

Dereham Church of England Infant and Nursery Academy- Mathematics

	Year group: 1	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]
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Prior learning	Future learning
Children will have been exposed to 2-D and 3-D shapes during their daily maths meetings when in the EYFS.	The learning from this unit will be continued and applied further, particularly within Measurement, 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 Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D and 3-D shapes	Photos of children's shapes that they have made using modelling clay Opportunities to play the odd one out game Photo evidence of children making and exploring 2-D shapes using sticks outside Children to complete a shape hunt around the school. Take photos, print these and 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 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	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 Opportunities to explore making shapes with modelling clay,	Ask key questions and discuss 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