

TEACHING AND LEARNING PLANNER
SHAPE

END POINT	SUCCESS CRITERIA	FLOW	RESOURCES/CONTEXTS
<p>N1 Notices simple shapes and patterns in pictures</p> <p>Beginning to categorise objects according to shape/size</p> <p>N2 Beginning to use mathematical names for solid 3D shapes and flat 2D shapes and mathematical terms to describe shapes.</p> <p>Selects a particular named shape 2D/3D</p> <p>STICKABILITY: Children explore objects and make simple patterns in their play</p> <p>Children can sort objects by simple properties and explain</p> <p>Children talk about different shapes in their play, using mathematical terms</p> <p>Children can name 2D/3D shapes to explain what they have built/made</p> <p>LINKS TO FUTURE LEARNING - END OF RECEPTION: Recognise, create and describe patterns. Explore properties of shapes and use</p>	<p>Children explore objects and make simple patterns</p> <p>Children sort objects by simple properties(can they explain in simple terms)</p> <p>Children use shapes appropriately to make patterns and models</p> <p>Children talk about what they are doing and why</p> <p>Children talk about different shapes in their play</p> <p>Children use mathematical terms, shape, pattern, flat, straight, round, corner, face, side, edge</p> <p>Children name a cube, cylinder, cone and pyramid</p> <p>Children name a circle, square, rectangle, triangle.</p>	<p>Talk about and explore shapes and patterns in books/images and the environment.</p> <p>Sort or group/remove/gather all of one particular object eg gathering all the cars from the vehicle basket, taking all the leaves out of a collection of natural objects</p> <p>Play with and explore shapes by making arrangements with them</p> <p>Use everyday language to talk about shapes in the environment</p> <p>Show an awareness of similarities and differences between shapes</p> <p>Build and make models with 3D shapes.</p> <p>Use shapes appropriately for tasks.</p> <p>Create patterns and pictures with 2D shapes</p> <p>Talk about shapes using mathematical language</p> <p>Talk about the purpose and properties of the shapes they use (mathematical terms).</p> <p>Begin to name common 3D shapes</p>	<p>Photos of shapes and shapes in the environment (window, clocks etc) 2D & 3D shapes in the environment (junk modelling, building) Bring shapes from home Collections of items Fruit and veg (shape) Leaves, conkers, pumpkins - patterns Sticks for making patterns, shape Real packaging in home corner, junk modelling - shape</p> <p>LINKS TO OTHER AREAS OF LEARNING: Communication & Language Understanding the World PSED</p> <p>KEY VOCAB: 2D shapes including oblong, flat, side, straight, curved sharp, pointed, corner, different size, pattern, repeating, match</p> <p>Sphere, cube, cylinder, cone, pyramid, solid, face, flat, roll build</p>

mathematical language to describe them.		Begin to name common 2D shapes	
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MEASURE

END POINT	SUCCESS CRITERIA	FLOW	RESOURCES/CONTEXTS
<p>N1 To experience/explore measure (distance,length, width, height, capacity, weight,volume, time) in a range of play situations.</p> <p>N2 To use the language of measure in a range of play situations.</p> <p>STICKABILITY: We can measure many different things and in different ways. That we can use our knowledge to make guesses and comparisons..</p> <p>LINKS TO FUTURE LEARNING (End of EYFS): Children use everyday language to talk about size, weight, capacity, time to compare quantities and objects and solve problems.</p>	<p>Children use a range of resources to support their understanding of measure.</p> <p>Children begin to use and understand some basic language relating to measure.</p> <p>Children begin to use their experiences to make simple comparisons.</p>	<p>Explore “measuring” resources in the continuous provision . Begin to use language relating to measure.</p> <p>Begin to make comparisons relating to size, capacity and weight.</p> <p>Begin to make estimations (guess/predict) relating to size, capacity and weight. Talk about the reasons for their guesses or predictions.</p> <p><u>Time</u> Show awareness of routines/events Anticipate specific events Talk about events that have happened in the past/present/future Begin to use specific time related words</p>	<p>Sales and weights Tape measures Now and Next Sequencing pictures, real objects Containers of different sizes and shapes Boxes with lids Egg timers/Sand timers Interactive height chart Clocks, watches, stopwatch Natural resources for weight</p> <p>LINKS TO OTHER AREAS: CL UW</p> <p>KEY VOCAB: Size, compare, order. Guess, nearly , close to, about the same, just over . Distance Weight Volume/capacity Time Guess/predict</p>

SPACE

END POINT	SUCCESS CRITERIA	FLOW	RESOURCES/CONTEXTS
<p>N1 To create simple patterns</p> <p>N2 To recognise and describe simple patterns using familiar objects and common shapes, including repeated patterns. To begin to create their own</p> <p><u>Positional Language</u> N2 Use and understand some basic positional and directional language</p> <p><u>STICKABILITY:</u> That we can make patterns out of shapes, objects and numbers.</p> <p><u>FUTURE LEARNING (END OF EYES):</u> Children use everyday language to talk about position and direction. They recognise and create simple patterns</p>	<p>Children notice simple patterns</p> <p>Children sort and categorise objects</p> <p>Children copy simple patterns</p> <p>Children create their own patterns</p> <p>Children talk about the patterns they make.</p> <p>Children use and understand some basic positional lan</p>	<p>Experience and explore patterns within play Show awareness of patterns and be able to sort based on one criteria Create simple patterns</p> <p>Explore sequential and repeating patterns using objects and shapes Make patterns using objects and shapes based on one or more criterion</p> <p>Experience the language associated with the position of themselves Follow and give simple instructions to find items positioned in different places Experience the language of movement Follow basic directional instructions</p>	<p>Musical Instruments Sand tray (patterns) Natural objects for pattern making Repeated patterns (whiteboard) Numicons Leaf printing Patterns using 2D & 3D wooden shapes Patterns in the environment (indoors and outdoors)</p> <p><u>Positional Language</u> Rosie's Walk (preposition) Assault courses Grand Old Duke of York Parachute games</p> <p>LINKS TO OTHER AREAS OF LEARNING: UW CL</p> <p>KEY VOCAB: On top , under/neath, in front if, behind, next to , between, above, below, first, last, second,...., backwards, up, down, tur ,pattern, repeating, next after</p>