

LIFE/work balance

CLASSROOM *Secrets*

#LIFEworkbalance

We have started a #LIFEworkbalance campaign and we need your help to complete our LIFE/work balance survey.

We hope to publish the results soon, so please give 15 minutes of your time to help us get a true picture of school life.

Want to be a part of this campaign? Take the [survey](#) on our website and share it with your colleagues!

Year 1 – Summer Block 2 – Singular and Plural – Plural Nouns

About This Resource:

This PowerPoint has been designed to support your teaching of this small step. It includes a starter activity and an example of each question from the Varied Fluency and Application and Reasoning resources also provided in this pack. You can choose to work through all examples provided or a selection of them depending on the needs of your class.

National Curriculum Objectives:

English Year 1: (1G6.3) Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun

More resources from our Grammar, Punctuation and Spelling scheme of work.

Did you like this resource? Don't forget to review it on our website.

Year 1 – Summer Block 2 – Singular and Plural – Plural Nouns

Notes and Guidance:

- Children should have an understanding of nouns from work done in previous blocks using capital letters for names, people, places and days and months.
- Children should now be familiar with singular nouns. In this step they will go on to learn that a plural noun is a word that refers to more than one person, place or object, for example: *chairs*.
- Discuss that the most common way to make a noun plural is to add 's' to the end of a singular noun. Children will be able to match plural nouns using some pictorial support and by comparison with singular nouns. They should be able to identify that plural nouns have extra letters at the end of the word, usually 's'.

Focused Questions

- Match the singular noun to its plural form.
- Circle the plural noun in the sentence.
- Match the word to the correct image.

Step 2: Plural Nouns

Introduction

Match the images to the correct words.



rabbit

flower

cake

Introduction

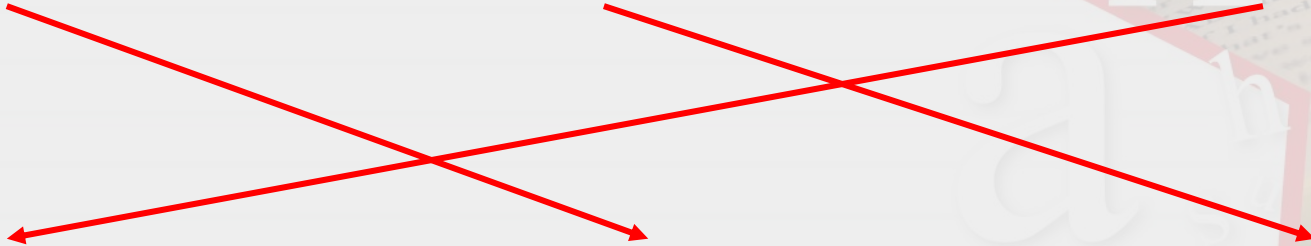
Match the images to the correct words.



rabbit

flower

cake



Varied Fluency 1

Underline the nouns in the sentence below.

My friends like to sing songs.

Varied Fluency 1

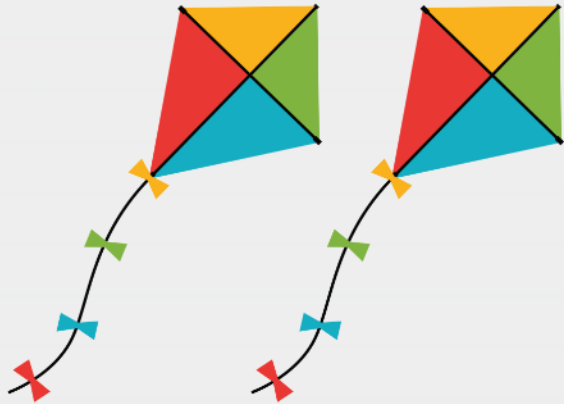
Underline the nouns in the sentence below.

My friends like to sing **songs**.

Varied Fluency 2

Match the picture to the word.

