

Total Science!



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Project	Title of project and key theme	Science NC links	Learning objectives Children learn:	Core vocabulary	Curriculum links	Learning outcomes Children:
1	This is Me! Naming body parts and exploring senses	Sc1: 2a, 2f Sc2: 1b, 2g BoS: 2a	<ul style="list-style-type: none"> to name a variety of external body parts; about their sense of smell and to explore various samples; that their ears help them to hear sounds. 	head, eyes, ears, mouth, nose, neck, chest, shoulder, arm, hand, finger, leg, foot, toes, sight, hearing, smell, tongue/taste, skin/touch/feel, chart/table, column		<ul style="list-style-type: none"> indicate location of named parts of body on themselves and other children, and name external parts of the body; identify the senses of smell and hearing, and know the organs associated with them.
2	See and Touch Exploring the senses of sight and touch	Sc1: 2a, 2f Sc2: 1b, 2g BoS: 2a	<ul style="list-style-type: none"> that eyes are for seeing; that the sense of touch tells us what something feels like; how to record some of their observations in a chart. 	eyes, sight, skin, feel, touch, rough/smooth, hard/soft		<ul style="list-style-type: none"> identify the senses of sight and touch and know the organs associated with them; record information on a simple chart.
3	I'm Growing Up Recognizing that all animals grow and change	Sc1: 2f Sc2: 1b, 2a BoS: 1a	<ul style="list-style-type: none"> that humans are animals; to name the body parts of a variety of animals; about the life cycle of humans; about the differences between young animals and adults. 	human, animal, invertebrate, wing, beak, tail, paw, claw, hoof, baby, child, teenager, adult/grown-up, old age	Literacy	<ul style="list-style-type: none"> include humans within their set of animals; describe how they and others have changed since birth and how they might change as they grow older.
4	Me and You Making observations and comparisons about and between ourselves	Sc1: 2a, 2f, 2i Sc2: 1b, 2g, 4a BoS: 1d	<ul style="list-style-type: none"> to measure their height; how to compare their height with that of other children; about asking questions and making predictions; about collecting and organising and analysing data. 	eyes, hair, hand span, measure, height, length, block graph	Maths ICT – block graph	<ul style="list-style-type: none"> compare their height with that of other children; recognise that the oldest children in the class are not necessarily the tallest; interpret a block graph about eye colour in the class.
5	I'm an Animal! Making observations and comparisons related to humans and other animals	Sc1: 2a Sc2: 1a, 1b BoS: 1d	<ul style="list-style-type: none"> that animals, including humans, are living; to make comparisons about how different animals move; to explain why animals are living. 	living, alive, non-living, animal, human, feed, senses, move, movement, hop/jump, slither/slide, swim, fly, walk, feet, legs, fins, tail, wings		<ul style="list-style-type: none"> describe humans as living animals; identify living things as those which feed, move and use their senses; identify a range of ways in which animals move.
6	Yum, Yum Exploring the sense of taste	Sc1: 2f Sc2: 1b BoS: 1a	<ul style="list-style-type: none"> that food and drink are necessary for life; that taste is one of our five senses; about simple flow diagrams as a way of recording work. 	living, non-living, taste, tongue, sweet, salty, bitter, hungry, thirsty, food, drink		<ul style="list-style-type: none"> identify that humans and other animals need food and drink to stay alive; identify the sense of taste and know that we use the tongue to taste; complete simple flow diagrams.

Overview expectations for end of unit

Most children will:

identify and locate parts of their body, including sense organs; recognise changes that take place as animals get older; use their observations to point out differences between humans and other animals and between animals and non-living things and communicate observations and measurements.

Some will progress less and will:

identify and locate parts of their body and use their observations to describe humans and other animals.

Others will progress further and will also:

explain differences between living and non-living things in terms of characteristics such as movement and growth; explain that adult animals no longer grow; suggest ways of presenting observations and explain why we should show sensitivity to living things.

Introduction Ourselves

This unit is designed to meet the expectations of Unit 1A Ourselves in the QCA Science scheme, as well as a number of components of **Sc2 Life Processes and Living Things** and **Sc1 Scientific Enquiry** of the National Curriculum.

