

Suggested learning opportunities for P2 cards and tangram

Shape Shuffle

Mathematics and numeracy

- Select one of the 1-10 numbered shape cards, then pick two cards of the same shape to either add together or subtract to make this answer. If successful, take the card and return the others. **(MNU 1-03a)**
- In pairs, put the cards for one shape e.g., squares, in number order. Whilst your partner looks away, swap two of the numbers. Your partner then has to put the numbers back into their correct places. Swap over and try again! **(MTH 1-13b)**
- Ask every pupil in the class to select a card, then sort themselves into various categories and orders without talking to each other e.g., by shape, odd or even, largest to smallest. **(MNU 1-02a)**
- Shuffle the cards then time how long it takes to sort them by shape and then put them in number order. Play against each other in teams to be the fastest! **(MNU 1-10c)**

- Take turns to pick a card which the rest of the class has to guess, asking questions like “Is it an even number? Does the shape have 4 sides?” **(MTH 1-15b, MTH 1-16a)**
- Work in groups to make a pattern with your cards e.g., 1 purple, 3 blue, 5 purple. Switch with another group – can you understand and continue their pattern? **(MTH 1-13b)**

Literacy and English

- Make up your own game using the cards and write down the instructions so you can play it at home. **(LIT 1-28a)**

Modern Languages

- Learn to count to 10 in another language. Use the cards as prompts to shout out the numbers as a class and gain confidence when the numbers are out of sequence. **(MLAN 1-05b)**

Health and wellbeing

- Agree an action for each shape e.g., jump, hop, step forward,

- **Science, numeracy and mathematics**
- **Literacy and English, Modern Languages**
- **Health and wellbeing**
- **Expressive arts**

star jump. Use the cards to make a sequence and practise linking the steps together e.g., 1 hop, 2 jumps, 4 steps. **(HWB 1-21a)**

Art

- Make your own wild card to add to the game. What would the card mean and how would you show that using shape and colour? **(EXA 1-03a)**

Act it Out

Mathematics and numeracy

- Take 12 of the cards and practise sharing them equally between 2, 3 and 4 people. If you have more people, do they get less cards? Discuss the fairest way to split the cards. **(MNU 1-07b)**

Sciences and Technology

- Use [Book Creator](#), [Storyboard That](#) or a similar app to make a digital version of a story you have written, including adding pictures. **(TCH 1-01a)**
- Film members of your class acting out some of the cards and use the videos to make a quiz for

other classes to try. **(TCH 1-01a)**

- Sort the cards into living and non-living things. Are there any cards which used to be part of a living thing? **(SCN 1-01a)**

Literacy and English

- Take turns to pick a card and describe it to the class or group, thinking about your choice of words and using gestures to help them to guess. **(ENG 1-03a)**
- Are there any cards that link to *The Dragon Who Didn't Like Fire* or *Where Has All the Cake Gone*? Choose three cards and explain your reasoning. **(ENG 1-17a)**
- Make a word bank for the cards, talking about what each item is, how to spell the word and practising any tricky words. **(LIT 1-21a)**

Health and wellbeing

- Choose two character cards and write a story about how they became friends, thinking about what qualities are helpful for

making friends! **(HWB 1-44a)**

Social studies

- As a group, pick a period of history that could be an interesting setting for a story. Learn about it as a class using historical evidence, then practise describing or writing about it so you're ready to use it in stories. **(SOC 1-04a)**

Art

- Pick a category and draw a new image of your choice to accompany the set. **(EXA 1-05a)**
- Share the card you've designed with the class. Act it out and see if anyone can guess what your card is! **(EXA 1-01a, EXA 1-12a)**

Drama

- Play Act it Out as a class. Challenge the pupils to only use sounds rather than actions to describe the card they've chosen. **(EXA 1-12a)**

Talk it Out

Literacy and English

- Choose a character from your favourite book and imagine how they might answer the questions. Write down your replies and then read them aloud in a group. Can your group guess who your character is? You can make it

harder by not mentioning names or specific places, so your group has to be creative in asking questions. **(LIT 1-09a)**

- Practise using the cards in pairs, choosing one to discuss and taking time to listen to each other's answers and talk together about your responses. **(LIT 1-09a)**
- Use the card "if you were an animal what would you be and why" as inspiration for a piece of writing – you could show your ideas in a comic strip, letter or diary entry. **(LIT 1-20a)**

Health and wellbeing

- The cards can be used in a Circle Time activity to encourage discussion and build confidence in a group. **(HWB 1-01a)**
- Use the "what makes you happy" card to start a discussion on what happiness feels like and when you feel it. You could create a mural or display in your class to remind you when you're having a hard day. **(HWB 1-01a)**

Technology

- Design a structure using your cards. Work as a class to try out different arrangements to find the most stable one.

(TCH 1-12a)

Social studies

- Talk about the card "tell me an example of when you were a good friend" – what does it mean to be a good friend? How can we think about the needs of our friends and those around us, and how these can be different from our own? **(SOC 1-16a)**
- Talk about the card "what is one cool thing that happened today" – how different might our answers be if we lived at a different time in history? Find out about daily life in a different historical period and write a few sentences from the point of view of someone living in that time to answer the question. **(SOC 1-04a)**

Tangram

Mathematics and numeracy

- One person creates a shape using the tangram without the other person seeing. They describe it to someone else who will try to make the same shape. **(MTH 1-16a)**
- Match the shape from your tangram to something in your classroom. **(MTH 1-16a)**

- What is the smallest/largest shape you can make? **(MNU 1-11b)**

Expressive Arts

- Make rubbings of the different tangram shapes that you create to make a picture. **(EXA 1-03a)**
- Make your own tangram. Pick a shape and cut it into pieces. Give the pieces to someone else and see if they can make the original shape. **(EXA 1-06a)**
- Using pieces from multiple tangrams, create a big shape or animal as a class. **(EXA 1-06a)**

Literacy and English

- Create different animals using the tangram. Write down how they are similar and how are they different. **(LIT 1-25a)**