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

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

|  |  |
| --- | --- |
| **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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Exploring Shapes:** Compares properties (faces, sides, corners, vertices) of shapes (U&C); Compares and contrasts shapes and shape families based on their properties (R) |  | [D] Notice & Wonder L1, 7  [D] [C] Think-Pair-Share L1–8  [D] [C] Reason & Respond L1–8  [D] Write-Hide-Show L1  [D] [C] Would This Work? L2  [C] Maths Eyes L4–5  [C] Changing Shapes L5  [C] Same-But-Different Challenge L6  [C] Stations L8  **Print resources**  Pupil Book pages 38–44 Home/School Links Book pages 16–17 PCMs 24, 25, 26  Unit 6 Maths Language Cards | **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 |
| **2** | **Properties of 2-D Shapes:** Analyses and discusses the results of shape-sorting activities using appropriate mathematical language (C); Describes the key differences and similarities of 2-D shapes according to their properties (C) |  |
| **3** | **2-D Shapes: Sides and Corners:** Compares and contrasts shapes based on their properties (R); Describes the key differences and similarities of 2-D shapes according to their properties (C) |  |
| **4** | **Classifying 2-D Shapes:** Sorts an increased range of shapes according to at least two properties (R) |  |
| **5** | **Shapes in Shapes:** Sorts 2-D shapes according to whether they contain right angles or not (A&PS); Combines and partitions 2-D shapes (for example: using tangrams/pattern blocks) (A&PS) |  |
| **6** | **Naming and Sorting 3-D Shapes:** Presents a wide range or purposes for the potential use of 3-D shapes (A&PS); Compares and contrasts shapes and shape families based on their properties (R); Sorts an increased range of shapes according to at least two properties (R) |  |
| **7** | **3-D Shapes: Faces, Surfaces, Edges and Corners:** Compares properties (faces, sides, corners, vertices) of shapes (U&C);  Describes the key differences and similarities of shapes according to their properties (C) |  |
| **8** | **Building with 3-D Shapes:** Deconstructs and reconstructs everyday items (for example: using containers or packaging) (A&PS);  Compares properties (faces, sides, corners, vertices) of shapes (U&C); Models 2-D and 3-D shapes using materials or through drawing (U&C) |  |
| **9** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  |

|  |
| --- |
| **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. |