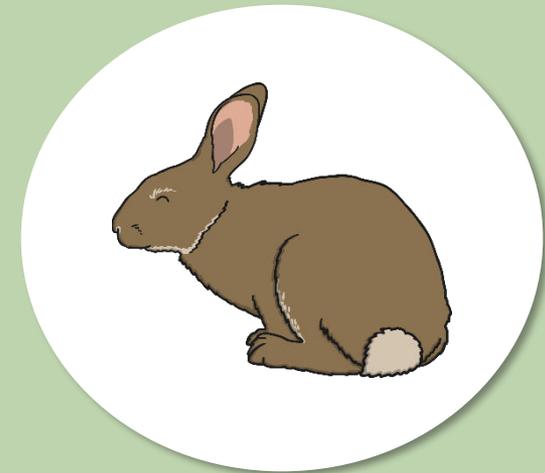
How can you tell?



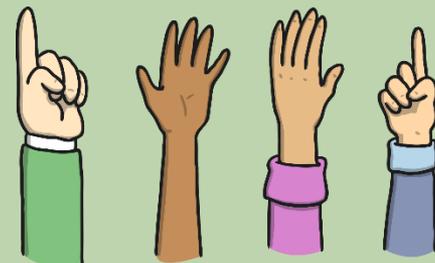
How Can You Tell?



Is this rabbit living, dead or has it never been alive?



How can you tell?

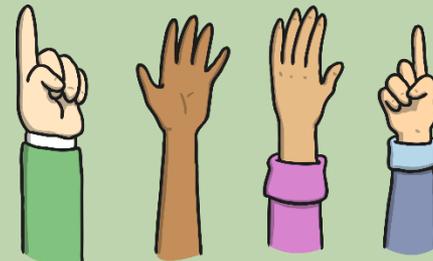


How Can You Tell?



Is this pinecone living, dead or has it never been alive?

How can you tell?



Remember Mrs Gren!

Characteristics of living things

Movement

Respiration

Sensitivity

Growth

Reproduction

Excretion

Nutrition

MRS GREN



Which One Am I?



Living, Dead or Never Alive



ATtribution - Photo courtesy of Alden Chadwick, Sergey Gáyonkin and Szilvka Robert (@flckr.com) - granted under creative commons licence - attribution

Which One Am I?



Living, Dead or Never Alive



ATtribution - Photo courtesy of Jan, Mike Fleming and Carolyn Tiry (@flickr.com) - granted under creative commons licence - attribution

Which One Am I?



Living, Dead or Never Alive



ATtribution - Photo courtesy of Steven Depolo, tribpandkirybabe (@flickr.com) - granted under creative commons licence - attribution

How Can You Tell?



Living, Dead and Never Alive - How Can You Tell?



Group Names:

1. _____ 3. _____
2. _____ 4. _____



Draw your item:

Draw your item:

Draw your item:

Is it living, dead or has it never been alive?
How can you tell? Give three reasons:

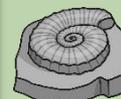
1. _____
2. _____
3. _____

Is it living, dead or has it never been alive?
How can you tell? Give three reasons:

1. _____
2. _____
3. _____

Is it living, dead or has it never been alive?
How can you tell? Give three reasons:

1. _____
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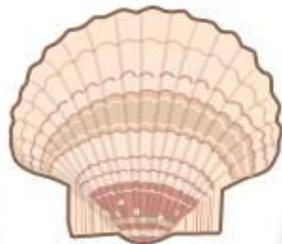




Science

Living Things and Their Habitats

Living, Dead or Never Alive



Aim

- I can compare the differences between things that are living, dead and have never been alive.
- I can answer questions about things that are living, dead or have never been alive.

Success Criteria

- I can explain some of the life processes.
- I can explain how life processes can tell us if something is living, dead or has never been alive.
- I can say if something is living, dead or has never been alive.
- I can give reasons for my answers.



I'm Alive!

We are all alive!

What do we do that lets us know we are alive?



Life Processes

All living things do certain things to stay alive.

These are called life processes.

