Day Two

What do the words mean?

Read the information on aliens again. Underline any words you don't know the meaning of. Can you find out the definition? You could ask someone else in your home to tell you, use a dictionary or search the internet. Write your definitions out on a separate piece of paper.

★ **Challenge: can you put these new words into a sentence?**

Alien Comprehension!

Here's a quick-fire reading quiz about aliens. How many can you answer?

How fast can aliens run?

_____

What does *candyarian* mean?

_____

Where do aliens like to sleep?

_____

Which word in the text means the same as *investigating*?

_____

What is the name of the smallest alien species?

_____

Aliens have soft skin. True or false?

What type of food might be on an alien's shopping list?

Why might aliens scare humans?

Why might you have an alien in your class if you spot someone doing extremely well in maths tests?

Help! I've seen an alien!

★ **Let's investigate some of the words and phrases that would help you to describe an alien to a friend if you ever saw one.**

The Adjective Game:

Adjectives are used describe things (nouns): e.g.

The fluffy, grey cat slept on the comfortable sofa.

To make descriptions more powerful for a reader you can add adjectives to describe different nouns. Your challenge is to describe my alien friend below, using two adjectives. I have done one for you.

Remember, when you use two adjectives, you separate them using a comma.

The alien I saw had fiery, oval eyes.

Write some interesting adjectives to describe different bits of the alien.

The alien I saw had:

_____ , _____ horns

_____ , _____ teeth

_____ , _____ claws

_____ , _____ skin

_____ , _____ head

***Writing Tip* – "Has every word earned its place?"**

Make sure both adjectives you have used to describe your alien are telling the reader something different. For example, large, big teeth doesn't work because large and big are saying the same thing.

Day Two

- https://www.bbc.co.uk/bitesize/articles/zr93bdm
- Follow the link again from yesterday and read the second poem from BBC Bitesize website ‘Excuses’ by Allan Ahlberg.
- Follow parts 1 and 2 from activity 2 on the page where the list of excuses from the poem are ordered and where you can create new ones!

Yesterday's Answers

ANSWERS

Question 1 a): The window is larger because it has a larger area.

Question 1 b): A different type of object (unit of measurement) could be used to measure the areas before comparing.

Question 1: Answers depend on the size of the counters used. (Rectangle = approximately 24 16 mm counters; trapezium = approximately 7–8 16 mm counters.) The shape with the larger space inside (the larger area) is the rectangle.

Question 2: 30 triangles fit inside the rectangle. The area of the rectangle is 30 triangles.

1. a) Answers will depend on the size of counters.
b) This is its area.

2. a) The area of this quadrilateral is 9 dominoes.
b) The area of this triangle is 15 buttons.

3. a) Area is the word used to describe the space inside a 2D shape.
b) The space inside each shape should be shaded.

4. Boxes for a), b) and d) ticked (accept other answers with reasoning; for example, a child may argue that a) does not properly show area as the space taken up by each child will be different).

5. Explanations will vary, but should reference the following:
All playing cards cover the same space but coins of different value cover different space so are not good objects to measure area.

6. This is sometimes true. It depends on the shape and its size.

Reflect

The area will vary depending on the item chosen. Explanations of how to measure area may vary; for example: The area can be measured by counting how many counters it takes to cover it.

Lesson 22 – WALT: Find the area of Rectilinear shapes by counting squares.

Discover

1 **a)** What is the area of each shape?

b) Draw a shape with an area in between the two sizes.

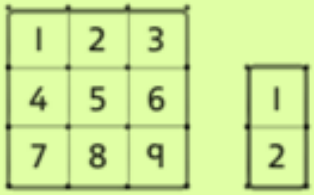
How will you find the area of these shapes? Do you think squares are a good way to cover a shape? Why?

Share

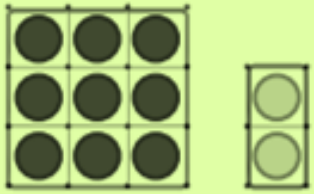
a) The units we can use to measure area are squares.

Count the squares to find which shape is larger.

I drew lines to divide the shapes into squares. Then I wrote numbers inside to help me count them.



