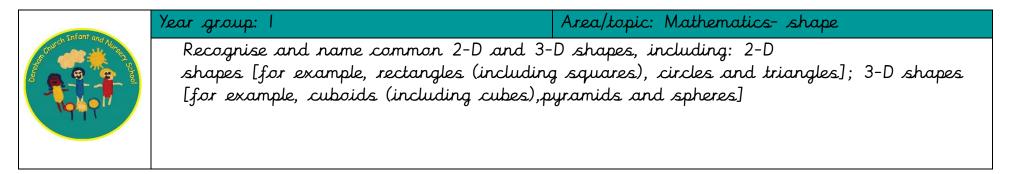
# Dereham Church Infant and Nursery School- Mathematics



Prior learning	Future learning
Children will have been exposed to 2-D and 3-D	The learning from this unit will be continued and
shapes during their daily maths meetings when in	applied further, particularly within Measurement,
the EYFS.	position and direction, mass and capacity

What pupils need to know or do to be secure		
Key knowledge and skills	Possible evidence	
Recognise and name 3-D shapes	Photos of children's shapes that they have	
	made using modelling clay	
Sort 3-D shapes	Opportunities to play the odd one out game	
Recognise and name 2-D shapes	Photo evidence of children making and	
Sort 2-D shapes	exploring 2-D shapes using sticks outside Children to complete a shape hunt around the school. Take photos, print these and	
Patterns with 2-D and 3-D shapes	then sort them. Patterns created/stuck into maths book	

Key vocabulary 2-D, 3-D, cube, cuboid, cylinder, pyramid, cone, sphere, roll, stack, flat face, curved surface, triangle, square, rectangle, circle, same, different, repeating pattern,	
symmetrical pattern,	
Common misconceptions	Books linking to this area
Children may think that a 3-D shape can only be placed or	Rapunzel by Stephanie Stansbie
viewed in a certain way. Ensure that children are exposed to shapes in different orientations. Children may be familiar with the names of 2-D shapes from	Mouse Shapes by Ellen Stoll Walsh
earlier learning or real-life experience, and may confuse these names with the names of 3-D shapes.	Which one doesn't belong? By Christopher Danielson
If children are not used to seeing 3-D shapes presented in	The menfect fit by Narmi Janes
different orientations, they may try to sort by shapes that are "upside down".	The perfect fit by Naomi Jones
Children may think that cubes and cuboids can never be sorted into the same group, because they do not realise that a cube is	One more try by Naomi Jones
a special type of cuboid	Triangle by Mac Barnett
Children may not recognise that a square is a special type of rectangle.	Circle by Mac Barnett
Children may find it harder when a pattern involves more than two shapes, as they may not find the rule as easy to spot. Where a pattern repeats the same shape multiple times in	Square by Mac Barnett

a row, for example ABBBABBB, children may find it more difficult to identify the rule and therefore to continue the pattern	
Memorable first hand experiences	Opportunities for communication
Use a range of manipulatives. Complete a shape hunt in the school grounds	Ask key questions and discuss
Opportunities to explore making shapes with modelling clay,	Discuss and answer stem sentences provided by White Rose
	Complete odd one out activity and discuss
	Discuss/debate What's the same/what's different?

DCINS Reasonable adjustments for pupils with SEND

#### Communication and Interaction

Use a range of visual aids Give clear instructions one at a time Repetition Provide simple instructions Pre teach vocabulary Use working wall where modelling is displayed Give children thinking time Model task

### Cognition and Learning

Check understanding regularly Allow rest breaks Give thinking time Colour code signs that could be confusing Work checklists Break down tasks into small steps Give opportunities for over-learning

## Social, Emotional and Mental health

Allow access to a quiet and calm space Give child a special role to increase self esteem Provide a visual support- what to do if you are stuck Provide a movement break Seat pupil by more confident peer Now and next board Sand timers Movement breaks Break down tasks into small steps

### Sensory and Physical

Consider carpet space position Reduce background noise Provide a range of manipulatives- dienes may be too small Appropriate seating Wobble boards Writing slope Enlarge text Variety of writing tools available