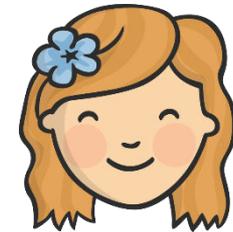
Animals, including humans, do these things.



Plants do too, although they do them in different ways.



We can remember these things by thinking about Mrs Gren .



Life Processes

Characteristics of living things

Movement

Respiration

Sensitivity

Growth

Reproduction

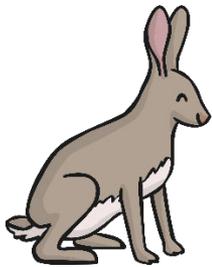
Excretion

Nutrition

MRS GREN

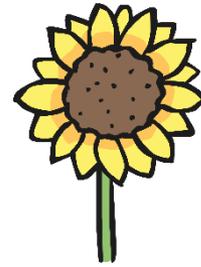


Life Processes



A hare runs to
escape from danger.

A sunflower moves to
turn its face towards
the sun.



Life Processes



Mammals breathe through their mouths and noses.



Plants take in and give out gases through their leaves.



Life Processes



Animals use their senses to see, hear, taste, touch and smell the world around them.



Plants can also detect changes in the environment. This mimosa plant curls up when you touch it!

Life Processes



This ocean mola started life as an egg not much bigger than a full stop. It will grow to weigh about 1000 kg- this is the same size as a large bull!



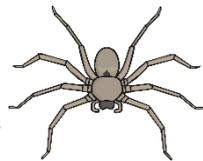
Bamboo can grow up to 3cm every hour.



Life Processes



This wolf spider has her babies on her back.

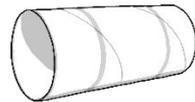


Each seed contains a tiny miniature plant ready to grow.

Life Processes



How do you get rid of waste products from your body?



Left over gases and water leave plants through their leaves.



Life Processes



Some animals eat plants, and some eat other animals. Bears eat both, like people!



Green plants make their own food using the energy from the sun.

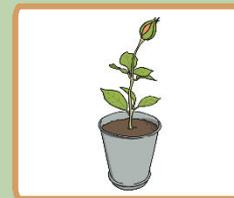
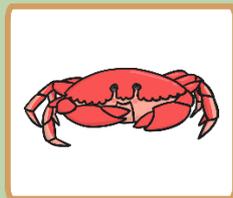
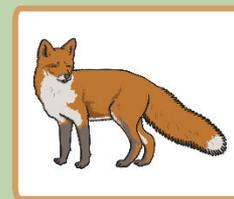
Living or Not?



Which of these are living?

Which are non-living?

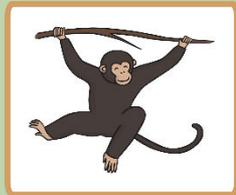
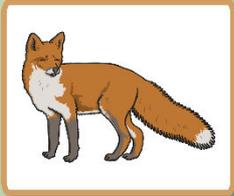
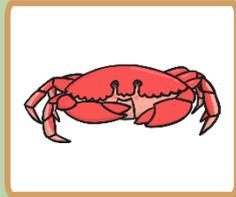
How can you tell?



Living or Not?



Living



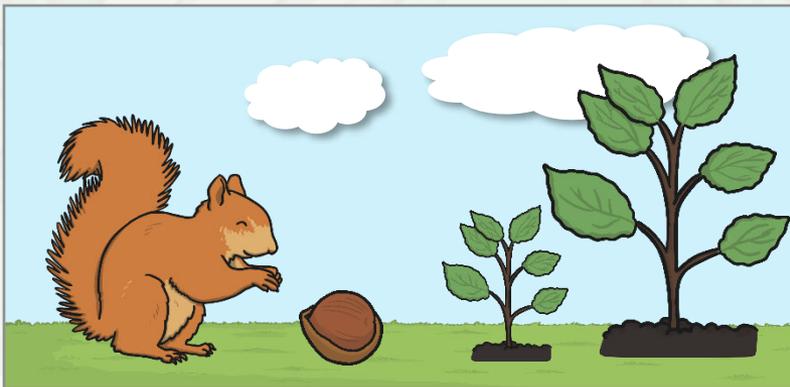
Non-living



Living or Not?