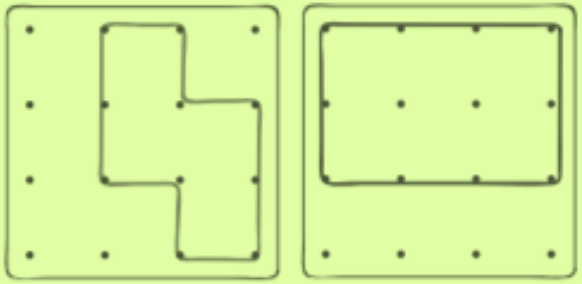
I wonder if it would help to place a counter on each square and then count them.



Shape A has an area of 9 squares (units).

Shape B has an area of 2 squares (units).

b) A shape with an area of between 2 and 9 squares will have an area of 3, 4, 5, 6, 7 or 8 squares.



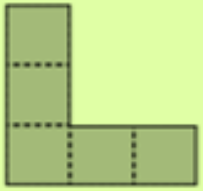
Last lesson you measured area by placing units of measurement inside a shape? How is this method the same/different?

How can you make sure you count all the squares and not miss any out?

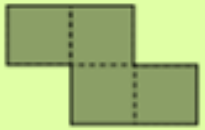
Think together

1 Count the squares in each shape to find the area.

Shape A



Shape B



Shape C

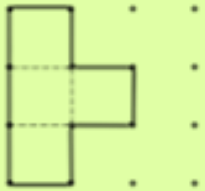
The area of Shape A is ☐ squares.

The area of Shape B is ☐ squares.

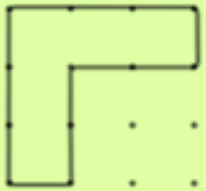
The area of Shape C is ☐ squares.

2 What is the area of these shapes?

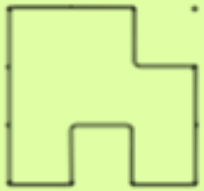
A



B



C



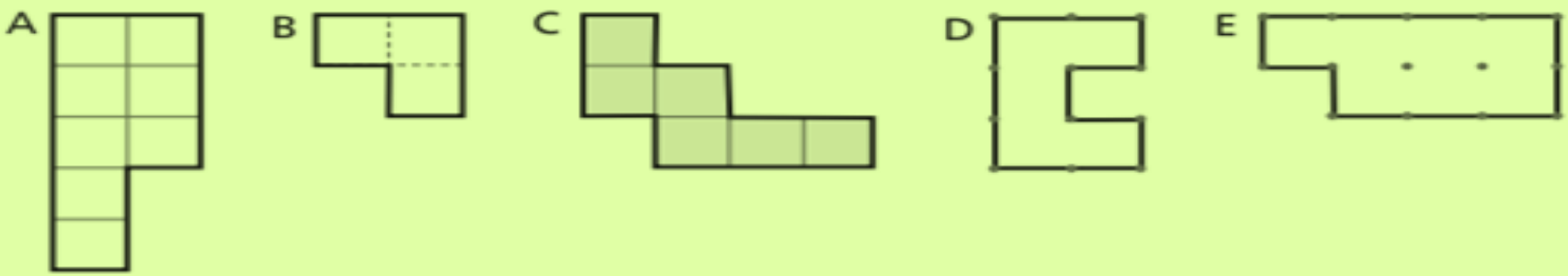
Shape	Area
A	
B	
C	

How is the area of these shapes measured? Which shape has the largest area? How do you know?

What if you put small flat squares inside each shape? Would you get the same or different answer?

Practice Questions

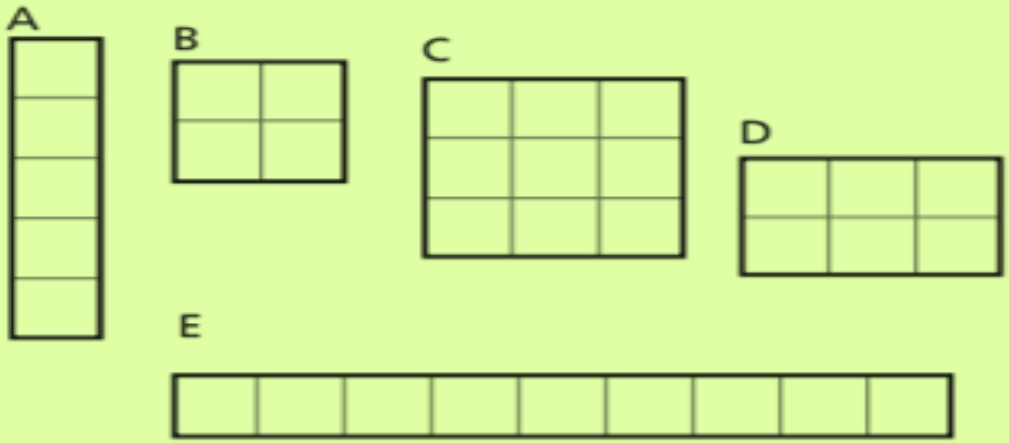
1 Draw lines to match each shape with its area.



