



SILVER

School name: _____

MATHS PLANNING YEAR A

Teacher: _____

Class: _____

Year: _____

Term: Spring 2

Week Commencing: Week 4



Topic: Properties of Shapes.	<p>NC Links</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Recognise 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Line of symmetry Sort 2-D shapes Make patterns with 2-D Shapes Count faces on 3-D shapes Count edges on 3-D Shapes Count vertices on 3-D shapes Sort 3-D shapes Make patterns with 3-D shapes
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Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Mon	To be able to recall my times tables	TMM Children to complete activities linked to 10 times tables (See Slides)	<p>L.O. TO recognise 3-D shapes.</p> <p>I must identify common 3-D shapes</p> <p>I should be able to identify the features of 3-D shapes</p> <p>I could use mathematical vocabulary to describe 3-D shapes.</p>	<p>Explain to the children that we will be looking at our new topic on shape. Show the children some 3-D shapes (from the shape box) Why do we call these 3-D shapes? Explain this to the children. Look through the shapes together and name the shapes. As a class begin to look at the different features of the shapes. What do</p>	<p>BARE: Children to work together as a group looking at 3-D shapes and naming the different 3-D shapes they have on their table.</p> <p>ARE: Children to complete Page 40 of Target your Maths.</p> <p>AARE: Children to complete Page 43 of Target your Maths.</p>	<p>Faces Edges Vertices Sorting Patterns Grouping Line of symmetry Sides 2-D shapes 3-D shapes</p>	<p>What shapes is this picture made up of? How do you know?</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p>

				you notice? Encourage children to use mathematical language?				PPG EAL
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Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Tues	To be able to recall my 2 times tables	TMM Children to complete activities linked to 2 times tables (See Slides)	<p>L.O. To recognise properties of 3-D shapes.</p> <p>I must be able to name common 3-D shapes.</p> <p>I should be able to discuss properties of 3-D shapes.</p> <p>I could discuss the similarities and differences of 3-D shapes.</p>	<p>Explain to the children that we will be looking at 3-D shapes and their properties. Show children the 3-D shapes and discuss names such as faces, edges etc. Look through the names of the shapes together. Discuss the word vertex. How many vertices does this shape have?</p>	<p>BARE: Children to complete the 3D shape activity. Differentiated Worksheets.</p> <p>ARE: Children to complete the 3D shape activity. Differentiated Worksheets.</p> <p>AARE: Children to complete the 3D shape activity. Differentiated Worksheets.</p>	<p>Faces Edges Vertices Sorting Patterns Grouping Line of symmetry Sides 2-D shapes 3-D shapes</p>	<p>What are the properties of this new 3-D shape?</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	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Wed	To be able to recall my Number Bonds to 200	TMM Children to complete activities linked to number bonds (See Slides)	L.O. To be able to sort 3-D I must be able to name common 3-D shapes I should be able to sort shapes by faces, edges, and vertices. I could discuss irregular and regular shapes.	Show the children some 3-D shapes and explain that we will be sorting the shapes in different ways today. How do you think we can sort the shapes? Children could look at colour, sides or vertices. Discuss sorting shapes by sides and complete together as a class. Tell the children that they will now attempt to sort shapes on their own.	BARE: Children to complete the 3-D shape sorting activity. Differentiated worksheets. ARE: Children to complete the 3-D shape sorting activity. Differentiated worksheets. AARE: Children to complete the 3-D shape sorting activity. Differentiated worksheets.	Faces Edges Vertices Sorting Patterns Grouping Line of symmetry Sides 2-D shapes 3-D shapes	What do you think this shape is called? Why?	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

Day	Mental/Oral Starter		Main Lesson				Plenary	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Thurs	<u>To be able to recall my 5 times tables</u>	<p>TMM</p> <p>Children to complete activities linked to 5 times tables (See Slides)</p>	<p><u>L.O. To be able to make patterns with 3-D shapes.</u></p> <p>I must be able to name different shapes.</p> <p>I should be able to create a repeating pattern.</p> <p>I could discuss more complex repeating patterns.</p>	<p>Today the children will be making patterns with all the shapes that they have been learning about. Show the children a pattern on the IWB what do you notice? What shapes have you learnt? (See slides)</p>	<p>BARE: Children to complete the repeating Shape pattern for 3-D shapes.</p> <p>ARE: Children to complete the repeating Shape pattern for 3-D shapes.</p> <p>AARE: Children to complete the repeating Shape pattern for 3-D shapes.</p>	<p>Faces Edges Vertices Sorting Patterns Grouping Line of symmetry Sides 2-D shapes 3-D shapes</p>	<p>Can you explain the pattern that you have made to the class?</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	Assessment
	Objectives	Activity	Objectives	Teaching	Activities	Key Vocabulary	Activity	
Fri	<u>To be able to recall my 5 times tables</u>	<u>TMM</u>	<u>Assessment</u>	Explain to the children that we will be completing an assessment on all that they have learnt over the past two weeks on shapes. Look at SATS papers and year 1 assessment questions. Children to complete the questions.	Children to complete assessment on shapes	Faces Edges Vertices Sorting Patterns Grouping Line of symmetry Sides 2-D shapes 3-D shapes	What did you find tricky? What did you find easy?	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>