During the unit children will learn

- about the differences between things that are living and things that have never been alive; **(Sc2: 1a)**
- that animals, including humans, move, feed, grow, use their senses and reproduce; **(Sc2: 1b)**
- to recognise and compare the main external parts of the bodies of humans and other animals; **(Sc2: 2a)**
- about the senses that enable humans and other animals to be aware of the world around them; **(Sc2: 2g)**
- to recognise similarities and differences between themselves and others, and discuss how to treat others with sensitivity; **(Sc2: 4a)**
- group living things according to observable similarities and differences. **(Sc2: 4b)**



Through Scientific Enquiry (Sc1) children will have experience of

- Sc1: 1** collecting evidence by making observations and measurements when trying to answer a question
- Sc1: 2a** asking questions, e.g. 'How?', 'Why?', 'What will happen if...?' and deciding how they might find answers to them;
- Sc1: 2f** exploring using the senses of sight, hearing, smell, touch and taste as appropriate, and making and recording observations and measurements;

Sc1: 2g communicating what happened in a variety of ways, including ICT (for example, in speech, in writing, by drawings, tables, block graphs and pictograms);

Sc1: 2i comparing what happened with what they expected would happen, and trying to explain it, drawing on their knowledge and understanding.

The following Breadth of Study (BoS) recommendations are partially addressed in this unit

- 1a** a range of domestic and environmental contexts that are familiar and of interest to children;
- 1c** using a range of sources of information and data, including ICT-based sources;
- 1d** using first-hand and secondary data to carry out a range of scientific investigations, including complete investigations;
- 2a** using simple scientific language to communicate ideas and name and describe living things, materials, phenomena and processes.

Core vocabulary

words related to classification: human, animal, living, non-living, alive, never been alive;

words related to our senses: sense, sight, see, eye, touch, feel, skin, smell, scent, nose, taste, feed, flavour, tongue, sweet, salty, bitter, hungry, thirsty, food, drink, mouth, hearing, ear, sound, noise;

words for external parts of the human body and those of other animals: head, neck, shoulder, chest, arm, hand, finger, back, leg, ankle, foot/feet, toes, hair, hand span, wing, beak, tail, paw, fin;

words to describe how animals move: move, movement, hop/jump, slither/slide, swim, fly, walk;

words related to scientific enquiry: describe, compare, observe, chart, measure, height, length, block graph.

Prior learning

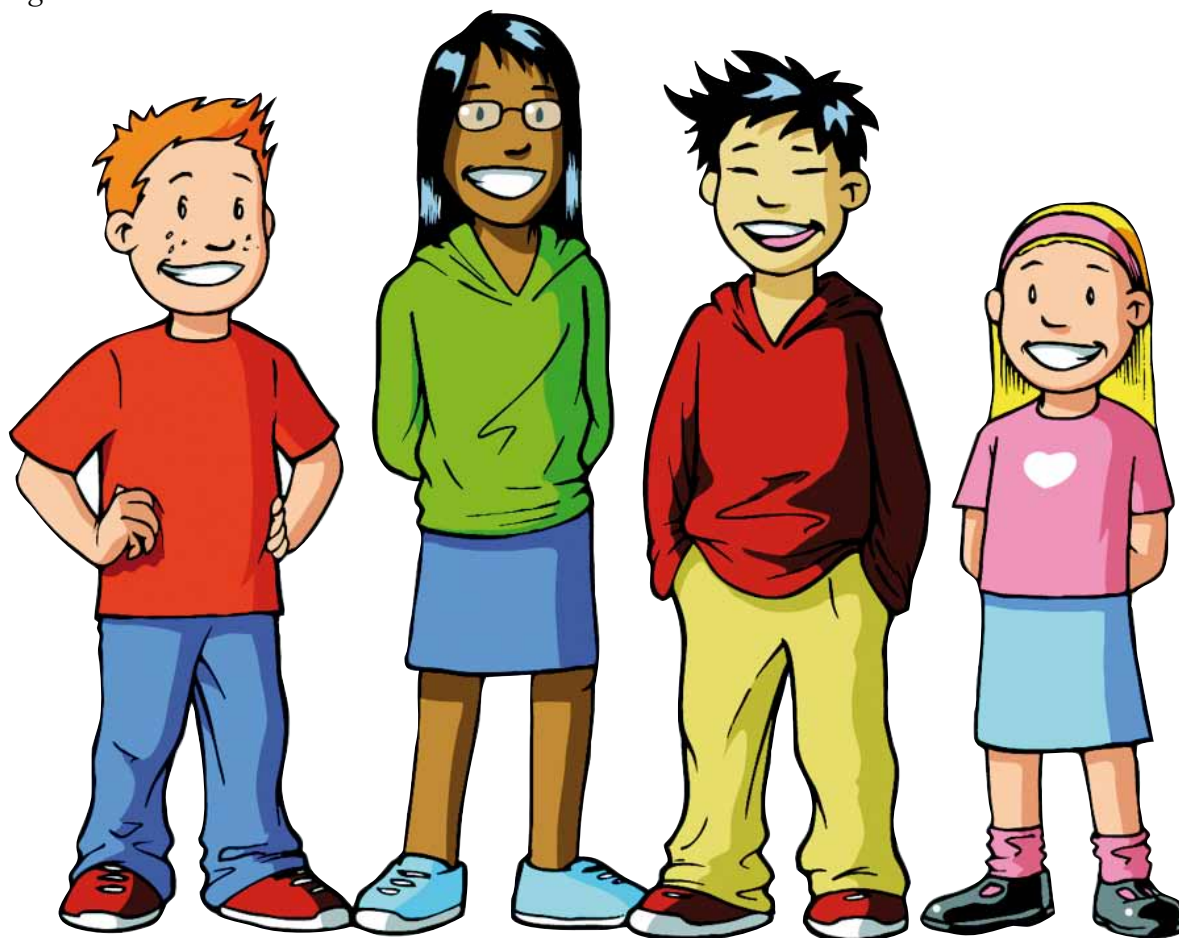
- This unit provides the foundation for future work on humans and other animals. It introduces children to simple systematic observations and comparisons – between themselves and between themselves and other animals.