Area = 7 squares	Area = 6 squares	Area = 3 squares	Area = 8 squares	Area = 5 squares

2 **a)** Complete the table below to show the areas.

Shape	Area (squares)
A	
B	
C	
D	
E	

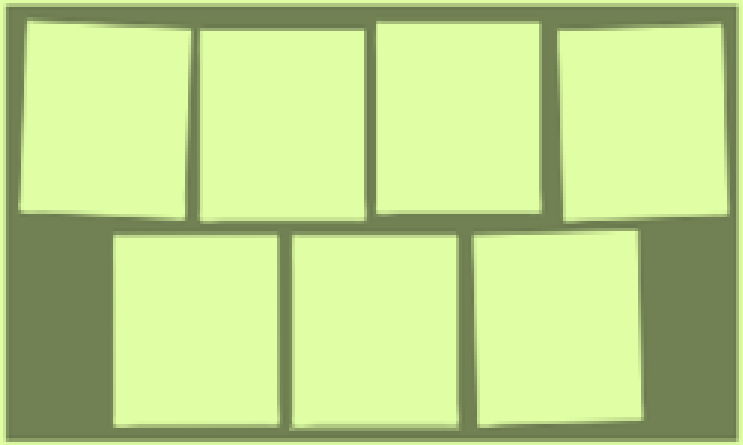


b) Shapes ☐ and ☐ have the same area.

3 Georgia is measuring the area of a piece of paper. She fits exactly 2 rows of 4 squares inside the shape. What is the area of the piece of paper?

The area of the piece of paper is ☐ squares.

4 Ebo has filled this rectangle in with squares. He says this shows it has an area of 7 squares. What mistake has he made?



_____

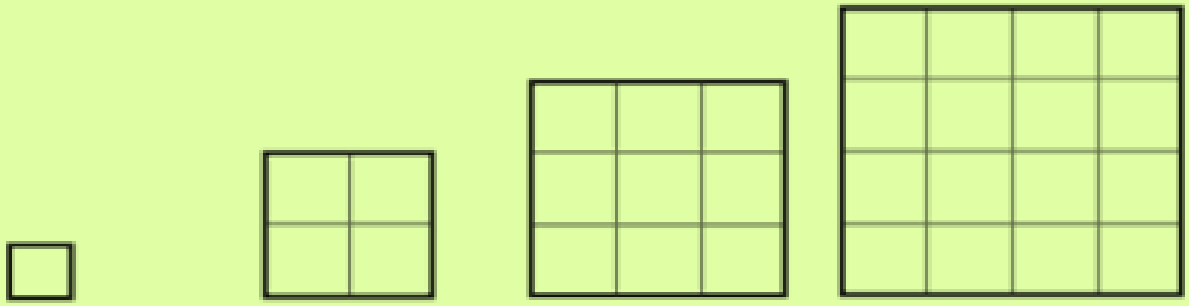
_____

_____

CHALLENGE

6 Here is a sequence of squares.

a) Write the area underneath each shape.



_____ _____ _____ _____

b) What will be the areas of the next three shapes in the sequence?

_____

_____

_____

Discuss with a partner how you can find the answers without drawing the shapes.

Reflect

Explain how you have learnt to find the area of a shape.

So Giants & Griffins, let’s recap life processes…

All living things do certain things to stay alive. These are called **life processes.**

All animals, including humans, do these things. Plants do too, although they do them in different ways.

We can remember life processes by thinking about Mrs Gren.

Do you remember what her initials stand for?