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- They need food, water and air to stay alive.
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- They can move, grow and reproduce.

- Non-living things can be things that were once living or part of a living thing, or they can be things that have never been alive.
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- They cannot reproduce.

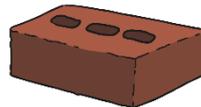
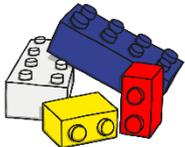
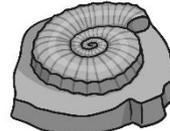


Dead or Never Alive?



Many non-living things have never been alive but some of them were once part of a living plant or an animal.

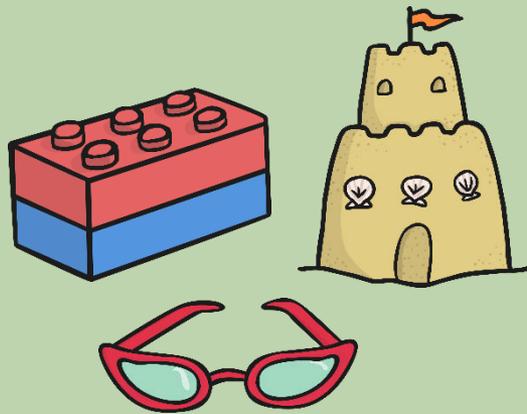
Which of these non living things are dead, and which were never alive? It may help to think of what the thing is made from.



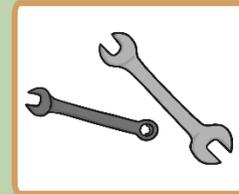
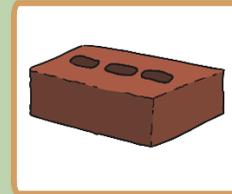
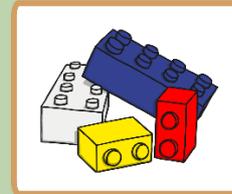
Dead or Never Alive?



Things made of materials like metal, rock, plastic, glass and sand have never been part of a living thing.



Never alive



Dead or Never Alive?

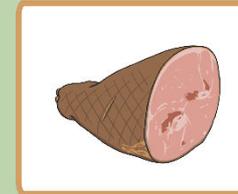
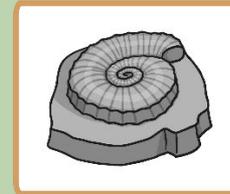
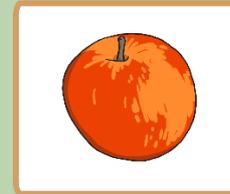


All of these things are non-living, but they used to be part of a living thing.

Which living thing were they part of?



Dead



How Can You Tell?



Is this teapot
living, dead or
has it never
been alive?



How can
you tell?

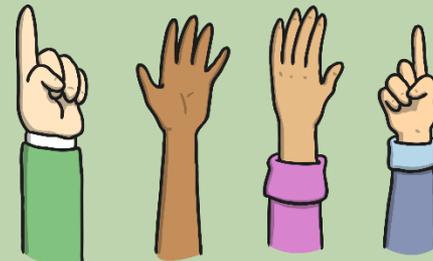
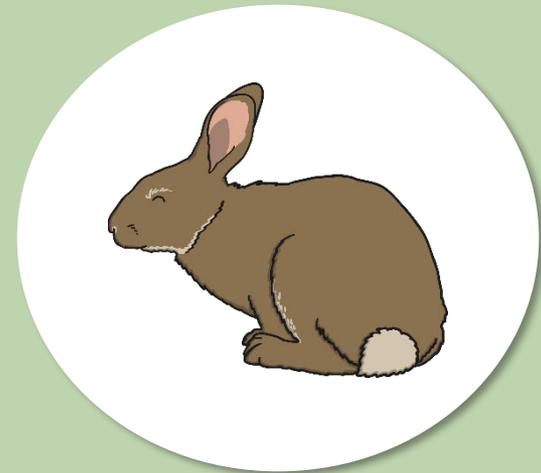




How Can You Tell?

