

Unit 6
Shape & Space

Four daily lessons

North West Consultants

Year 1
Summer Term

This Unit Plan is designed to guide your teaching.

You will need to adapt it to meet the needs of your class.

Unit Objectives
Year 3

- **Fold shapes in half, then make them into symmetrical patterns.**
- **Begin to relate solid shapes to pictures of them.**
- **Use one or more shapes to make, describe and continue repeating patterns.**
- **Make whole turns and half turns.**
- **Use everyday language to describe position, direction and movement.**
- **Investigate general statements about shape.**

Pages

Link Objectives

Year 2

Year 4

- Use everyday words to describe position, direction and movement.
- Sort and match objects shapes and pictures, justifying the decisions made.

- Relate solid shapes to pictures of them.
- Use mathematical vocabulary to describe, position direction and movement.
- Recognise right angles.
- Give instructions to move along a route.
- Visualise objects in given positions.
- Investigate a general statement about shapes.

Resources needed to teach this unit:

- R.S. sheet 6:1
- 2.D. shapes
- 3.D. shapes
- Beads
- Beadstrings
- Selection of toys
- Paper
- Scissors
- Sets of books

Planning Sheet	Day 1	Unit 6: Shape and Space	Term: Summer	Year Group: 1
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions
<p>Use everyday language to describe position direction and movement.</p> <p><u>Vocabulary</u> Between middle in front of behind.</p> <p><u>Resources</u> 5 toys</p>	<p>Put toys in a line. Ask questions such as. Which toys is in the middle? Who is in front of the train?</p> <p>Put them in a circle and ask questions. Who is between ... in the middle? Etc.</p>	<p>Fold shapes in half, then make them into symmetrical patterns.</p> <p><u>Vocabulary</u> Symmetrical Pattern Match</p> <p><u>Resources</u> Sticky paper Squares/circles/rectangles Large sheet of coloured paper</p>	<p>Using a piece of coloured A4 paper demonstrate how to fold the paper in half lengthways. Then cut a curved line through both pieces. Unfold the paper and discuss the shape with children. Say it is symmetrical because both sides are the same. Discuss the human body. Point out that it is symmetrical. Use child to show symmetry. Cut human shape from folded paper. Can the children find symmetrical shapes in room? Demonstrate again how to create a symmetrical shape with paper. Children then make their own designs using sticky paper and scissors.</p>	<p><u>Plenary</u> Show and tell Sort children's shapes into symmetrical/ not symmetrical.</p> <p>(Children discuss each shape and make the decisions)</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>By the end of the lesson the children will be able to create symmetrical patterns using folded paper.</p> </div>

Planning Sheet	Day 2	Unit 6: Shape and Space	Term: Summer	Year Group: 1
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions
Make whole and half turns.	In hall or on playground. Practice making whole and half turns. e.g. Face the gate. Do a half turn. What can you see now? Etc.	Use one or more shapes to make, describe and continue repeating patterns. <u>Vocabulary</u> Pattern Repeating pattern Circle Square Rectangle Hexagon Pentagon Octagon <u>Resources</u> 2.D. shapes Paper Coloured pens	<ul style="list-style-type: none"> ▪ Show the children a beadstring threaded red, yellow, green, red, yellow, green, red. ▪ Question: What colour will come next? How do you know? ▪ Show a new beadstring with red, yellow, yellow, green, red, yellow. ▪ Question: What colour will come next? How do you know? Why? ▪ Revise the names of 2.D. shapes. ▪ Using 2.D. with blue-tack on create a pattern e.g. red, yellow, green, red, yellow, green. ▪ What comes next? ▪ Create a new sequence? Red, red, yellow, red, red, yellow or similar. ▪ Now use 2.D. shapes to create a sequence with the children's help. Draw round them and colour them to the children's instructions. 	<u>Plenary</u> Ask a child to demonstrate the following actions: Hands on head Hands on shoulders Arms folded Hands on shoulders Hands on head What comes next? Ask all the children to do the pattern: Head Shoulder Folded Shoulder Head Shoulder Folded Shoulder etc.

Planning Sheet	Day 2	Unit 6: Shape and Space	Term: Summer	Year Group: 1
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions
		<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Ask the children to create their own patterns, drawing round shapes and colouring them, then swap with someone to predict what comes next in the pattern. 	<ul style="list-style-type: none"> ▪ <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>The children will know how to create patterns with 2.D. shapes and will be able to predict the next ????</p> </div>

Planning Sheet	Day 3	Unit 6: Shape and Space	Term: Summer	Year Group: 1
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions
<p>Know the names of 2.D. shapes.</p> <p><u>Vocabulary</u> Circle Triangle Square Rectangle Star</p> <p><u>Resources</u> 2.D. shapes Envelope Large cardboard shapes</p>	<p>Revise the names of 2D shapes particularly.</p> <p>Put a cardboard shape in an envelope so the children cannot see.</p> <p>Pull the shape out slowly asking what shape it might be.</p> <p>Repeat with other shapes.</p>	<p>Investigate general statements about shapes.</p> <p><u>Vocabulary</u> Pattern Next to Close to Edge Fit together Describe the pattern Gap</p> <p><u>Resources</u> Boxes of 2.D. shapes</p>	<ul style="list-style-type: none"> ▪ Walk around the school looking for shapes that fit together e.g. brickwork, tiles in hall or on carpet. ▪ Use exercise books to cover a P.E. mat. ▪ Question: What shape are the books? Are there any gaps left? ▪ Cover again using a set of differently shaped books. ▪ Question: Discuss the fact that no gaps are left. ▪ Ask the children to find out which 2.D. shapes fit together without leaving gaps. 	<p><u>Plenary – discuss findings.</u> Then use a set of the octagons made of paper or card. Ask a pupil to fit them together with no gaps (Could be done on the O.H.P). Ascertain that these cannot be done – that a gap shaped like a square is left.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>By the end of the lesson the children will know that some shapes will fit together without gaps and others won't.</p> </div>

Planning Sheet	Day 4	Unit 6: Shape and Space	Term: Summer	Year Group: 1
Oral and Mental		Main Teaching		Plenary
Objectives and Vocabulary	Teaching Activities	Objectives and Vocabulary	Teaching Activities	Teaching Activities/Focus Questions
<p>To identify 3.D. shapes.</p> <p><u>Resources</u> Sets of 3.D. shapes R.S. sheet 6:1</p>	<p>Put 3.D. shapes where they can be seen clearly.</p> <p>Describe a shape. Ask the children to point to the shape on the R.S. 6:1 when they think they know. Check answers Discuss Choose new shape</p>	<p>To use everyday language to describe position.</p> <p><u>Resources</u> Stuffed toy/teddy</p> <p><u>Vocabulary</u> Beside Next to Inside Outside Close to Far from Behind In front Opposite Between Middle Centre</p>	<ul style="list-style-type: none"> ▪ Use a soft toy/teddy known to the children. Place under a chair. Ask the children to describe where teddy is, i.e. He is under the chair, on the floor, near the heater etc. ▪ Repeat this moving teddy to different places, using other toys. E.g. beside, next to, between, opposite, close to, far from, in front, behind. ▪ Ask the children to use the teddy to mime words you give them or think of their own. 	<p><u>Plenary</u> Put 6 chairs out in line. Bring 2 children to sit in chair 2 and 4. ask someone to come out and sit behind, in front of etc.</p> <p><u>Homework</u> Ask the children to find things at home that turn. Bring some in if they can.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>By the end of the lesson children should be able to use language to describe the position of people, objects etc.</p> </div>