Life Processes

Movement
Respiration
Sensitivity

Growth
Reproduction
Excretion
Nutrition

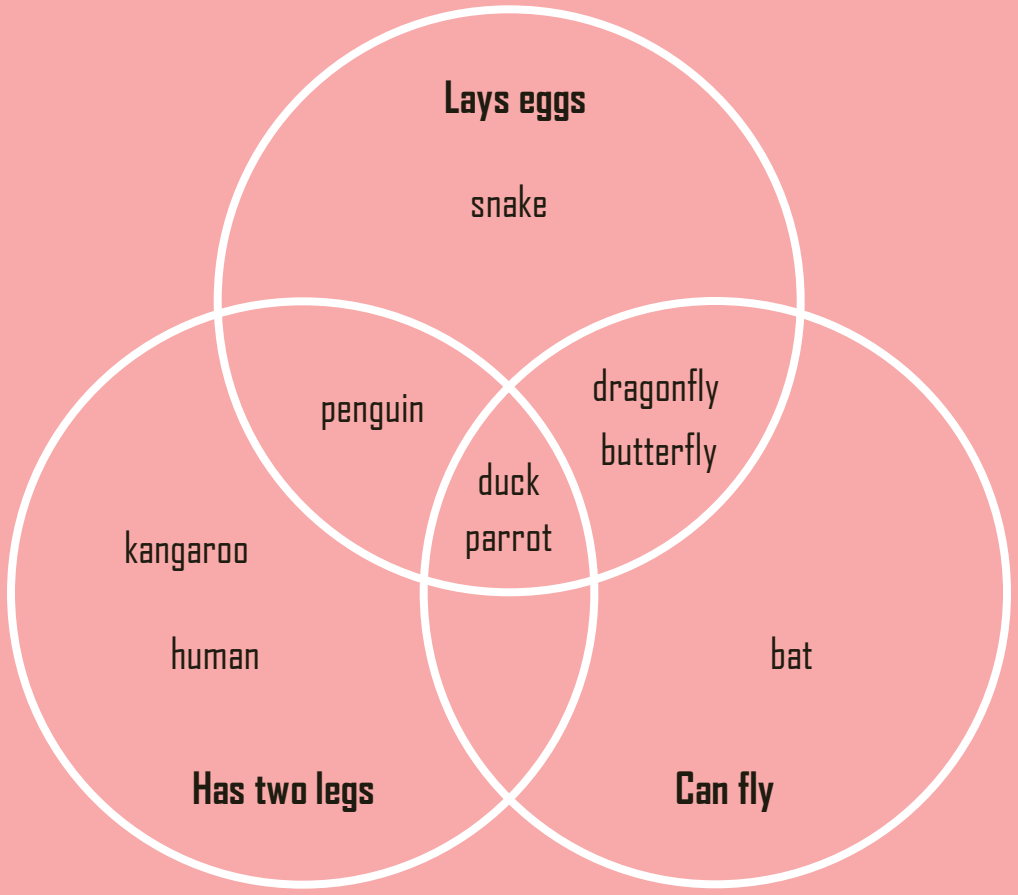
MRS GREN

Sorting into Three Groups

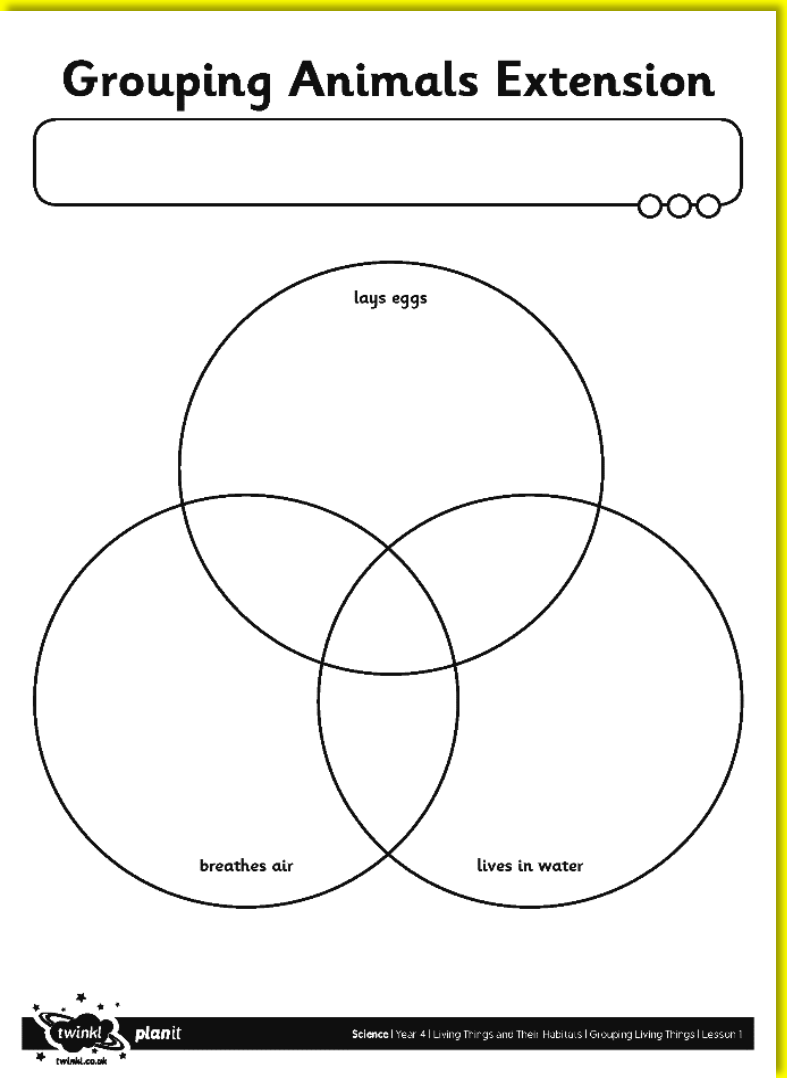
Venn diagrams can be used to sort lots of groups of animals.

