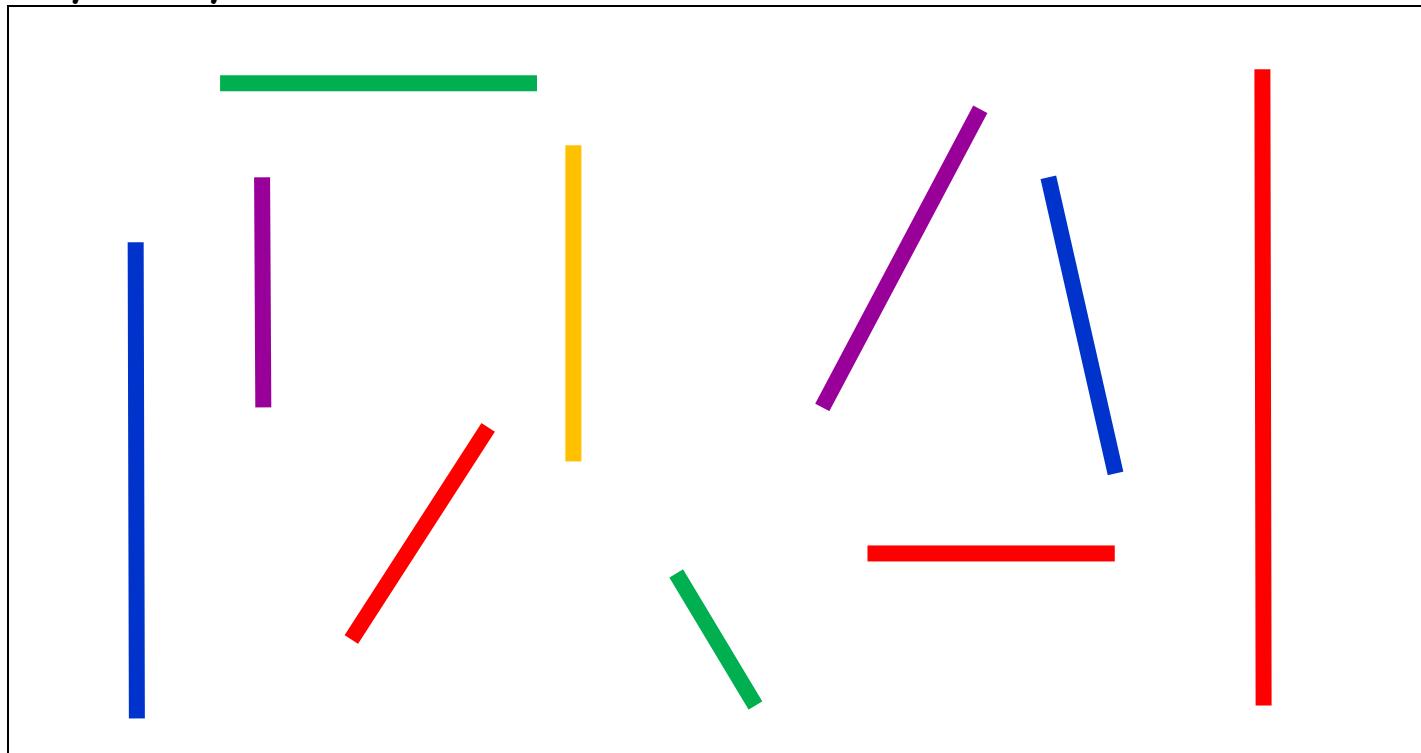


Learning Intention: To recognise and describe the properties of 2-D.

Steps to Success:

- I sort shapes by looking at their different properties.
- I know that a vertical line is a straight line that goes 'up and down'.
- I know that symmetry means that one half is a mirror image of the other.

Say what you see...



Discussion:

(about 5-10 minutes)

The purpose of this discussion is to get your child to be thinking about shape, and make simple comparisons.

Suggestions: What is the same? What is different?

NB: This lesson has a focus on vertical lines of symmetry so children must first understand what vertical means.

A practical version of this activity is to spend 5-10 minutes looking around and finding as many different vertical lines around you.

Useful language: (also see the word banks)