Organisation

- This unit is divided into six projects.
- The projects are best carried out in numbered order to enable a progression of concepts to be covered.
- **Project 2** focuses on developing children's ability to observe. It would be beneficial for the children to have access to an outdoor environment at two points during this project to enable them to collect small samples, e.g. twigs, seeds, leaves.
- Part of **Project 3** is about recognising the relationship between adult and baby animals. If possible, arrange a visit to a rural or urban farm or invite people to bring animals into school. If this is done, observe strict hygiene rules (washing hands) and any school guidelines regarding off-site visits.

Preparation

- **Project 2** requires that at least every pair of children have an egg box (6 eggs size). Ideally, every child should have one, if enough can be collected in time.
- Part of **Project 3** is about the life cycle of humans. In preparation for this ask the children to bring into school photos of themselves when they were babies. Mount the photos to create a display with a prompt such as *Can you recognise who is who in our class?*



Teacher's background information

Ourselves

The projects in this unit look at the basic principles of nutrition and growth in humans. They also investigate the key types of food and the importance of exercise to a healthy lifestyle and how medicines/drugs can make us well when we are ill.

Characteristics of living things (animals)

Basic functions common to all living things are: **feeding, respiring, excreting, growing, being sensitive to stimuli, moving and reproducing.**

These functions are possible due to the specialization of cells in animals and plants.

Feeding

Feeding is the basic life process that supplies energy for the other life processes to take place. Animals feed in a variety of ways; some consume plants and are called **herbivores**, some consume other animals and are called **carnivores** and others consume both plants and animals and are called **omnivores**. Food provides fuel for animals. It is broken down or digested and useful components are absorbed into the blood and carried to places in the body of the animal where they are needed.

All animals require a wide variety of nutrients to maintain a balanced diet. A variety of foods that contain carbohydrates, fats, proteins, vitamins, minerals and water is necessary for good health.

Carbohydrates such as sugars and starches provide energy.

Fats are vital for maintaining healthy cell walls and can be stored as an energy reserve.

Proteins are necessary for the growth and repair of body tissues.

Vitamins and **minerals** enable many body functions and processes to occur properly, e.g. calcium for the growth and maintenance of healthy teeth and bones.

Water constitutes approximately 70 per cent of a human's body weight; it is a vital ingredient for good health that needs constantly replenishing to enable many substances to be moved around the body.

