



School name: _____ **MATHS PLANNING YEAR A**



Teacher: _____

Class: _____

Year: EYFS

Term: Autumn 2

Week Commencing: Week 3

<p><u>Topic:</u> It's me 1, 2, 3! Circles and Triangles Spatial Awareness</p>	<p><u>Early Learning Goals (and Development Matters)</u> Pupils should be taught to: <i>Select, rotate, and manipulate shapes in order to develop spatial reasoning skills.</i></p>
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Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Mon	Shape songs	https://www.youtube.com/watch?v=OEbRDtCAFdU	L.O. To recognise, name and describe circles and triangles.	<p>Show the children a variety of circles and triangles of different sizes and orientations.</p> <p>Show a circle... What do you notice? Are the sides straight or curved? Can you see another shape like this? If I turn it around, is it still the same shape?</p> <p>Show a triangle... Is this the same shape?</p>	<p>Show children a picture which has been made of different shapes... What shapes can you see? How many circles/triangles can you see?</p> <p>Children to make their own picture out of shapes (take photo of picture).</p>	<p>Circle Triangle Shapes Straight Curved Sides How many?</p>	<p>Have a circle or triangle in a feely bag. Can the children work out which shape it is?</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

				What's different?				
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Tues	Shape songs	https://www.youtube.com/watch?v=OEbRDtCAFdU	L.O. To recognise, name and describe circles and triangles.	<p>Look at PowerPoint – Shapes in everyday life.</p> <p>Go on a shape hunt for circles and triangles. Collect/ spot objects as a class and sort into circles and triangles.</p>	<p>Show children a picture which has been made of different shapes... What shapes can you see? How many circles/ triangles can you see?</p> <p>Children to make their own picture out of shapes (take photo of picture).</p>	<p>Circle Triangle Shapes Straight Curved Sides How many?</p>	<p>Look at objects collected earlier. Have one in the wrong place. Can the children correct the mistake?</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

Day	Mental/Oral Starter		Main Lesson				Plenary Activity	Assessment
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Wed	Positional language song.	https://www.youtube.com/watch?v=idJYhjGyWTU	L.O. To use positional language.	<p>What is positional language?</p> <p>It tells us where something is in relation to somewhere else - we use them when giving directions.</p> <p>Put a bear in different places - get the children to explain where it is using positional language...</p> <p>The bear is under the chair.</p> <p>The bear is on top of the table.</p>	Children to work in partners - one is blindfolded - the other child gives the blindfolded child instructions using positional language to get to a certain place/ pick up a toy. Include obstacles to encourage positional language.	Positional vocabulary Instructions Behind Underneath On top Next to Beside Above Below To the side Between	During tidy up time focus on use of positional language. Put the blocks into the box Put the box on top of the table Put the teddy next to the books.	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

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Thurs	Positional language	https://www.youtube.com/watch?v=8F0NYBBKczM	L.O. To use positional language.	<p>Recap on positional language - what is it?</p> <p>Can the children think of some examples of positional language?</p> <p>Give children mega blocks - give instructions on what/how to build a tower. E.g. Place a red brick on top of a blue brick. Put 2 bricks under the yellow brick. Put a green brick in between the two yellow bricks.</p>	<p>Children to work in partners - one is blindfolded - the other child gives the blindfolded child instructions using positional language to get to a certain place/ pick up a toy. Include obstacles to encourage positional language.</p>	<p>Positional vocabulary</p> <p>Instructions</p> <p>Behind</p> <p>Underneath</p> <p>On top</p> <p>Next to</p> <p>Beside</p> <p>Above</p> <p>Below</p> <p>To the side</p> <p>Between</p>	<p>During tidy up time focus on use of positional language. Put the blocks into the box Put the box on top of the table Put the teddy next to the books.</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