Is this rabbit living, dead or has it never been alive?

How can you tell?

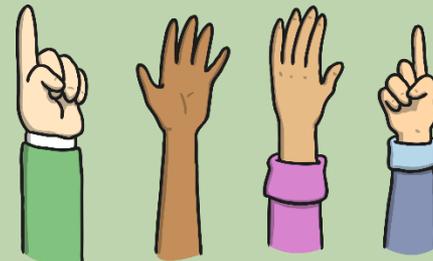


How Can You Tell?



Is this pinecone living, dead or has it never been alive?

How can you tell?



How Can You Tell?



Living, Dead and Never Alive - How Can You Tell?



Group Names:

1. _____ 3. _____
2. _____ 4. _____



Draw your item:

Draw your item:

Draw your item:

Is it living, dead or has it never been alive?
How can you tell? Give three reasons:

1. _____
2. _____
3. _____

Is it living, dead or has it never been alive?
How can you tell? Give three reasons:

1. _____
2. _____
3. _____

Is it living, dead or has it never been alive?
How can you tell? Give three reasons:

1. _____
2. _____
3. _____



Which One Am I?



A volunteer will choose a picture.

We will ask that person questions to give us clues about which picture they have chosen.

The volunteer can only answer yes or no.

We can not ask if they are alive, dead or have never been alive, or what they are made from.

We can only ask questions based on the 7 life processes.

Remember Mrs Gren!

Characteristics of living things

Movement

Respiration

Sensitivity

Growth

Reproduction

Excretion

Nutrition

MRS GREN



Which One Am I?



Living, Dead or Never Alive



ATtribution - Photo courtesy of Alden Chadwick, Sergey Gáyonkin and Szilvka Robert (@flckr.com) - granted under creative commons licence - attribution

Which One Am I?



Living, Dead or Never Alive



ATtribution - Photo courtesy of Jan, Mike Fleming and Carolyn Tiry (@flickr.com) - granted under creative commons licence - attribution

Which One Am I?



Living, Dead or Never Alive



ATtribution - Photo courtesy of Steven Depolo, tribpandkirybabe (@flickr.com) - granted under creative commons licence - attribution

Aim

- I can compare the differences between things that are living, dead and have never been alive.
- I can answer questions about things that are living, dead or have never been alive.

Success Criteria

- I can explain some of the life processes.
- I can explain how life processes can tell us if something is living, dead or has never been alive.
- I can say if something is living, dead or has never been alive.
- I can give reasons for my answers.



Repeating Patterns

Can you continue the patterns below?

1.

									
---	---	--	--	--	--	--	--	--	--

2.

									
---	---	--	--	--	--	--	--	--	--

3.

									
---	---	---	--	--	--	--	--	--	--

4.

