**Maths Medium Term Planning**

**Year One**

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| **WR Block: Geometry: Shape** | | **Autumn Term** | |
| **National Curriculum Objectives** | **Small Steps** | **Prior Learning** | **Future Progression** |
| * 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]. | * Recognise and name 3-D shapes * Sort 3-D shapes * Recognise and name 2-D shapes * Sort 2-D shapes * Patterns with 2-D and 3-D shapes | **EYFS Objectives**  **Three and four year olds:**   * Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. * Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc. * Combine shapes to make new ones – an arch, a bigger triangle, etc.   **Reception:**   * Select, rotate and manipulate shapes in order to develop spatial reasoning skills.   **Early Learning Goal:**   * Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can. | **Y2**   * 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. |
| **Key Vocabulary**  **New Vocabulary:**  Symmetry, symmetrical pattern  point, pointed, cuboid, cylinder  underneath, centre, journey  quarter turn, three-quarter turn | **Key Vocabulary:**  **Previous Year Group:**  pattern, matching, same, different, round, straight, curved, shape names e.g. circle, square, triangle etc. | **Stem Sentences**  The mathematical name of a football is …  The mathematical name of a book is a ….  A … has … flat faces. A … has a curved surface. A … has both flat faces and curved surface.  On the face of a …, I can see a …  I have sorted the shapes by …. Because ….  The next shape in the pattern is …  **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** | | | |