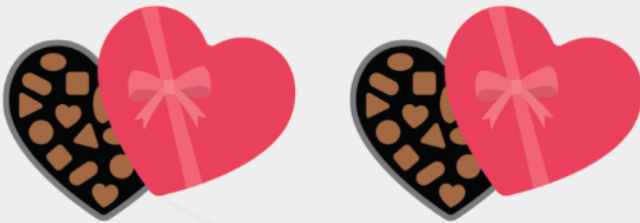
A.



kite

chocolates

B.

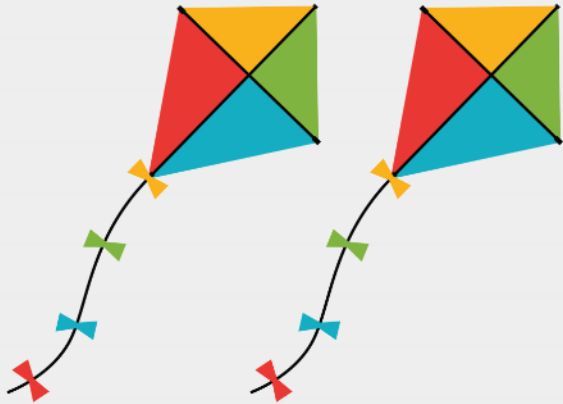


kites

Varied Fluency 2

Match the picture to the word.

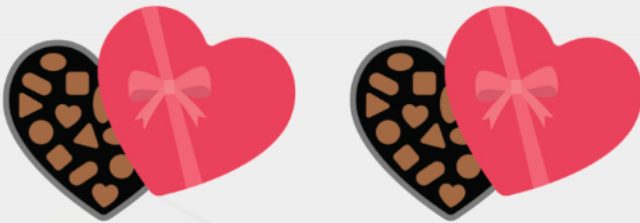
A.



kite

chocolates

B.



kites

Varied Fluency 3

Put the nouns in the correct column in the table.

one object	more than one object

**cube
paths**

**eyes
path**

**cubes
eye**

Varied Fluency 3

Put the nouns in the correct column in the table.

one object	more than one object
cube path eye	cubes paths eyes

cube
paths

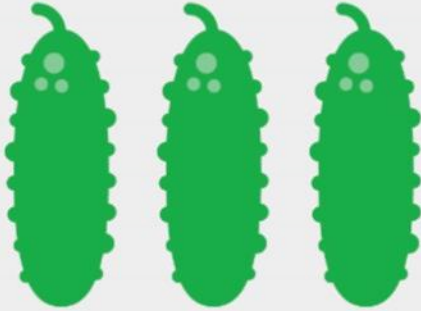
eyes
path

cubes
eye

Application 1

Write three nouns that you can see below.

A.



B.



C.



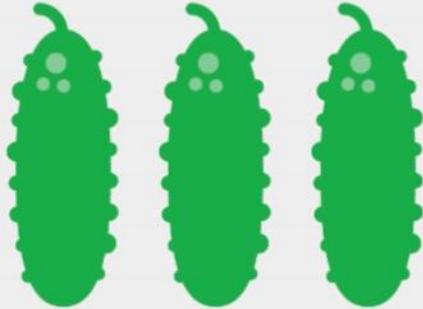
D.



Application 1

Write three nouns that you can see below.

A.



B.



C.



D.



pickles, parrots, flasks or trains

Application 2

Correct the mistake in the sentence below.



These house are very pretty.

Application 2

Correct the mistake in the sentence below.



These houses are very pretty.

Reasoning 1

Tick the pictures you think would end with an 's'.

A.



C.



B.



D.



Reasoning 1

Tick the pictures you think would end with an 's'.

A.



C.



B.



D.



A and C because...

Reasoning 1

Tick the pictures you think would end with an 's'.

A.



C.



B.



D.



A and C because there is more than one object in each picture.