

<b>Geometric reasoning 1.10</b>		Length of unit: <b>2 weeks</b>	Week beg:	Year: 1	Teacher:
<p><b>Success criteria</b></p> <p>Pupils can recognise and identify shapes in their environment and justify their thinking and create simple patterns.</p>	<p><b>Learning over the year:</b> <b>This is what the children need to have learnt over the whole of Year 1.</b></p> <ul style="list-style-type: none"> <li>• recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> <li>• recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> <li>• 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>• 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li> </ul> </li> <li>• describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul>			<p><b>Resources</b></p> <p>Maths vocabulary book</p> <p>Using and Applying in every maths lesson</p> <p>Assessment through guided maths</p> <p>Think Maths!</p> <p>Pitch and Expectations Y1</p> <p>Models and Images</p> <p>Securing Level 1</p> <p>Overcoming Barriers to Learning – Levels 1 to 2</p>	
<p><b>Guidance</b></p> <p>Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently.</p> <p>They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.</p> <p>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 and down, forwards and backwards, inside and outside.</p> <p>They recognise and create repeating patterns with objects and with shapes.</p>					

## Learning objectives

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

## Pupil outcomes:

*I can sort food boxes between those that are cuboids and those that are not and explain what is the same and what is different about the cuboids.*

*I can create a repeating pattern using different shaped food boxes and explain it.*