

Geometric reasoning 1.10	Length of unit: 2 weeks	Week beg:	Year: 1	Teacher:
<p>Success criteria</p> <p>Pupils can recognise and identify shapes in their environment and justify their thinking and create simple patterns.</p>	<p>Learning over the year: This is what the children need to have learnt over the whole of Year 1.</p> <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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 		<p>Resources</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>Guidance</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.