All living things need a source of energy if they are to survive, grow and replace damaged tissues. Of the energy that a human consumes, approximately 70 per cent of it is used in maintaining basic bodily functions whilst the remaining 30 per cent is used for physical

activities. These proportions vary depending on factors such as age and size, e.g. growing children need more energy than adults; larger people need more energy and people with an active lifestyle also need more energy.

Excretion

Excretion is the process of eliminating by-products of **metabolism** (the process of building new living material from food/supplying energy to living cells), e.g. the exhalation of **carbon dioxide** or the production of **urea**. Animals' elimination of unused components of food as **faeces** is called **egestion**.

Respiration

Respiration is the process in which energy is released from chemicals inside cells. It usually takes place in the presence of oxygen and, in animals, takes place in virtually all cells.

Growth

Growth in animals is characterized by individuals increasing in size until they reach maturity.

At this point, growth of new tissue gives way completely to tissue replacement. As children develop, their body shape changes: babies and younger children have relatively short legs and bigger heads when compared to older children and adults.

All animals react in some way to changes around them, i.e. they are **sensitive to stimuli**. Animals have a network of sense organs and nervous connections throughout their bodies allowing them to react and move towards or away from external stimuli such as heat, light, sounds and smells. Ears, as well as being sensitive to sounds, also provide a balance mechanism for the body to enable us to remain conscious of our position in relation to the Earth.

Movement

Movement is possible by all animals, for part of, or all of, their body. For many animals it can be the result of a conscious decision, and not just an involuntary reaction.

The animal kingdom is divided into two main categories, those with backbones – **vertebrates** and those without backbones – **invertebrates**. All vertebrates have **internal skeletons**, technically termed **endoskeletons**. The main functions of the skeleton are:

1. to provide support for the rest of the body;
2. to provide protection to vital organs;
3. to work with the body's muscular system to allow movement to take place. Muscles are attached to bones by fibres called tendons. When a muscle contracts, its tendon pulls on the bones, which causes a joint to move. Muscles can only pull, so to return a limb, for example to its original position, a second muscle has to contract to pull the joint in the opposite direction.

Many invertebrates do not have an internal skeleton and there are only a limited number that have an **external skeleton**, or **exoskeleton**. Examples are **crustaceans**, such as crabs and lobsters. The main functions of an exoskeleton are similar to those of endoskeletons: to provide protection for the owner, attachment for internal muscles and support for the soft parts of the body.

Exoskeletons are jointed to allow movement to take place. Invertebrates with no skeleton move by muscular contractions alone, e.g. worms.

The main modes of animal movement include the following:

- **walking and running on two feet**, e.g. humans;
- **walking and running on four feet**, e.g. dogs, elephants;
- **swimming**, e.g. marine mammals, fish;
- **flying**, e.g. birds;
- **hopping**, e.g. some birds, kangaroos;
- **crawling**, e.g. molluscs – snails and slugs;
- **sliding**, e.g. snakes.

Reproduction

Reproduction is the process of producing new individuals. There are two types of reproduction: **sexual** (involving two parents) and **asexual** (much less common) when individuals are able to produce likenesses of themselves, or **clones**. Examples of animals that reproduce sexually are humans, birds, and all vertebrate creatures as well as some invertebrates, such as molluscs.



Project 1 This is me!

Naming body parts and exploring the senses

Purpose of the project: for children to be aware of a range of parts of their bodies.

National Curriculum links

Pupils should be taught:

- Sc1: 2a** to ask questions (e.g. 'How?', 'Why?', 'What will happen if...?') and decide how they might find answers to them;
- Sc1: 2f** to explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements;
- Sc2: 1b** that humans and other animals need food and water to stay alive;
- Sc2: 2g** about the senses that enable humans and other animals to be aware of the world around them.

Breadth of Study (BoS) recommendations partially addressed

- BoS: 2a** using simple scientific language to communicate ideas and name and describe living things, materials, phenomena and processes.

Learning objectives

Children learn:

- to name a variety of external body parts;
- about their sense of smell and to explore various samples;
- that their ears help them to hear sounds.

Learning outcomes

Children:

- indicate location of named parts of body on themselves and other children and name external parts of the body;
- identify the senses of smell and hearing and know the organs associated with them.

