

<b>Activity Idea</b>	<b>Stick Man – Julia Donaldson &amp; Alex Scheffler</b> This story book is a great resource to read to the children to start a lesson or as a piece of assessment in the plenary. This story is most suitable to support Year 2 children although it can be used in other Year groups to support Living Things and Material topics.
<b>Outcome</b>	Children will have a deeper understanding of the differences between things that are 'living, dead, and things that have never been alive'.
<b>Guidance</b>  <b>Objective- 'explore and compare the differences between things that are living, dead, and things that have never been alive' Year 2</b>	<ul style="list-style-type: none"> <li>• Read the story to the children.</li> <li>• Ask them to discuss what they think stick man is made from. What other things are made of wood ? Look at the pages where stick man is mistaken for other things to give them some ideas.</li> <li>• Do they think he really exists ? Why?</li> <li>• Have a group of materials on the carpet sorted into the three categories and ask the children to guess how you have sorted them. Could the more able add some other objects from the classroom?</li> <li>• How do they know if something is alive ? Make a list in the class big book of their ideas.</li> <li>• Turn to page 6 ( picture of children dropping stick man in the water) Ask the children to point out some of the things they can see that are alive. How do they know ?</li> <li>• Send the children back to their groups. Ask them to divide their group book into four columns and give them the following headings - 'Living', 'Dead', 'Never been alive' and 'Not sure'.</li> <li>• Give the children time to draw things from the picture into the correct column as a group. Each child can use a different coloured pen.</li> <li>• If the groups are differentiated then the less able children can have just two columns 'Living' and 'Not sure'. The more able children could be asked to also add some of their own ideas to the three groups or given reasons how they know.</li> <li>• Once the children have had time to fill in the table, share the tables work with the other groups. Focus on the 'Don't know column' and ask the children that do know about the images in this group to explain their reasons behind their choices.</li> <li>• With the help of the children's new knowledge write a definition in the class big book to explain each of the key vocab – 'Living' 'Dead' and 'Never been Alive'</li> <li>• Bring the children back to the carpet and turn to pages 17 &amp; 18. (double page with snow , fox and carol singers) Give the children, who you think may still be unsure of the objectives, post its with either living /dead/ never been alive written on them. Ask them to come up and stick their post it on to a corresponding image on the picture . Discuss any misconceptions that there may still be.</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• Must be able to name something from Stick man that fits into each of the three categories.</li> <li>• Should be able to give a reason for each of their choices.</li> <li>• Could add something else to each of the three groups that they didn't see in the book.</li> </ul>
<b>Resources</b>	Copy of Stick Man by Julia Donaldson and Axel Scheffler Collection of objects to sort on the carpet of Living/ Dead/Never been Alive. Big class book and group books for recording and Post its.

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