## Suggested learning opportunities for *The Perfect Fit* by Naomi Jones and James Jones

* **Science, technology, numeracy and mathematics**
* **Literacy, English and Modern Languages**
* **Health and wellbeing, and social studies**
* **Expressive arts**

### Mathematics and Numeracy

* Using the shapes in the book, identify properties, sides and vertices. Describe and discuss the properties of the shapes, and sort them into groups. **(MTH 1-16a)**
* Using the pattern page as inspiration, experiment with a variety of 2D paper shapes to create symmetrical patterns. Start with simple patterns and progress to combinations of shapes.
**(MTH 1-19a)**
* All the triangles in the book look the same. Ask pupils: are all triangles the same? Collect different kinds of triangles to prove or disprove this. Can pupils create a tiling pattern with them? Talk about what they have discovered. **(MTH1-16b)**
* Work in small groups using loose parts or structured materials to make repeating patterns. You could photograph these patterns, and cut them into shapes to make a display. **(MTH 1-16b)**

### Sciences

* Working together, create a bowling type game using different shapes. Record the class results from playing the game e.g. identify the easiest shapes to knock over, the best shape for rolling and so on. Discuss the results from the experiment. **(SCN 1-07a)**

### Technology

* Experiment building shapes with cardboard boxes – ask pupils to try different combinations e.g. what can a triangle do versus a circle? What properties help a shape fit together? Talk about what they have discovered. **(TCH 1-14a)**

### Literacy and English

* Split the class into groups: triangles, circles and squares. Ask them to role-play being that shape and then interview other shapes. **(LIT 1-02a)**
* Working together, write speech bubbles and thought bubbles for the different shapes. What are the characters thinking and/or saying? Discuss what might help the characters with how they’re feeling. **(LIT 1-07a)**

### Modern Languages

* *The Perfect Fit* uses a limited number of colours and shapes. Find out the words for the colours and shapes in another language and learn them. You could see if there are any shape or colour songs to help you. **(MLAN 1-02b)**

### Health and wellbeing

* One of the core themes of the book is difference and similarities. Use the book as a starting point to talk about our similarities and differences, and what makes us unique. **(HWB 1-47a)**
* Movement is a key theme of the book (e.g. the triangle bouncing and rolling). Use the book to inspire movement. Ask pupils to make shapes with their bodies, e.g. playing with tunnels (moving through each other’s shapes) or trying to make different shaped shadows.
**(HWB 1-21a)**
* Display pictures with different expressions and ask pupils to point to one when they arrive in the morning. Open a conversation in the classroom about children’s feelings and how they change from day to day, and anything that might be worrying them. **(HWB 1-45a)**

### Drama

* Look at the pages when triangle meets different shapes. In pairs or small groups, ask pupils to pick one of the shapes. Next, ask them to act out a moment when two different shapes want to play a game together. It could be something from the book, or pupils can be creative. **(EXA 1-12a)**

### Art

* Draw and design faces using shapes at the starting point. Pupils could with a circle then add semi-circles for eyes, etc. As pupils work, talk about visual elements such as line, shape, form, colour, tone, pattern, and texture, and how to use these to make a face out of shapes.
**(EXA 1-03a)**
* Study and discuss the work of Kandinsky, Mondrian, Matisse or Modernism. All these artists use colour and shapes in different ways. Create artworks inspired by one of the artists. **(EXA 1-07a)**
* Look at the final page with its mosaic-like repeating pattern. Next, look at different examples of mosaics together. Create your own mosaic display, either individually, in groups or as a class. **(EXA 1-03a)**

### Music

* Play “Going on a shape hunt” game/song. Sing it together, and encourage pupils to go around their classroom/setting looking for shapes. As you sing, ask pupils to air draw shapes as they see them
**(EXA 1-17a)**