Vocabulary

words related to body parts: head, eyes, ears, mouth, nose, neck, chest, shoulder, arm, hand, finger, leg, foot, toes

words related to senses: eyes/sight, ears/hearing, nose/smell, tongue/taste, skin/touch/feel

words related to scientific enquiry: chart/table, column

Resources & preparation

- **Resource Sheet 1.1** – copy for each child.
- **Resource Sheet 1.2** – copy for each child, enlarged copy for demonstration purposes.
- *My Five Senses* by Aliko Brandenburg (Harper Collins), ISBN 0 06 445083 – X (pbk) 0 06 020050 – 2 (big bk) OR other story or poem to introduce the five senses.
- Set of 8 small transparent pots with lids labelled 1 – 8 for each group of children. Each pot to contain a small amount of a substance that it is safe for the children to sniff (not powders/spices), e.g. use things like lemon, apple, orange, celery, mint, shampoo, shredded fresh ginger, coffee granules, chopped onion, chopped parsnip.
- Word bank for each group of children that gives a range of words to describe the smells in the pots, i.e. a selection of five or six words.
- Blindfold.
- Pre-prepared tape of a variety of familiar sounds and tape recorder.

Differentiation

- Some children will be able to put further labels on **Resource Sheet 1.1** *My body* for body parts such as waist, hip, wrist, ankle, and elbow.
- Some children will be able to select words to describe the smells in their pots from a more extensive word bank, while others will need to be introduced to words to describe the smells.

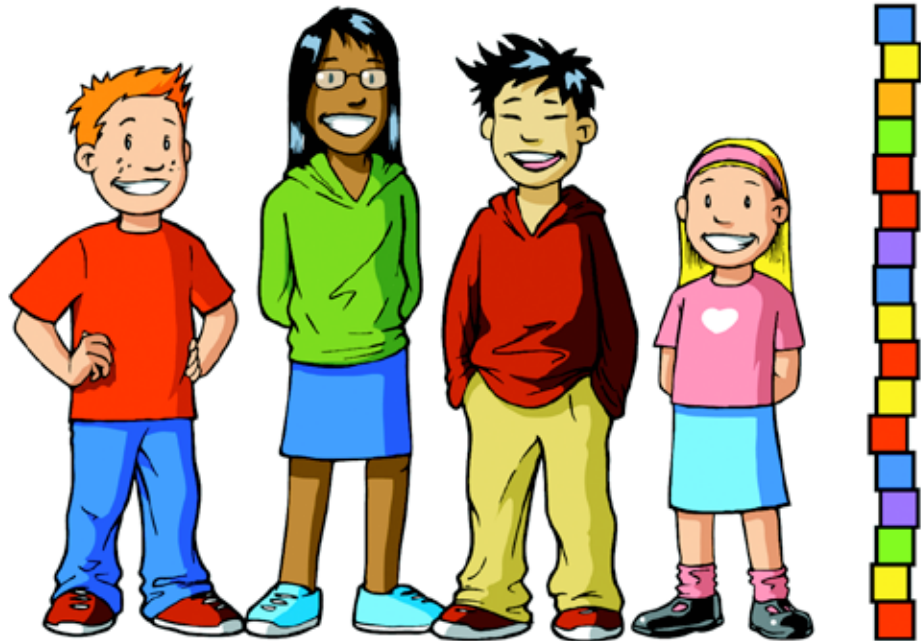
Extension activities

- Ask children to bring to school small samples of things that could be put into sample pots for other children to smell and try to identify.



Activity 1 Body parts

Begin the project by explaining to the children how to play a game that involves naming various parts of the body such as 'Simon says'. During the game ensure that all the basic body parts are named (see vocabulary list). Also, begin to teach the children action rhymes that will help them remember the names of the various parts of their body, e.g. 'Heads, shoulders, knees and toes'. Repeat such rhymes regularly throughout the duration of this work. Once children are familiar with the rhythm of a rhyme, try inserting new body parts to recite and point to.



Activity 2 Labelling body parts

Hand out copies of **Resource Sheet 1.1** *My body* to children and ask them to use the words listed in the vocabulary box at the top of the page to complete the labels for the various parts of the body.

Activity 3 Introducing senses

Read the big book *My Five Senses* with the children, or an alternative story/poem that introduces all five senses. Inform the children that they are going to be thinking particularly about their senses of smell and hearing during the project.

