

To be able to discuss the concept of area



### Starter:

Which one doesn't belong?



Explain your answer.

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### Activity 1:

Circle the shape that covers the greater area.



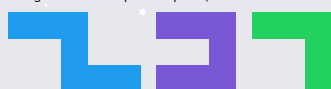
Explain how you made your decision.

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### Activity 2:

Trace your own shapes using a square card or tile on to a large sheet of paper (or desk tops if using erasable/wipeable pens).



Swap with a partner who should find out how many squares make up the area of each shape.

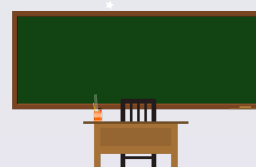
Which shapes cover the greatest / smallest surface area?

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### Activity 3:

Use a square tile or card to measure different surfaces in the classroom.

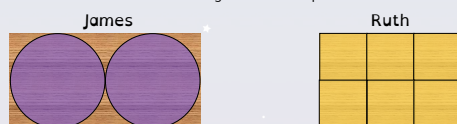


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### Activity 4:

James and Ruth have been measuring their table tops.



Who will have a more accurate measurement?  
Explain your answer.

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### Activity 5:

A football team has two groundspeople, Jackie and Bilal.

Bilal says, "I can split the practice field into eight squares."  
Jackie says, "I can split the practice field into twelve squares."

Whose plan will split the practice field into smaller squares?  
Explain your answer.

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Evaluation:



The darker blue shape on the right is bigger than the other shape.



Do you agree?  
Explain your answer.