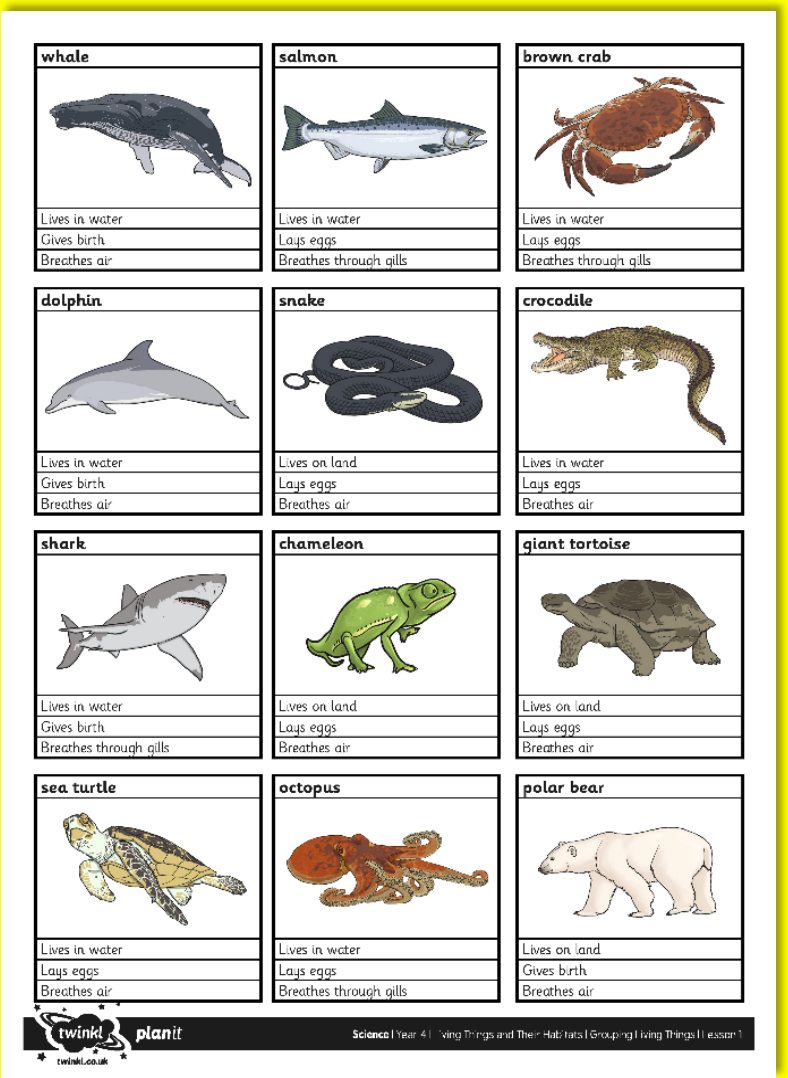
Where would a turtle go on this diagram?

Where would a cat go?