Begin by discussing the sense of smell. Check that the children are clear that it is our nose that we use to smell things with. Ask the children whether there are any things that they particularly like or dislike the smell of.

Fix a large copy of **Resource Sheet 1.2** *Smelly things!* on the board and introduce the children to one set of the numbered pots containing samples. Tell the children that each group/table will have a set of sample pots to work with. Refer the children to each column on the chart to describe their task and show them how to record their work:

- **column 1** refers to the number on the pot;
- **column 2** is for a prediction. Explain that a prediction is what they think will happen and that today's question is: *Do you think that you will like the smell of the 'thing' in the pot?* Explain that they are to look at the sample and

decide whether they think they will or will not like the smell of it. Then tell them to place a tick or a cross accordingly in the appropriate box;

- **column 3** is where the children draw a smiley or a sad face to record whether they actually dis/liked the smell of the contents of the pot;
- **column 4** is for children to choose and write a word that they think describes the smell in the pot. Provide small word banks for each group of children, so that they can easily copy write words, e.g. sweet, flowery, perfumed, smoky, fresh, burnt etc.

Activity 4 What were the smells?

Gather the children together and look at each sample in turn, asking them to refer to their table of results to discuss and describe each pot. Also, ask the children to try and name the contents of each pot. They will find it easy to name things such as onion, but shredded ginger, for example, may be a new experience for some children.

Activity 5 Guess the smell

Organise the children into a circle and place one set of sample pots in the centre. Explain to the children that they are going to play a smelling game: one child needs to be blindfolded, and then another child chooses a pot from the group, opens it, and holds it close to the blindfolded child's nose. The blindfolded child then tries to guess which sample s/he is smelling, using only the sense of smell.

Activity 6 Guess the sound

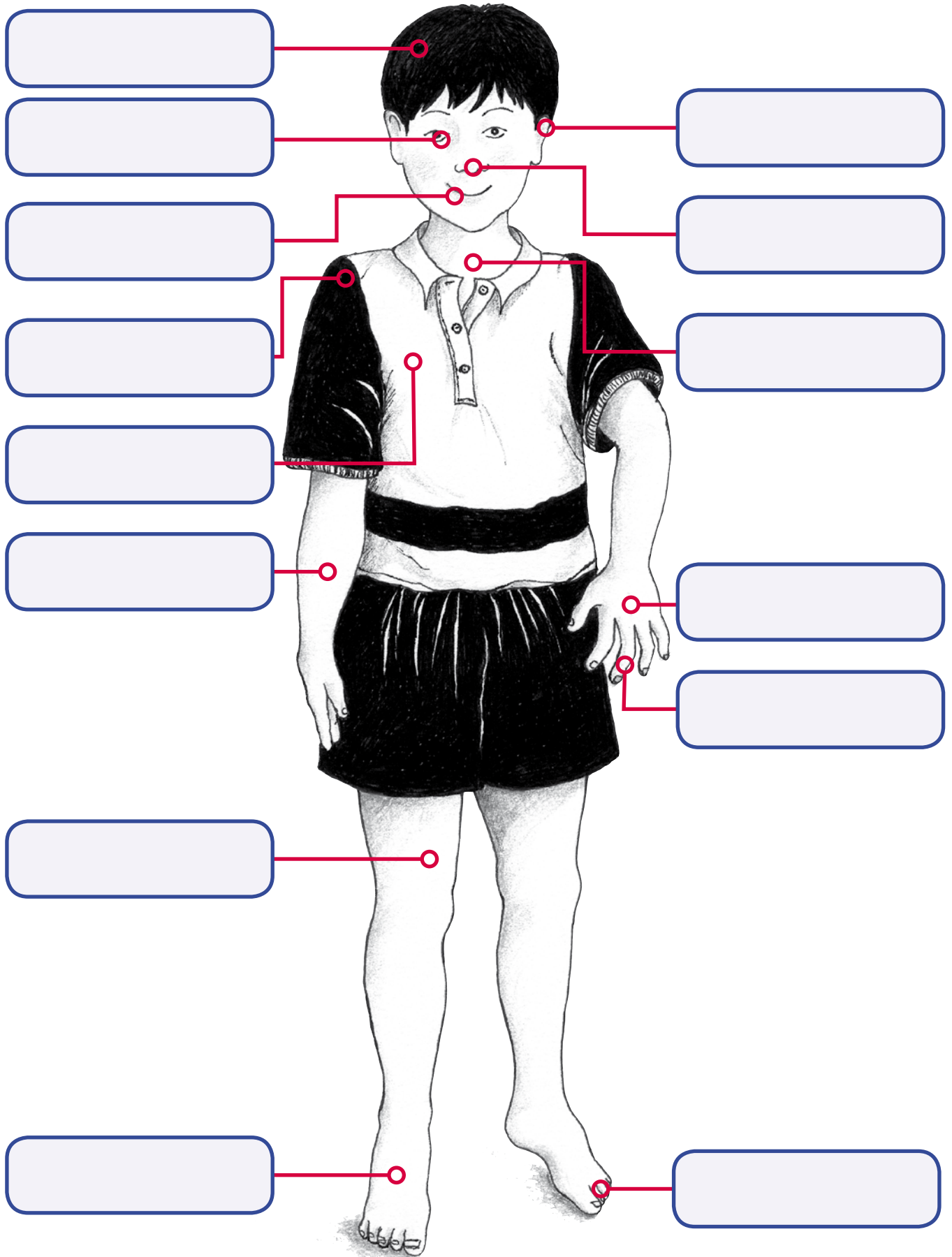
(The following activity is the only one in this unit of work that is related to sound. The sense of hearing is explored more fully in **Unit 1F: Sound and hearing**.)

