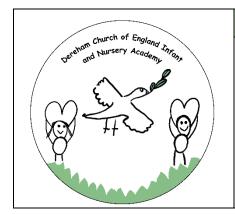
Dereham Church of England Infant and Nursery Academy- Mathematics



Year group: | Area/topic: Mathematics- shape

Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Prior learning	Future learning
' '	The learning from this unit will be continued and
shapes during their daily maths meetings when in	' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '
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	
	exploring 2-D shapes using sticks outside	
Sort 2-D shapes	Children to complete a shape hunt around	
	the school. Take photos, print these and	
	then sort them.	
Patterns with 2-D and 3-D shapes	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

Children may think that a 3-D shape can only be placed or 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 earlier learning or real-life experience, and may confuse these names with the names of 3-D shapes.

If children are not used to seeing 3-D shapes presented in different orientations, they may try to sort by shapes that are "upside down".

Children may think that cubes and cuboids can never be sorted into the same group, because they do not realise that a cube is a special type of cuboid

Children may not recognise that a square is a special type of rectangle.

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

Books linking to this area

Rapunzel by Stephanie Stansbie

Mouse Shapes by Ellen Stoll Walsh

Which one doesn't belong? By Christopher Danielson

The perfect fit by Naomi Jones

One more try by Naomi Jones

Triangle by Mac Barnett

Circle by Mac Barnett

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?

DCINA 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