Unit 6: Shape (November: Weeks 3&4)

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| **Strand(s) > Strand unit(s)** | Shape and Space > Shape. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to examine, categorise and model 3-D and 2-D shapes. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Exploring 3-D Shapes:** Identifies and recognises shapes in the environment (U&C); Explores and uses language to describe shape properties (C) |  | [D] [C] Reason & Respond L1–4, 6–8  [C] Class discussion: Shapes All Around Us L1  [D] [C] Think-Pair-Share L1–2, 6  [D] Notice & Wonder L2  [D] Geometric Solids L2  [C] Playing with Geometric Solids L2  [C] Maths Stations: Exploring and Sorting Shapes L3  [C] Class discussion: Exploring 3-D Shapes L4  [C] Building with Shapes L4  [C] Game: Name that Shape! L5  [C] Game: Sensory (‘Feely’) Bag L5  [C] Constructing 3-D Shapes L5  [C] Introducing 2-D Shapes L6  [C] Class discussion: 2-D Shapes All Around Us L6  [C] Exploring 2-D Shapes L6  [C] Hidden Shape L7  [C] Game: What Shape Is it, Mr Wolf? L7  [C] Maths stations: Exploring 2-D Shapes L8  [D] Shape Train L9  [C] Class discussion: Revising 3-D Shapes L9  [C] Sorting 2-D and 3-D Shapes L9  **Print resources**  Pupil Book pages 32–35 Home/School Link Book pages 16–17  PCMs 2, 26–28 | **Intuitive Assessment:**  responding to  emerging misconceptions  **Planned Interactions:**  responding to insights  gleaned from  children’s responses  to learning  experiences  **Assessment Events:**  information gathered  from completion of  the unit assessment in the Progress  Assessment Booklet  pages 13–14 |
| **2** | **3-D Shapes All Around Us:** Discriminates between shapes, identifying when one shape is similar or different to another (R) |  |
| **3** | **Sorting 3-D Shapes:** Selects appropriate criteria for shape sorting (R); Identifies why an object or set of objects is different or does not belong to a familiar category (R); Explains how shapes have been sorted (R) |  |
| **4** | **Naming 3-D Shapes (1):** Recognises and names common 3-D shapes in different orientation and sizes (U&C) |  |
| **5** | **Naming 3-D Shapes (2):** Recognises and names common 3-D shapes in different orientation and sizes (U&C) |  |
| **6** | **Exploring 2-D Shapes:** Recognises and names common 2-D shapes in different orientation and sizes (U&C) |  |
| **7** | **2-D Shapes All Around Us:** Recognises and names common 2-D shapes in different orientation and sizes (U&C) |  |
| **8** | **Solving 2-D Shape Problems:** Represents shapes in various ways (C); Explores shape properties and functions, and describes |  |
|  | using everyday language (C) |
| **9** | **Sorting 2-D and 3-D Shapes:** Sorts, compares and classifies 2-D and 3-D objects into logical categories according to their attributes. For example: non-geometrical properties such as colour, size and geometrical properties. (R); Solves problems involving 2-D shapes (A&PS) |  |
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| **10** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  |

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| **Key: Elements:** (U&C) Understanding and Connecting; (C) Communicating; (R) Reasoning; (A&PS) Applying and Problem-Solving. **CM: Cuntas Míosúil:** please tick when you have completed the focus of learning. **Learning Experiences:** [C] concrete activity; [D] digital activity; [P] activity based on printed materials, followed by lesson numbers. |