LESSON 1: HOW CAN I MAKE DIFFERENT SHAPES?

LESSON SUMMARY:
In this lesson children use actions, gestures and drama to develop their understanding of the words ‘squash’, ‘stretch’, ‘bend’ and ‘twist’. By the end of this lesson they have learned to use the words to describe ways of changing the shape of an object.

Preparation required:
Make up the actions dice (for Challenge groups 1 and 2) and the body parts die (Challenge group 1) from the Action die and Body parts die templates (Resource sheets 1 and 2) before the lesson.

National curriculum links:
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Learning intention:
To use, correctly, scientific words related to changing shape

Scientific enquiry type:
Grouping and classifying

Working scientifically links:
Using observations and ideas to suggest answers to questions

Success criteria:
• I can show squashing, stretching, bending and twisting.
• I can create a movement sequence using squashing, stretching, bending and twisting.
• I can say whether I am pushing or pulling when I am doing those actions.

EXPLORE:
Provide each child with a piece of modelling clay. Ask them to use both hands to squash it. Check that all children understood and performed the action. Repeat for each of the following actions: stretch, bend and twist. The clay may need to be reshaped into a ‘sausage’ before the last two actions.

Show the Changing words animation (Animation 1). Encourage children to read the words and to perform an exaggerated gesture to accompany each one.

Return to the modelling clay. Squash it, as before, and ask children whether they pushed or pulled to squash the clay. Repeat for the other actions.

ENQUIRE:
Explain to children that they are now going to pretend to be sculptors, but instead of changing the shape of clay, they are going to ask their partners to move into different body shapes as if they have been squashed, stretched, bent and twisted. The ‘sculptors’ pretend to be moving their partner and should not actually push and pull them. You may want to demonstrate using a child or another adult. One child is the statue and starts off standing, arms by their sides. Choose an action and decide how you will use the action to change their shape, for example, by stretching out their arm or twisting their body. Pretend to change their shape as if you were pushing or pulling them, but without touching them. They move as directed.

Stop children halfway through the time allocated to the challenge activity and choose some pairs to show what they have done. Ask the statues whether the sculptor is pushing or pulling to change their shapes.

Ask children to change roles within their pairs and to repeat the activity. Use photographs (taken by you or the children) to record each statue. The challenges are differentiated by literacy demand. The instructions are provided on the Challenges slides.

Challenge 1: Children follow instructions to make a statue
These children work as a group. They may need adult support. They need one actions die and one body parts die, which should have been made prior to the start of the lesson (Resource sheets 1 and 2).
Ask the group to choose one child to be the first sculptor. Ask the sculptor to roll both dice, read out the words and perform the gesture to accompany the action word. Explain to the other children in the group that they should move, following the sculptor's instructions, to create a shape. After three actions, choose another child to be the sculptor. Explain to the remaining children that they can return to their starting pose to follow the next set of action die and body part die gestures, or continue from the shape that they have already made.

**Challenge 2:** Children make a statue and describe the actions they used

Ask the children to work in pairs and give each pair an actions die. Explain that they should use five actions, generated by rolling an actions die, to create their statue and that they can choose the body part to apply the actions to.

Explain to the children that when they have completed the sequence of shaping the statue they should practise it, with the sculptor saying the words as they perform the actions.

**Challenge 3:** Children make a statue and write instructions for how to make it

Explain to the children that they should work in pairs to develop a sequence of between five and seven actions. Explain to them that they must include each of the actions at least once and that they should record their sequence as a list with the action and the body part to which it applies. This will accompany the photograph of their statue as a set of instructions.

**Reflect and Review:**

Ask each child to choose one of the action words and to draw it as a calligram, by arranging the letters into a shape that represents the word. Remind them of the examples in the animation, but encourage them to think of their own way of representing their chosen word.

**Evidence of Learning:**

Do children perform the correct actions when asked to squash, stretch, bend and twist? Can they connect squashing and bending with pushing, and stretching with pulling? Do they recognise that twisting can involve both pushing and pulling? Can they draw a calligram that accurately represents their chosen word?

**Cross-Curricular Opportunities:**

Learning about verbs can link with English.