Complete the project by telling the children that the final activity is all about using their ears to listen to sounds on a tape, and to try and identify what it is that is making the sounds. Play the sounds, one at a time, and discuss the various possibilities that the children identify before giving the actual answer. Discuss any similarities and differences between suggestions and the actual sounds on the tape.

My body

Name: _____

head, eyes, ears, mouth, nose, neck, chest, shoulder, arm, hand, finger, leg, foot, toes



Smelly things!

Name: _____

Pot number	Will I like it? ✓ ✗	Do I like the smell?	Words to describe the smell
1			
2			
3			
4			
5			
6			
7			
8			

Project 2 See and touch



Exploring the senses of sight and touch

Purpose of the project: for children to observe and describe a variety of objects.

National Curriculum links

Pupils should be taught:

- Sc1: 2a** to ask questions, e.g. ‘How?’, ‘Why?’, ‘What will happen if...?’, and decide how they might find answers to them;
- Sc1: 2f** to explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements;
- Sc2: 1b** that animals, including humans, move, feed, grow, use their senses and reproduce;
- Sc2: 2g** about the senses that enable humans and other animals to be aware of the world around them.

Breadth of Study (BoS) recommendations partially addressed

- BoS: 2a** using simple scientific language to communicate ideas and name and describe living things, materials, phenomena and processes.

Learning objectives

Children learn:

- that eyes are for seeing;
- that the sense of touch tells us what something feels like;
- how to record some of their observations in a chart.

Learning outcomes

Children:

- identify the senses of sight and touch and know the organs associated with them;
- record information on a simple chart.

Vocabulary

eyes, sight, skin, feel, touch, rough/smooth, hard/soft

Resources & preparation

- Story/poem used in **Project 1** about senses, *My Five Senses* by Alikei Brandenburg (Harper

Collins), ISBN 0 06 445083 – X (pbk) 0 06 020050 – 2 (big bk) OR other story or poem to introduce the five senses.

- Collection of feely bags containing items such as feathers, marbles, foam, dry leaves, shells, fruit, fabrics, bubble wrap.
- Compartment egg boxes – at least one between every two children. In the lids of the boxes place slips of paper indicating what qualities the items to be collected should have, e.g.

hard

soft

- **Resource Sheet 2.1** – copy for each child.
- **Resource Sheet 2.2** – copy for each child (consider enlarging to A3).
- Class set of hand-held magnifiers.
- Tray of objects suitable for observation, e.g. fir cones, shells, fossils.
- Traditional version of *Little Red Riding Hood* (optional).
- If children collect specimens from the outdoor environment during this project, ensure that they are very clear regarding the area in which they are allowed to work whilst doing their collecting, and that all hands are washed subsequent to collecting.

