

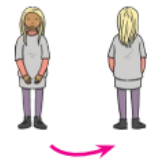

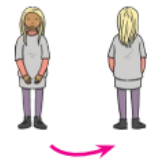

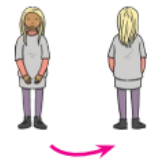


| Learning Wall content available from day one for the block e.g WAGOLL, visual representations, etc |  | 2D and 3D shape posters, positional language key words   |  |  |   |  |  |  |
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| Year group/class:  | M / O starter  | LO and SC (First LO to be revisited content and include LO for below ARE pupils)   | Main teaching activities   | Independent / Group Activities (Remember if correct, no more than 3 questions at same level) |   |  |  | Plenary  |
|  |  |  |  | WBA  | Support   | Core   | Extension  |  |
| Monday   | Share video: <a href="https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/ztpwdmn">https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/ztpwdmn</a> | LO: Recognise 2D shapes<br>1) Name 2D shapes<br>2) Identify the 2D shapes around us<br>3) Begin to identify properties of 2D shapes<br>New concept <input checked="" type="checkbox"/> / N<br><br>Resources:<br>2D shape and labels cards, iPad, stickers, 2D shapes, post-it notes, PPT | Use ppt to show chn 2D shapes ( <b>circle, rectangle, triangle, square</b> ) and teach the names of the shapes and that 2D means two dimensional. This means they are flat.<br>Ask chn how they would describe each shape and to explain where they might see these shapes in every day life.<br>Explain that today they are going to be naming different 2D shapes and finding them around the classroom.<br><br>- Chn to match shapes to their names and <b>photo to be taken</b> .<br>Meanwhile TA take small group at a time to look for shapes around the school e.g. pic on wall = rectangle.<br><br><b>Extension activity: Children to make a shape house by drawing different 2D shapes. 2D shapes to be available to draw around if needed.</b> | Chn to match some 2D shapes to correct name.<br><br><b>Photo</b>                             | Chn to match 2D shapes to the correct name.<br><br><b>Photo</b> | Chn to match 2D shapes to the correct name and use post-it notes to write where they might see these shapes in every day life.<br><br><b>Photo</b> | Chn to match 2D shapes to the correct name and use post-it notes to write where they might see these shapes in every day life.<br><br><b>Photo</b><br><br><b>Chn to work with an adult to discuss the properties of a 2D shape (edges/corner s).</b> | Share properties of 2D shapes – corners and edges. |
|  |  |  |  | <b>Mastery: Sort the 2D and 3D shapes into '2D' '3D'. <b>Photo</b></b>                       |   |  |  |  |

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| <p>Tuesday</p>  | <p>Use 2D quiz ppt for chn to name the shapes and introduce them to more 2D shapes (pentagon, octagon etc.)</p> | <p>LO: Recognise 3D shapes<br/> <b>1)Name 3D shapes</b><br/> <b>2) Identify the 3D shapes around us</b><br/> <b>3)Begin to identify properties of 3D shapes</b><br/>         New concept <b>Y</b> /N<br/><br/> <b>Resources:</b><br/> <b>3D shapes and labels, iPad, stickers, PPT</b></p>     | <p>Recap with chn what 2D means and ask them what they think 3D means, then share that 3D means a shape that is 3 dimensional. Hold up example of 2D shape and 3D shape and ask what the difference is?<br/>         Use ppt to show 3D shapes and teach the names of the shapes. Ask chn for examples of the shapes in every day life e.g. <b>cuboid – lunchbox.</b><br/><br/> <b>Explain that today they are going to be naming the 3D shapes using our 3D shapes and matching the correct name label to them.</b></p>   | <p>Match 3D shape label to shape.<br/><br/> <b>TA support.</b><br/><br/> <b>Photo</b></p> | <p>Match 3D shape label to shape independently.<br/><br/> <b>Photo</b></p>                           | <p>Match 3D shape label to shape independently . Use post-it notes to write where they might see them in every day life.<br/><br/> <b>Photo</b></p>              | <p>Match 3D shape label to shape independently . Use post-it notes to write where they might see them in every day life. <b>Chn to work with an adult to discuss the properties of a 3D shape (edges, faces, vertices).</b><br/> <b>Photo</b></p> | <p>Share 3D shape song, video:<br/> <a href="https://www.bbc.co.uk/bitesize/clips/zps34wx">https://www.bbc.co.uk/bitesize/clips/zps34wx</a></p> |
| <p>Wednesday</p>  | <p>Display 2D and 3D shapes on PPT slide and chn name with TP and feedback.</p>                                 | <p>LO: Begin to describe the position of a shape<br/> <b>1) Identify 2D and 3D shapes</b><br/> <b>2)Explain the position of an object</b><br/> <b>3)Use positional language</b><br/>         New concept <b>Y</b> /N<br/><br/> <b>Resources:</b><br/> <b>PPT, iPad, shapes in pictures</b></p> | <p>Introduce chn to positional language 'left' and 'right'. Model which hand is left/right. Chn to stand behind chairs and turn left/right on CT command. Use PPT to show objects and ask chn what is to the left/right of the object. Explain that today they are going to be directing/listening to 'left' right directions with their partners. (outside).<br/>         Outside – chn to get into pairs and give each other directions around the playground using 'left' and 'right'. Chn to take it in turns to give direction/follow direction.<br/><br/> <b>Photo</b><br/><br/>         Extension – chn to explain the position of a shape in a picture and identify which 2D/3D shape it is.</p> | <p>Chn to follow 'left'/'right' direction from their partner.<br/><br/> <b>Photo</b></p>  | <p>Chn to follow and give 'left'/'right' direction from/to their partner.<br/><br/> <b>Photo</b></p> | <p>Chn to follow and give 'left'/'right' direction from/to their partner.<br/> <b>Photo</b><br/> <b>Chn to explain the position of a shape in a picture.</b></p> | <p>Chn to follow and give 'left'/'right' direction from/to their partner.<br/> <b>Photo</b><br/> <b>Chn to explain the position of a shape in a picture and label it 'left' or 'right'.</b></p>   | <p>Go through mastery task together.</p>  |
| <p>Thursday</p>   | <p>Use warm up PPT to recap position and direction.</p>   | <p>LO: Describe position, direction and movement<br/> <b>1)Use 'left' and 'right'</b><br/> <b>2) Describe an objects position using</b></p>  | <p>Begin with <a href="https://www.bbc.co.uk/teach/supermovers/ks1-maths-position-&amp;-direction/zhh9scw">https://www.bbc.co.uk/teach/supermovers/ks1-maths-position-&amp;-direction/zhh9scw</a> Recap 'left' and 'right' with chn and then introduce key words: top, middle, bottom, on top of, in front of, above, between, around, near, close, far, up, down, forwards, backwards, inside, outside Use ppt to practice using the language to describe where the</p>   | <p>Chn to match the position/direction labels and pictures together. TA support</p>       | <p>Chn to choose a key word and move the counting bears to the position on the card.</p>             | <p>Chn to use positional language to take it in turns to direct/follow the instruction</p>   | <p>Chn to use positional language to take it in turns to direct/follow the instruction</p>  | <p>Use the teddy preposition PPT to recap the different language.</p>   |
| <p><b>Mastery: Is Jill correct?</b></p>  |   |  |  |   |  |  |   |   |