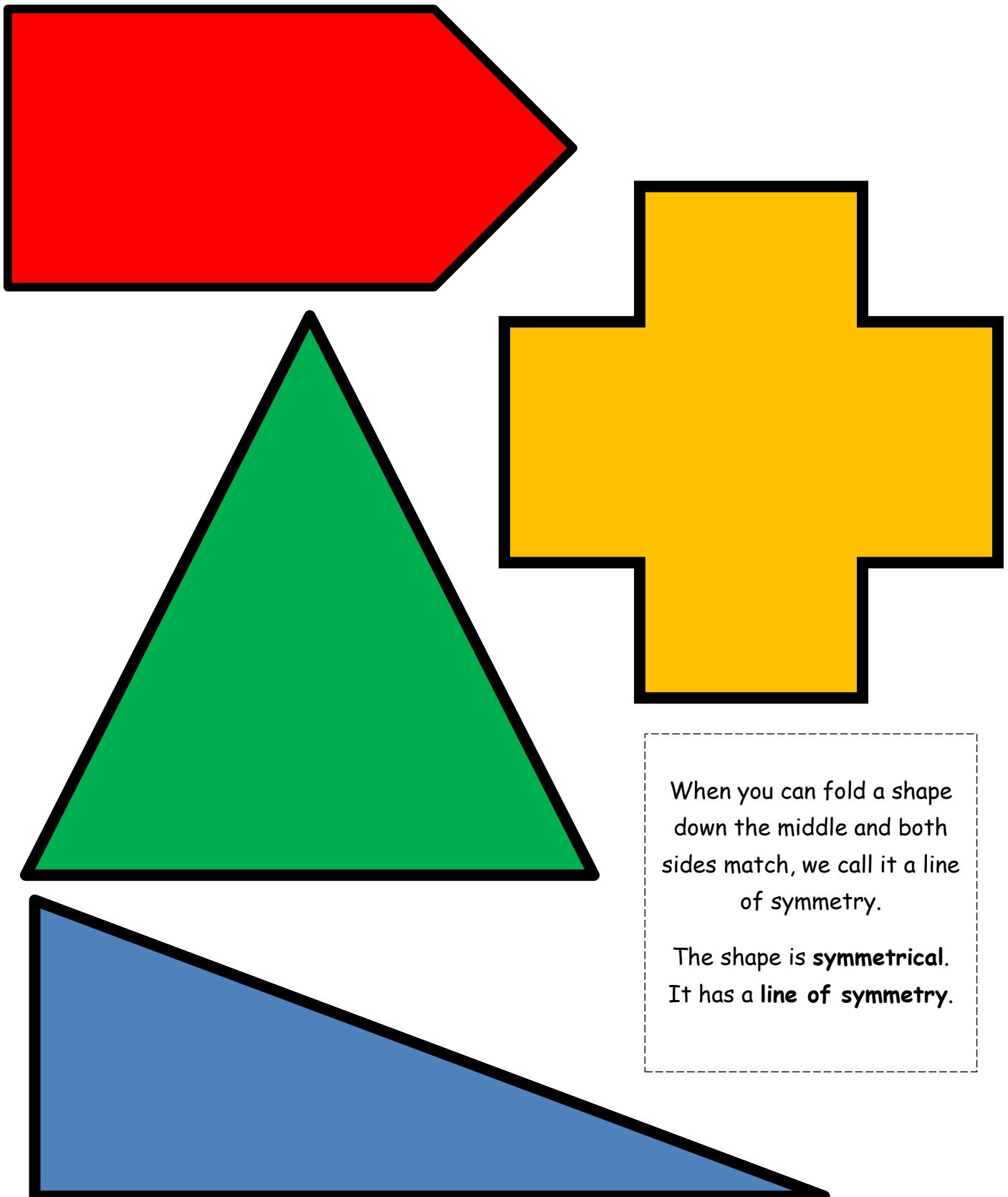
<ul style="list-style-type: none"> ○ 2D shapes ○ 3D shapes ○ opposite ○ straight ○ curved ○ vertical ○ horizontal 	<ul style="list-style-type: none"> 2D ○ polydron ○ circle ○ triangle ○ quadrilateral ○ square ○ rectangle ○ pentagon ○ hexagon ○ octagon 	<ul style="list-style-type: none"> ○ side ○ corner ○ regular ○ irregular 	<ul style="list-style-type: none"> 3D ○ polyhedron/ polyhedra ○ sphere ○ pyramid ○ tetrahedron ○ cube ○ cuboid 	<ul style="list-style-type: none"> ○ edge ○ vertex / vertices ○ face
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Activity - verbal fluency

