

Mathematics Plan – Reception Summer **Week 2: Recognise, describe and sort 3D shapes; Follow directions**

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
On the rug	<p>Starter: Give each pair a 2D shape. Use a puppet to start drawing a shape on the f/c. <i>What could it be? What can't it be?</i> Chn hold up their shape if they think it might be theirs. Continue the drawing to find out.</p> <p>Teaching: Show chn a cylinder and a cone. Discuss what is the same and what is different about them, e.g. both have a curved, both a circular face, but one has a point whereas the other has two circular faces. Ask chn where they have seen these shapes (ice cream cones, tins, etc). Say the names of each. Give each pair of chn a 3D shape including cones and cylinders. Label two hoops 'square face' and 'no square faces'. Ask pairs at a time to come and put their shape in the correct hoop. Do the others agree? Rpt, sorting shape into those with and without circles.</p>	<p>Starter: Tape a 2D shape (rectangle, square, circle or triangle) to a child's back and show the class. The chn try and describe the shape. Can she guess what it is? She can ask questions to help her. Rpt with other shapes and chn.</p> <p>Teaching: Show chn a variety of pyramids and discuss what is the same about them and what is different. They all have flat triangular faces which join at a point, but they have different shapes on the bottom. Say that they are all pyramids. Give each pair of chn a 3D shape including some pyramids. Label two hoops 'triangle face' and 'no triangle faces'. Ask pairs at a time to come and put their shape into the correct hoop. Do the others agree?</p>	<p>Starter: Divide the class into two groups. Count to 100, so that the first group say 1, the second say 2, the first say 3 and so on.</p> <p>Teaching: Show chn a cube, cuboid, sphere, cone, cylinder and pyramid. Tape a copy of one of the shapes to a chd's back. Pairs of chn agree clues to give her to help her work which shape she has. The class win a point if she guesses the shape, and a bonus point if she names the shape. If she can't guess the shape, you win a point! Rpt with other chn and shapes.</p>	<p>Starter: Use the 1-100 grid to support counting back from 50. Finish with <i>Blast off!</i></p> <p>Teaching: Show chn how they can make an 'L'-shape using their left hands holding their hands vertically, fingers together, thumbs 'stuck out'. <i>Remember, L is for left!</i> Play 'Simon says'. Ask chn to stand. Call out instructions such as: <i>Simon says put up your left hand. Put up your right hand. Simon says touch your right knee. Now touch your left knee. Simon says shake your right leg.</i></p>	<p>Starter: Cover six nos. on the 1-100 grid with Post-its™. Point to each in turn, chn write the missing no. on their w/bs. Reveal to check.</p> <p>Teaching: Remind chn of left and right. Take the chn into the hall or playground. Call out instructions such as: Take one step forwards and then turn right. Face me, take two steps backwards and then turn left. Spread PE mats around the room to represent ponds. Ask for a volunteer to be blindfolded. Chn help you to give instructions to the child to get from one end of the hall to the other, without 'falling in a pond'. Rpt with other chn.</p>