**Maths Medium Term Planning**

**Year Two**

|  |  |  |  |
| --- | --- | --- | --- |
| **WR Block: Geometry: Shape** | | **Spring Term** | |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line * Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces * Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] * Compare and sort common 2-D and 3-D shapes and everyday objects. | * Recognise 2-D and 3-D shapes * Count sides on 2-D shapes * Count vertices on 2-D shapes * Draw 2-D shapes * Lines of symmetry on shapes * Use lines of symmetry to complete shapes * Sort 2-D shapes * Count faces on 3-D shapes * Count edges on 3-D shapes * Count vertices on 3-D shapes * Sort 3-D shapes * Make patterns with 2-D and 3-D shapes | **Y1:**   * Recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [for example, rectangles (including squares), circles and triangles] * 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. | **Y3:**   * Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. * Recognise angles as a property of shape or a description of a turn. * Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. * Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. |
| **Key Vocabulary**  **New Vocabulary:**  Surface, line symmetry  rectangular, circular, triangular  pentagon, hexagon, octagon  route, higher, lower  clockwise, anticlockwise, right angle  straight line, carroll diagram | **Key Vocabulary:**  **Previous Year Group:**  Symmetry, symmetrical pattern  point, pointed, cuboid, cylinder  underneath, centre, journey  quarter turn, three-quarter turn | **Stem Sentences**  This shape is a … I know this because …  A … is a 2D shape.  A … is a 3D shape.  A … has … straight sides.  A … has … vertices and … sides.  To make a …, I need … sticks and … balls of clay.  This shape is symmetrical because …  The vertex is … squares away from the mirror line. So I need to count … squares away from the mirror line on the other side.  This shape could be sorted into … because …  A … has … faces and … curved sides. (When talking about 3D shapes).  A … has … faces and … edges.  A … has … faces, … vertices and … edges.  … is the odd one out because ….  The next shape in the pattern will be … because …  **Note:** When talking about 2D shapes, we use the key vocabulary sides and vertex/ vertices. Children need to understand that the term vertex is used where two sides meet and vertices is used when talking about more than one vertex.  When talking about 3D shapes, we use the key vocabulary faces, curved sides (in cylinders etc), edges (where two faces meet) and vertex/ vertices. | |
| **Concrete, Pictorial, Abstract Models/ Calculations** | | | |