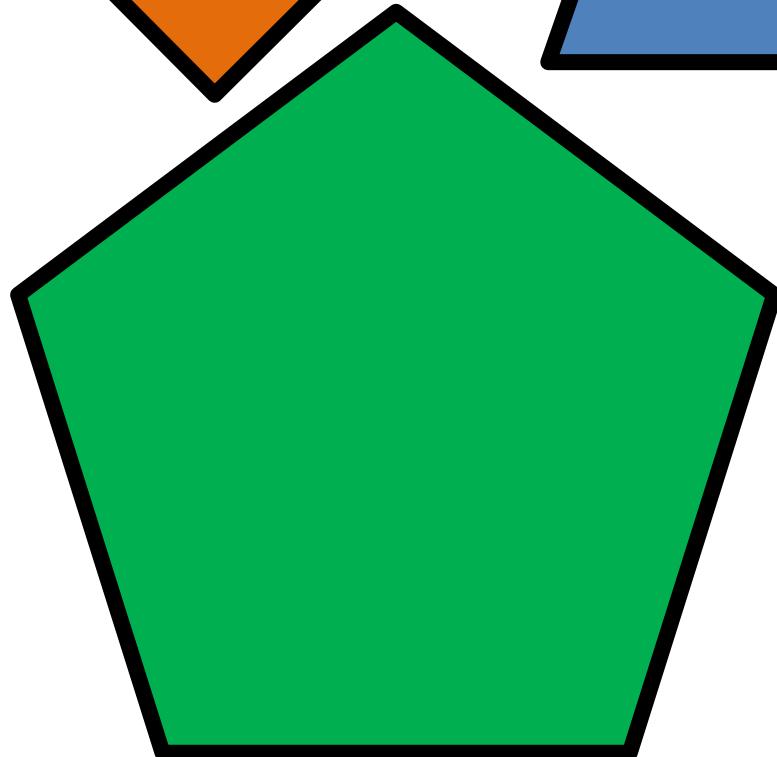
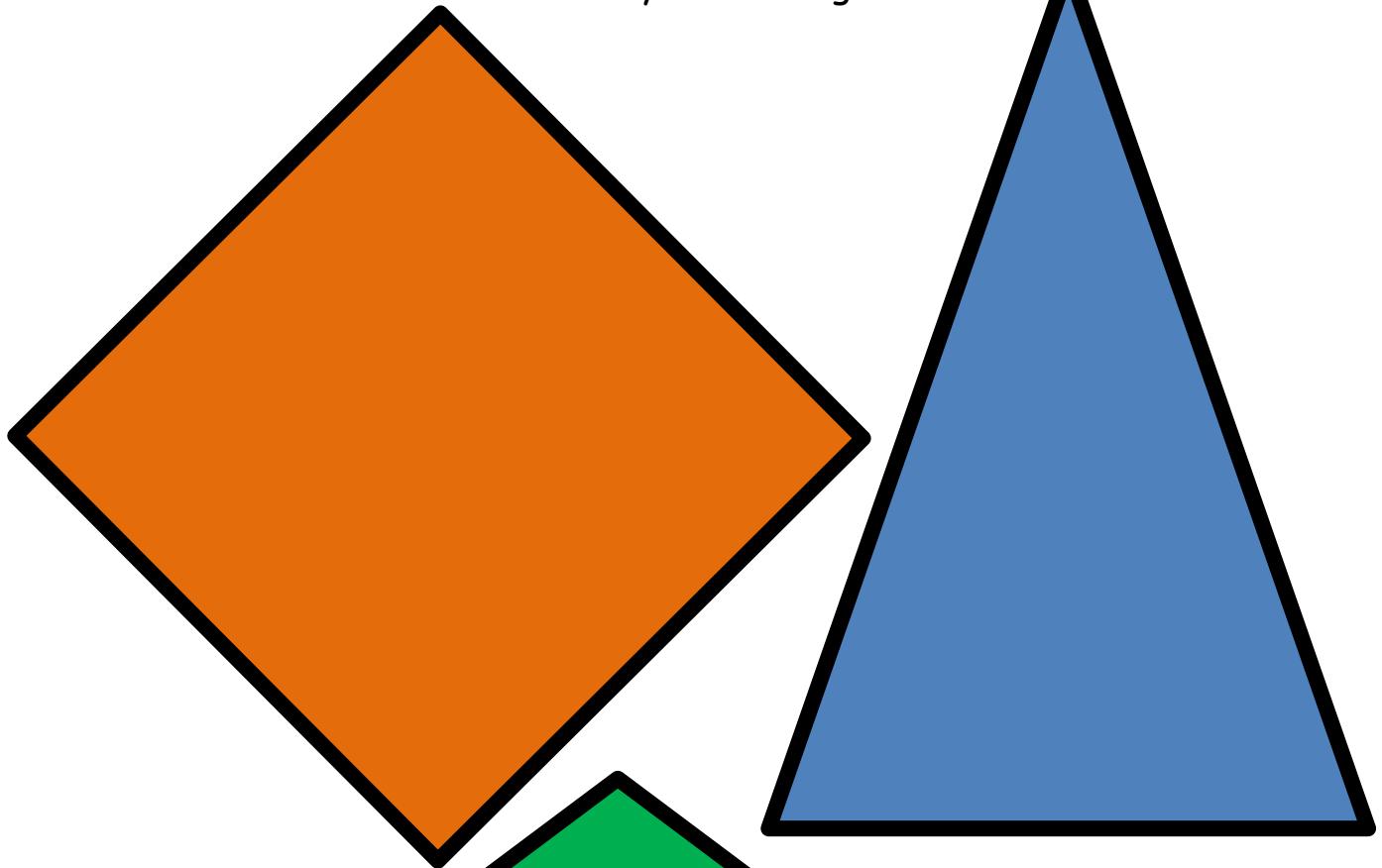
You will need some scissors!

1. Cut out these shapes. Can you fold them to make a vertical line of symmetry?
(One doesn't, another shape doesn't unless it is rotated)



2. Draw where you think the vertical lines of symmetry are on these shapes.

Cut them out and fold them to see if you were right.



3. One of these shapes has an incorrect line of symmetry. Can folding help you prove your answers?