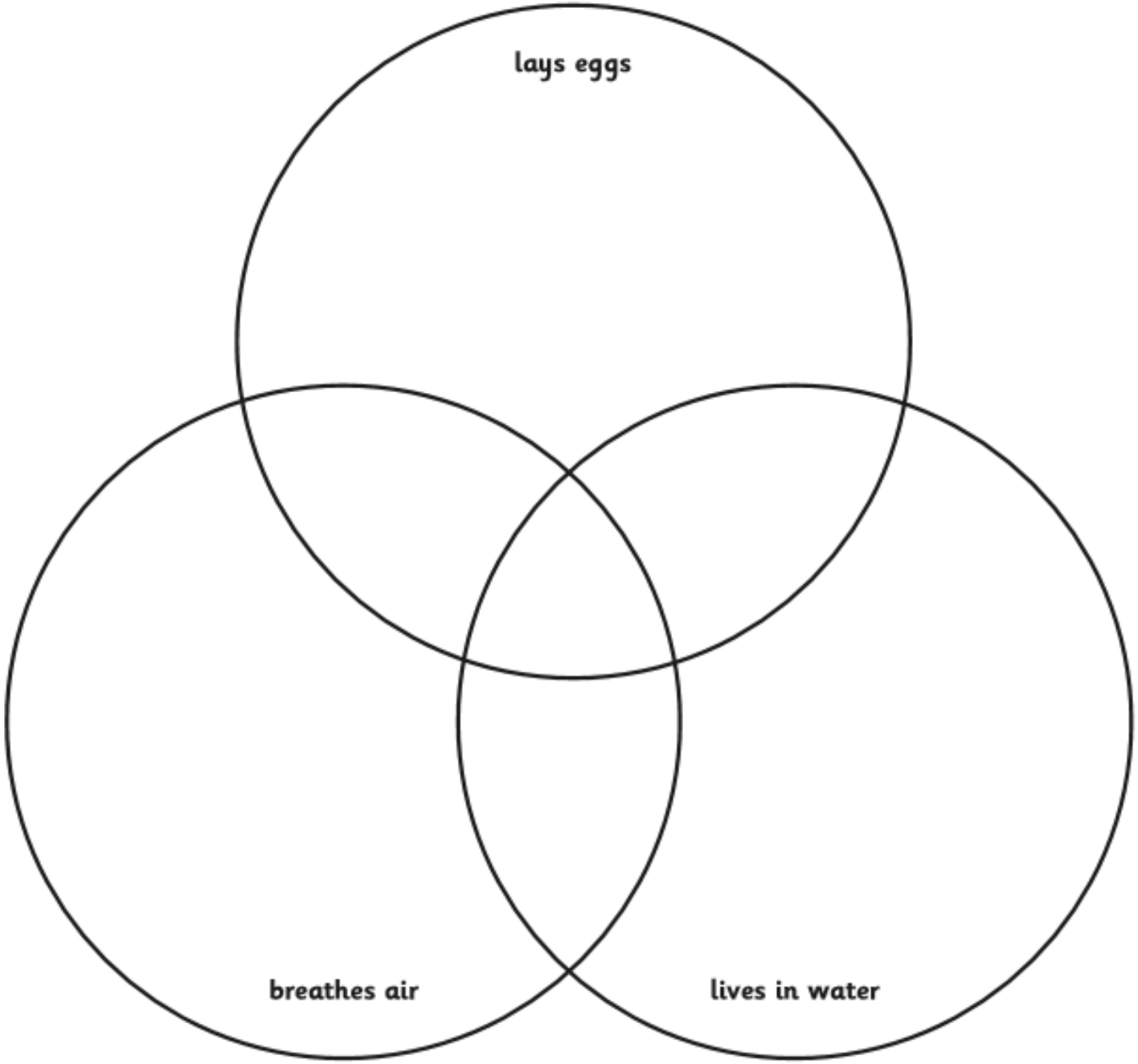


Activity 1. Sort these animals into 3 Groups. Copy into your books or print out the sheets on the next slides.