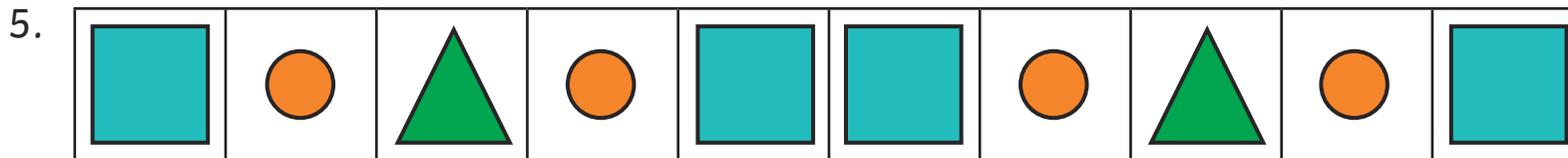
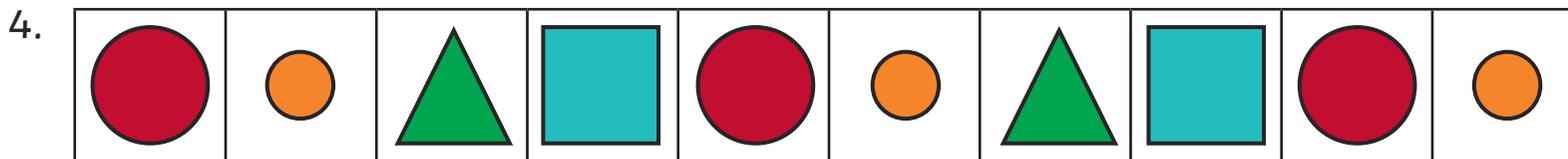
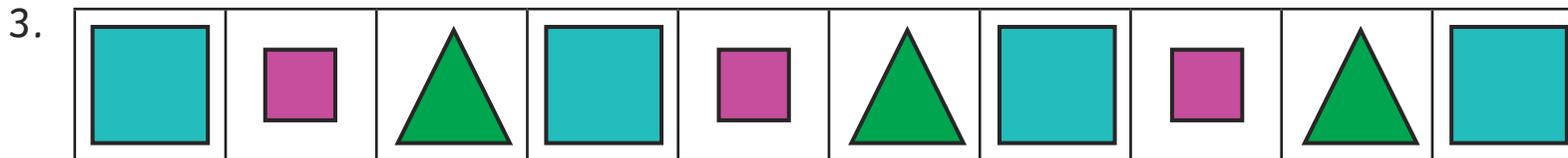
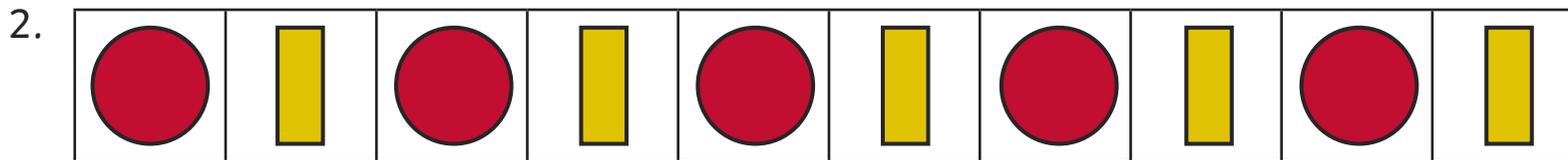
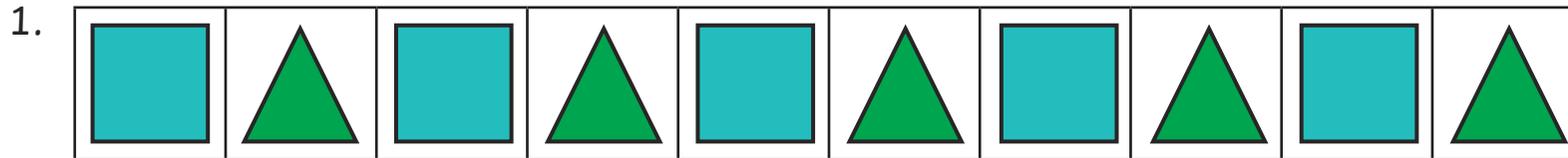
									
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5.

									
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Repeating Patterns Answers

Can you continue the patterns below?

