

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
M	<p>Mental: To be able to count up to and back from 20</p> <p>Main: Know the properties of 2-D shapes</p> <p>Aut036</p>	<p>Mental: Ask children to choose a silly voice (high, low, posh, pirate's etc) to count up to and back from 20</p> <p>Main: Ask children to think, pair, share the names of as many shapes as they can. Ask them how do we know the name of a shape? (by the number of sides that it has). Revise what a corner (pointy bits where two sides meet) and a side (smooth part where you can run your finger along until you get to a corner) and show these on some 2-D shapes Go through PowerPoint which covers the following:</p> <ul style="list-style-type: none"> • Shapes that are simply named after the number of sides they have • Tips for remembering shape names: tricycle – triangle, six – hexagon and octopus – octagon • Difference between circles and oval – circle is perfectly round, whereas oval / ellipse looks 'squashed' • Difference between rectangle and square – square has all sides same length, whereas rectangle has two short sides and two long sides • Final slide, to be left up during lesson, with all shape names and how many sides / corners they have <p>Explain the importance of counting the number of sides correctly Deliberately count the number of sides of a shape incorrectly by counting each side more than once e.g. keep counting the sides of a square past 4 until the children start to notice. Emphasise the need to remember which corner you start counting from and how you can do this e.g. leaving the corner you start from pointing / touching the ground or putting your finger on the corner that you start from and leaving it there Have a range of 2-D shapes for the children. Give them one shape each Call out the name of a shape and ask children with that shape to hold it up. Repeat for all shapes that you gave out. Have children swap shapes and repeat Model how to count the number of sides / corners that a shape has, putting a pencil mark on the side that you start with so that you do not count any side more than once. Emphasise how the orientation, size, colour and irregularity of a shape is irrelevant – they are named by how many corners / sides they have Model how to fill in the table</p>	<p>(The table for children to fill in includes examples of irregular shapes and shapes with different orientations to reinforce the idea that these shapes are still named using the same criteria)</p> <p>All – fill in table requiring them to give the name, number of corners and number of sides of circle, triangle, rectangle, square, pentagon, hexagon and octagon</p> <p>Extension – fill in similar table for semi-circle, oval, heptagon, decagon and quadrilaterals</p>	<p>Give each child a card with either the name of a shape or a picture of a shape (all shapes, except the circle are irregular to reinforce the idea of naming shapes by their number of sides / corners or other characteristics). Children need to find their partner (give more able children less well known shapes e.g. decagon). Once children have found partners, ask them how they knew the name of their shape / how many sides etc</p>

To access the complete version, termly planning and all of the resources needed to teach these lessons, visit

<http://www.saveteacherssundays.com/maths/year-2/114/year-2-maths-planning-autumn-2/>