whale	salmon	brown crab
Lives in water	Lives in water	Lives in water
Gives birth	Lays eggs	Lays eggs
Breathes air	Breathes through gills	Breathes through gills
dolphin	snake	crocodile
Lives in water	Lives on land	Lives in water
Gives birth	Lays eggs	Lays eggs
Breathes air	Breathes air	Breathes air
shark	chameleon	giant tortoise
Lives in water	Lives on land	Lives on land
Gives birth	Lays eggs	Lays eggs
Breathes through gills	Breathes air	Breathes air
sea turtle	octopus	polar bear
Lives in water	Lives in water	Lives on land
Lays eggs	Lays eggs	Gives birth
Breathes air	Breathes through gills	Breathes air


lays eggs
breathes air
lives in water

whale

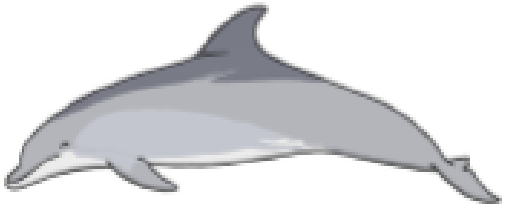
Lives in water
Gives birth
Breathes air

salmon

Lives in water
Lays eggs
Breathes through gills

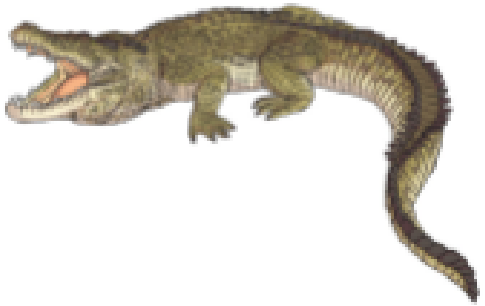
brown crab

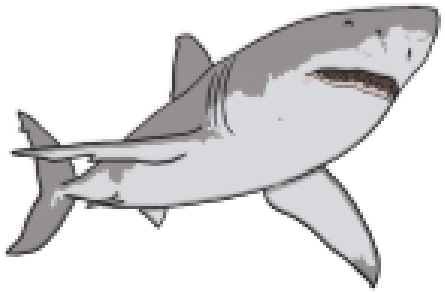
Lives in water
Lays eggs
Breathes through gills

dolphin

Lives in water
Gives birth
Breathes air

snake

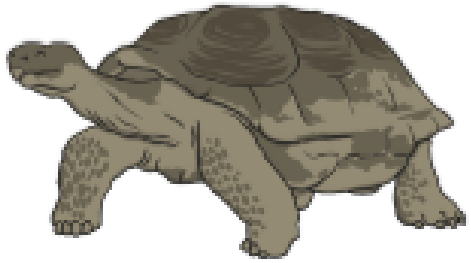
Lives on land
Lays eggs
Breathes air

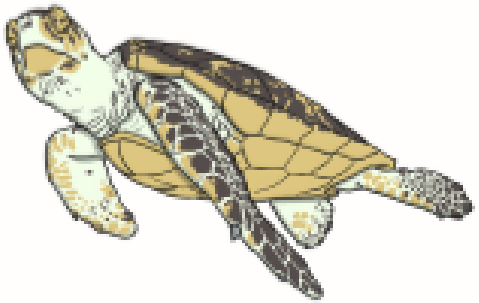
crocodile

Lives in water
Lays eggs
Breathes air

shark

Lives in water
Gives birth
Breathes through gills

chameleon

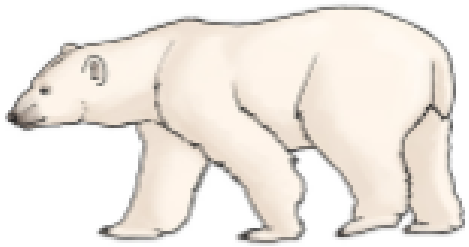
Lives on land
Lays eggs
Breathes air

giant tortoise

Lives on land
Lays eggs
Breathes air

sea turtle

Lives in water
Lays eggs
Breathes air

octopus

Lives in water
Lays eggs
Breathes through gills

polar bear

Lives on land
Gives birth
Breathes air

Activity 2:Once you have created your Venn diagram, use it to answer the Grouping Animals Quiz

Grouping Animals Quiz

Use your Grouping Animals Extension Activity Sheet to answer the following questions:

1. Which animals lay eggs and breathe air?

2. How many animals lay eggs, live in water and breathe air?

3. Name the animals that live on land.

4. How many animals live in water and breathe air?

4. How many animals live in water and breathe air?

5. Name the animals that do not breathe air.

6. Name three other animals that would go in the same group as the polar bear?

7. What kind of animal are the organisms that breathe air, live in water and do not lay eggs?

Reptiles ☐ Fish ☐ Mammals ☐

8. Bonus question: Give a reason why there is an empty group.

Grouping Animals Quiz

Well Done!

See tomorrow's slides to see if you are correct!