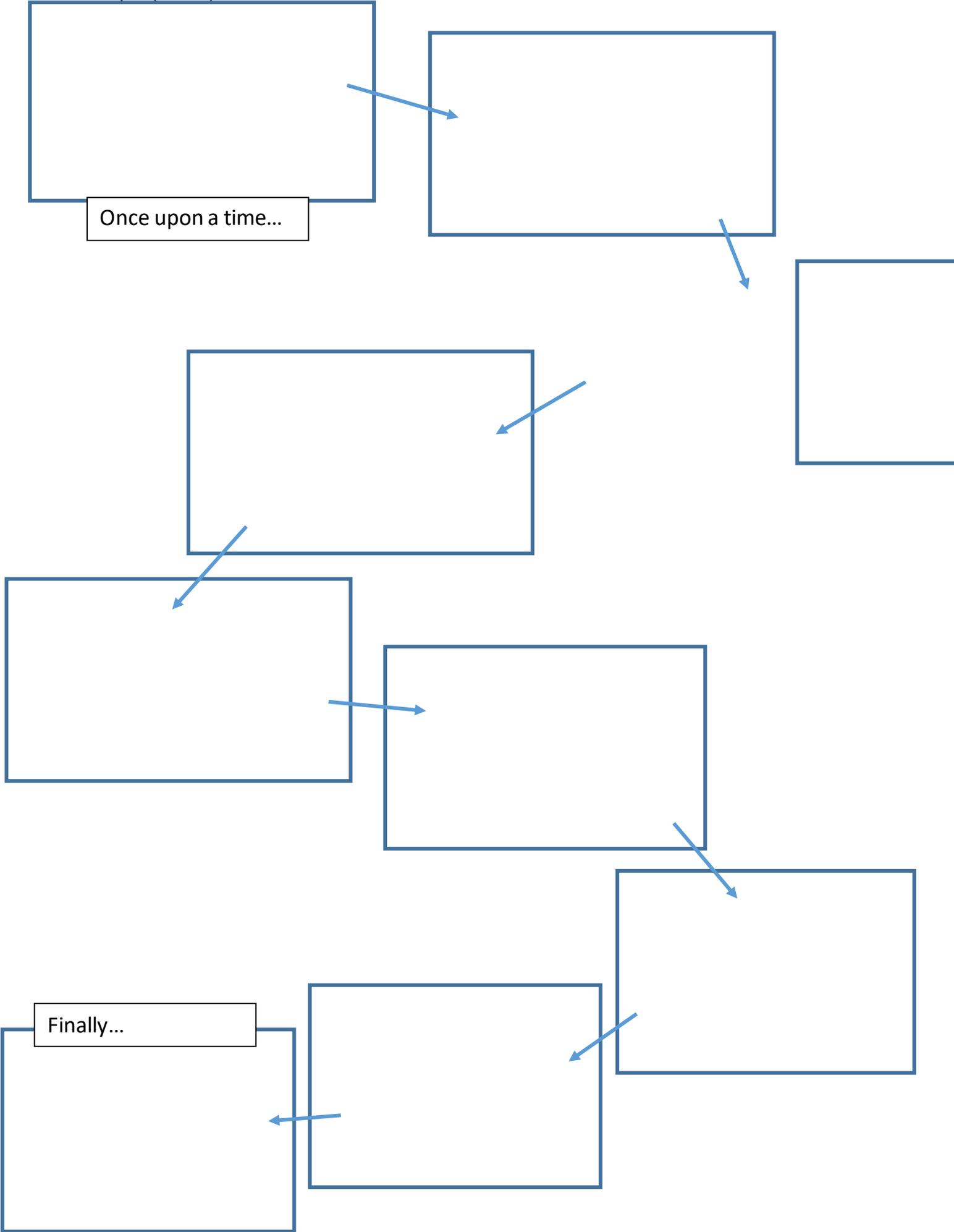




Story Map – Leopards Drum

Once upon a time...

Finally...



Formation of nouns using suffixes

Formation of nouns using suffixes such as -ness and -er.

Add the suffix **ness** in the correct places so that the sentences make sense.
In the darkness, you can hear an owl OR In the dark you can hear an owlness.

In the dark _____, you can hear an owl _____.

When I go on the swing _____, I feel great

happi _____.

Chicken pox is an itchy _____ ill _____.

Knocking over the paint _____ showed careless _____.

When Anna moved to a new house _____, she felt sad _____.

Henry was surprised _____ by the soft _____ of the sheep.

Some words have an added **er** when it doesn't make sense. **Cross out** the wrong ones.

The gardener was digging in the gardener.

When I grow up, I want to be a swimmer. I love to swimmer.

My uncle is a builder. He is going to builder our house.

I met a famous writer. She makes me want to writer fantastic stories.

The singer slipped over just as she was about to singer the song.

My teacher works very hard to help teacher us the times tables.

Challenge: Can you think of a sentence that includes a **ness** word and an **er** word? _____



