

## What should I already know?

- To be able to talk about and explore 2D and 3D shapes (circles, rectangles, triangles and cuboids) using formal and informal mathematical language e.g., sides, corners, straight, flat, round.
- To be able to select shapes appropriately: flat surfaces for building, triangular prism for a roof, etc.
- To be able to combine shapes to make new ones: an arch, a bigger triangle, etc.

## Key Vocabulary and definitions

<b>Two-dimensional shape (2D shape)</b>	A flat shape.
<b>Side</b>	A line that joins 2 <b>corners</b> together.
<b>Corner</b>	A point.
<b>Straight</b>	A line or <b>side</b> without any bends.
<b>Flat</b>	Smooth.
<b>Round</b>	Curved like a circle.
<b>Similar</b>	Same
<b>Different</b>	Not the same.

## Key Knowledge and skills

### Recognising 2D and 3D shapes and their properties.

Triangles have 3 straight sides and 3 corners.



Circles have 1 curved side.



Shapes with 4 sides and 4 corners:  
Squares and rectangles



Recognising shapes in the environment:

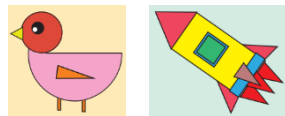


Sorting shapes e.g., 4 sides and not 4 sides

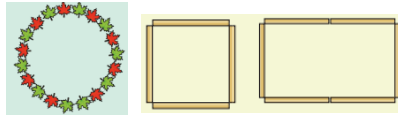


### Select, rotate, and manipulate shapes to develop spatial reasoning skills.

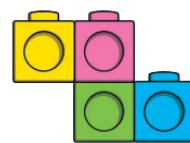
Children make pictures using shapes.



Children create shapes using resources.



Can you make this model with your cubes?



### Comparing and classifying.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.



### Stem sentences:

This shape is a \_\_\_\_\_.

I know this shape is a \_\_\_\_\_ because...

This shape is the same/different because...

These shapes have been sorted by \_\_\_\_\_.

I can see a \_\_\_\_\_.

I know this shape is not a \_\_\_\_\_ because...

This shape has \_\_\_\_\_ sides/corners.

The shapes make a \_\_\_\_\_.

I can fold this shape to make a \_\_\_\_\_.

I need \_\_\_\_\_ to build a square/rectangle.