**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 explore and recognise properties of 3-D and 2-D shapes. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Shapes:** Selects appropriate criteria for shape sorting (R); Explains how shapes have been sorted (R) |  | [D] Notice & Wonder L1, 3 | **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 14–15 |
|  |  | [D] Reason & Respond L1–7 |
|  |  | [D] Think-Pair-Share L1, 3[C] Build it; Sketch it; Write it L1[D] Write-Hide-Show L2, 4–7 |
| **2** | **Properties of 2-D Shapes:** Identifies and describes the properties of 2-D shapes, including the number of sides and corners (U&C); Sorts, compares and classifies 2-D shapes into logical categories according to their attributes, size and geometric properties (R) |  |
|  |  | [C] Shapes Are Everywhere L2[C] Building a Tower with 3-D Shapes L4 |
| **3** | **Sorting 2-D Shapes:** Sorts using simple Venn and Carroll diagrams (C); Compares and sorts common 2-D shapes (C) |  |
|  |  | [D] Concept Cartoon L5 |
|  |  | [D] Three-Act Task L6[C] Building Shapes L6 |
| **4** | **3-D Shapes:** Discusses similarities and differences between shapes (C); Recognises and names common 3-D and 2-D shapes in different orientation and sizes (U&C) |  |
|  |  | [C] Sensory (‘Feely’) Bag L6 |
| **5** | **Properties of 3-D Shapes:** Identifies and describes simple properties and capabilities of some regular shapes (U&C); Discusses similarities and differences between shapes (C) |  | [C] Shape Hunt L7[P] Game: I Spy L7 |
| **6** | **Making 2-D and 3-D Shapes:** Selects appropriate materials to represent shapes (C); Solves tasks and problems involving shapes (A&PS) |  | **Print resources**Pupil’s Book pages 4–9 |
| **7** | **Shapes Around Us:** Sorts, compares and classifies 2-D and 3-D objects into logical categories according to their attributes, size and geometric properties (R); Asks questions about the properties of shapes to determine their identity (C); Solves tasks and problems involving regular shapes (A&PS) | Home/School Links Book pages 16–17 |
| **8** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  | PCMs 15–20 |
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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. |