Week 14

**Maths Weekly Plan: Foundation and Year 1**

**Goals**

- **Foundation:**
  - Show interest in shape by sustained construction activity or by talking about shapes or arrangements.
  - Begin to use mathematical names for ‘solid’ and ‘flat’ shapes.
  - Use language such as ‘circle’ or ‘bigger’ to describe the size of solid and flat shapes.

- **Year 1:**
  - Begin to relate solid shapes to pictures of them.
  - Begin to use the names of common 3D shapes.

**Main teaching**

**Foundation**

- Whole class: Discuss the piles of rubbish in Dinosaurs and all that Rubbish by Michael Foreman. Show the children the pictures of construction vehicles. Discuss similarities and differences. Rpt this, describing each shape in turn. Hand out written labels to some of the Y1 chns. With help from the class they should find the matching shape and stick their label to it.

- Whole class: Hand round pyramids, spheres, cones and cubes so that each child has a shape. Ask chn to try rolling their shape. Does it roll along easily? Ask chn to try sliding their shape. Sliding means it does not roll. Discuss which shapes roll (spheres and cones on their curved side) and which shapes slide (cubes and pyramids and cones on their flat side). Point out that a shape needs a curved side to enable it to roll.

- Year 1: Sit chn in circle. Place 2 hoops down so that they intersect. Year 1: Some of the Y1 chns. Which shape am I describing?

- Year 1: It has 6 sides, like the cube. How many sides? It is the same shape as the dice so it has 6 sides. Show the cube again. Turn the dice to show it has 6 sides. Show the cube again. How many faces? It is the same shape as the dice so it has 6 sides. Show a cuboid. How many sides? Demonstrate by drawing a large cross on each side using a different colour. It has 6 sides, like a cube.

**Year 1**

- Whole class: Show chn a cuboid and a cube. Pass them around. Can you see the difference? Encourage chn to describe the ways in which they are different, and the ways in which they are similar. Chn sit in circle. Place hoop in centre. Child selects a label. Place it beside the hoop. We are going to put all the shapes that have a square face inside the hoop. Start by putting in the square shapes, then the rectangular ones.

**Effective Practice**

**Foundation**

- Entire class: Describing 3D shapes.

- Entire class: Identifying 3D shapes.

- Entire class: Matching shapes to shape names.

**Year 1**

- Entire class: Identifying 3D shapes.

- Entire class: Matching 3D shapes to shape names.

- Entire class: Identifying and then making 3D shapes.

**Plenary**

- Foundation: Lay cube, cuboid, cylinder, sphere, cone, pyramid and prism out on a table. Say the name of a shape and describe it and see if a child can come up and give it. Ask them to hold it up for the class and say its name. Rpt for other shapes.

- Year 1: Hold up a pair of scissors and discuss their similarities and differences. Rpt for other pairs of shapes.

**Children can...**

- Foundation: Begin to recognise common 3D shapes: cone, cube, sphere, cylinder and pyramid.

- Year 1: Begin to know properties of common 3D shapes and name these.

- Foundation: Begin to identify 3D shapes according to properties.

- Year 1: Begin to sort 3D shapes according to properties.

**Vocabulary**

- Points:
  - pointed
  - corner
  - curved sides
  - 2D/3D shapes
  - cuboid, cube, pyramid, cone, cylinder, sphere
  - properties
  - corners
  - round
  - roll
  - slide
  - face

- Similar:
  - flat shapes, solid shapes

**Resources**

- 3D shapes: cuboids, cuboids, pyramids, cones, cylinders, spheres, cubes and dice.

- 2D shapes: circles, squares, etc.

- Dinosaur and all that Rubbish by Michael Foreman

- Crayons, scissors

- mask, cloth bag, counters, paper clips

- Selection of balls, building blocks, whiteboards, old boxes and packaging, puppet, Blu-tack

**Goals for Foundation (Continued)**

- **Year 1**: Begin to know properties of common 3D shapes and name these.

**Goals for Year 1**

- **Foundation:**
  - Know properties of common 3D shapes and name these.

**Goals for Foundation and Year 1**

- **Foundation:**
  - Begin to use mathematical names for ‘solid’ and ‘flat’ shapes.

- **Year 1:**
  - Begin to use the names of common 3D shapes.

**Effective Practice**

**Foundation**

- **Group 1**
  - Describing 3D shapes.
  - Identifying 3D shapes.
  - Matching shapes to shape names.

- **Group 2**
  - Identifying 3D shapes.
  - Matching 3D shapes to shape names.
  - Identifying and then making 3D shapes.

- **Group 3**
  - Making 3D shapes.
  - Matching shapes to shape names.

**Year 1**

- **Group 1**
  - Identifying 3D shapes.

- **Group 2**
  - Matching 3D shapes to shape names.

- **Group 3**
  - Identifying 3D shapes.

**Plenary**

- **Foundation**
  - Lay cube, cuboid, cylinder, sphere, cone, pyramid and prism out on a table. Say the name of a shape and describe it and see if a child can come up and give it. Ask them to hold it up for the class and say its name. Rpt for other shapes.

- **Year 1**
  - Hold up a pair of scissors and discuss their similarities and differences. Rpt for other pairs of shapes.

**Children can...**

- **Foundation:** Begin to recognise 3D shapes: cone, cube, sphere, cylinder and pyramid.

- **Year 1:**
  - Begin to know properties of common 3D shapes and name these.