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|  | <p><b>direction and position language</b><br/> <b>3) Make whole, half, quarter and three quarter turns</b></p> <p><b>Resources:</b><br/> <b>PPT, Warm up PPT, Teddy PPT, counting bears</b></p> <p>New concept <b>Y</b> /N</p>   | <p>objects are. Then introduce whole, half, quarter, three-quarter turns. Ask chn to stand up and give a direction to turn e.g. 'do a quarter turn to the right'. Explain that today they are going to be working in pairs to label the position of the counting bears using the key words.</p> <p><b>Photo</b></p> | <p>to move the counting bears.</p> <p>to move the teddy. Chn to make whole, half, quarter and three quarter turns with their counting bears.</p> |  |  |   |
|  | <p><b>Mastery:</b><br/> <b>Describe position, direction and movement, including whole and half turns</b></p> <table border="1"> <tr> <td> <p>Is this a half or whole turn?</p>  </td> <td> <p>Is this a half or whole turn?</p>  </td> <td> <p>In which direction do clock hands move? Circle your answer.</p> <p>clockwise</p> <p>anti-clockwise</p> </td> </tr> </table> |   |  | <p>Is this a half or whole turn?</p>  | <p>Is this a half or whole turn?</p>  | <p>In which direction do clock hands move? Circle your answer.</p> <p>clockwise</p> <p>anti-clockwise</p> |
| <p>Is this a half or whole turn?</p>  | <p>Is this a half or whole turn?</p>    | <p>In which direction do clock hands move? Circle your answer.</p> <p>clockwise</p> <p>anti-clockwise</p>   |  |  |  |   |
| Friday   | <b>N/A TRAINING DAY</b>  |   |  |  |  |   |

Subject Planning : Maths, Geometry

Week beginning: 19.10.202

**Instructions for additional adults**

| Day   | Staff Member | Pupils to work with         | Instructions   |
|-------|--------------|-----------------------------|--|
| MON   | SH<br>VDS    | WBA<br>All<br>Extension     | Support chn in naming the shapes during the input and ask chn if they have seen the shape before/where they might see it.<br>Adult to take small group at a time to look for different 2D shapes around school/outside.<br>Adult to discuss with any extension chn who have not yet talked about the properties of a 2D shape. |
| TUES  | JB<br>VDS    | Core<br>WBA<br>Extension    | Support chn in recapping 2D shapes and learning the 3D shape names.<br>Support chn matching the 3D shapes to name.<br>Complete mastery task with extension chn – can they make a pattern with 2D shapes? (take photo)  |
| WEDS  | JB<br>VDS    | WBA<br>Support<br>Core      | Support chn with positional language and model left and right to them, help chn identify left and right hand.<br>Help chn giving/following left and right direction.<br>Discuss the position of a shape in the picture and encourage positional language to describe where it is.  |
| THURS | JB<br>VDS    | WBA<br>Support<br>Extension | Help chn with the new key words and explain what they mean and give examples/model with a counting bear in small group.<br>Help chn with activity moving the counting bear to the position on the card.<br>Discuss mastery task with extension chn.  |