Differentiation

- Some children will be able to collect a feely sample with a different quality for each compartment of their egg box. Some children will be sufficiently challenged by being given just one quality to search for at a time.
- Some children with a more extensive vocabulary could use an enlarged version of **Resource Sheet 2.2** *Interesting things to look at in my egg box*, to enable them to record a greater variety of words. They may be able to use simple dictionaries to support their work.

Extension activities

- You could set the children various qualities related to touch to collect in their egg boxes on different occasions, e.g. hard/soft then rough/

- smooth then prickly/non-prickly etc.
- Making small collections of objects in egg boxes provides a good starting point for sorting into hoops.
- Set up a class display related to seeing and

touching, and then lay out labelled but empty egg boxes on the display table. Encourage children to contribute to the display by placing objects in the appropriate boxes.

Activity 1 My five senses are...

Begin the project by reminding the children of the work that they covered in the previous project by playing 'Simple Simon' or 'Head, shoulders, knees and toes' etc. again. Follow this by once again sharing *My Five Senses* or your own chosen story/poem that relates to the senses. Tell the children that during the project they are going to think particularly about two senses: sight and touch. Ensure that the children understand that eyes are for seeing, and that touching things tells us what something feels like.



Activity 2 Feely bags

Introduce the children to feely bags by playing a game that challenges them to describe the hidden object in a bag. Help them to describe the object they can feel by:

- prompting them to agree/disagree with particular qualities, e.g. *Is it smooth/rough?*
- providing a word bank (written on the board/paper) for them to select from.
- Following this process the children may be able to name the mystery objects. Once the children are familiar with the routine, ask individuals to find objects from around the classroom and secretly place them in the feely bags, ready for other children to explore.

Activity 3 Egg box collection 1

Hand out the egg boxes to individuals/pairs of children, making sure that they contain a slip of paper indicating the qualities of the objects that they have to look for. Tell the children that they need to find only three items that are **hard** and three items that are **soft** (or **rough/smooth** etc.) and that each must be small enough to fit in an individual egg compartment. Consider allowing the children to collect samples from the outdoor environment, if weather permits.

Activity 4 Recording feely items

Hand out to each child a copy of **Resource Sheet 2.1** *Feely things in my egg box*. Ask them to draw/write the name of each object they have collected in their egg box into the corresponding box on the chart and to write its quality beside/beneath it. (You may want to write the qualities that the children have been looking for into the boxes on the sheet before it is photocopied.) Once the children have recorded their collection, ask them to return/clear their egg box.

Activity 5 What can I see?

Gather the children together, and have the tray of objects to observe at hand. Choose a sample and ask a child to describe how it feels and to comment on its appearance, e.g. colour, texture, material it is made of/from, comparison/estimate of size etc. You could also place another pre-prepared bank of

suggested words on the board/wall to support the children's descriptions. Encourage children who are chosen to describe objects in front of the class to use a hand-held magnifier to assist them. Remind children to move the magnifier further away from or nearer to the object to make the image focus.

Activity 6 Egg box collection 2

Ask children to use their (now empty) egg boxes to collect no more than six things – one for each compartment that they are interested in looking at. This would ideally take place in the outdoor environment. As children collect their things, prompt them to explain why they have chosen particular items and provide new vocabulary to help them more accurately describe their things.

Once children have completed their collections, hand out a copy of **Resource Sheet 2.2** *Interesting things to look at in my egg box*. Instruct the children to draw/write the names of their objects in the sections of the chart and below/beside these to write a word or words to describe it. Refer the children to any words that you may have written on the board to support them.

Activity 7 See and touch

Gather the children together and have a final guessing/describing game with the feely bags. Prompt the children to describe the feel of the item and then when it is revealed, to say at least one word to describe what it looks like.

Close the project by summarising the facts that the sense of touch tells us what something feels like, and that eyes are for seeing. Alternatively, if time allows, read the children the story of Little Red Riding Hood, drawing special attention to the section where the wolf's senses are described.

Feely things in my egg box

Name: _____

A large rounded rectangle with a solid blue border. A vertical dotted line runs down the center, and a horizontal dotted line runs across the middle, dividing the rectangle into four equal quadrants. This is a template for a sensory activity where children can feel different objects in each section.

Interesting things to look at in my egg box

Name: _____

A large rounded rectangle with a solid blue border, divided into four quadrants by a vertical dotted line and two horizontal dotted lines. The quadrants are empty, intended for drawing or writing.