Geometric reasoning 1.3	Length of unit: **2 weeks**	Week beg:	Year: 1	Teacher:

Success criteria	**Learning over the year:** **This is what the children need to have learnt over the whole of Year 1.**	**Resources**
Pupils can recognise and identify shapes in their environment and justify their thinking.	• recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity • 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] • describe position, direction and movement, including whole, half, quarter and three-quarter turns	Maths vocabulary book Using and Applying in every maths lesson Assessment through guided maths Think Maths! Pitch and Expectations Y1 Models and Images Securing Level 1 Overcoming Barriers to Learning – Levels 1 to 2

Guidance

Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently.

They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.

Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up

Learning objectives	**Pupil outcomes:**
Pupils should be taught to: Geometry: properties of shapes ● 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] Geometry: position and direction ● describe position, direction and movement	*I can find four different rectangles around the school and explain what is the same and what is different about them.*