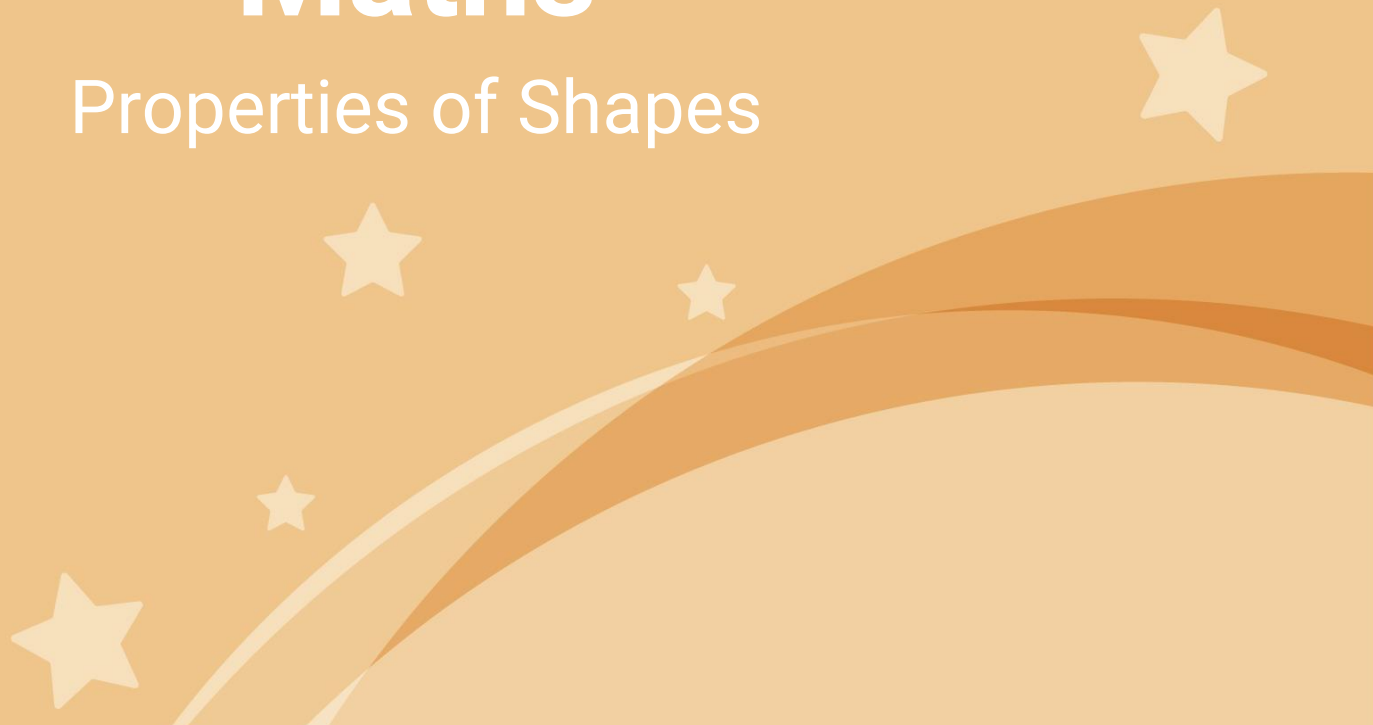




# Maths

## Properties of Shapes



# Need a coherently planned sequence of lessons to complement this resource?

**Lesson Breakdown**

Below is our suggestion for the most coherent and progressive sequence to teach this area of Planit Maths steps on the White Rose Maths scheme of learning although we have not aimed to mirror the exact order in which the resources are presented.

**Understanding Length and Height (1): Height Comparison**  
This lesson teaches children to compare the heights of familiar objects, such as tall, short, taller, shorter, tallest and shortest. The lesson includes a presentation, activity sheets and our fantastic Diving in Mastery cards that support children to understand the concepts of length and height.

**NC Statement:** Compare, describe and solve practical problems for lengths and heights.  
**Lesson Aim:** To compare the heights of objects.

**Measuring Length and Height (1): Measure Height Using Non-Standard Units**  
Allow children to explore measuring the height of objects using non-standard units. The lesson includes a presentation, activity sheets and our fantastic Diving in Mastery cards that support children to understand the concepts of length and height.

**NC Statement:** Measure and begin to record lengths and heights.  
**Lesson Aim:** To measure height using non-standard units.

**Understanding Length and Height (2): Length Comparisons**  
This lesson teaches children to compare the length of various objects, such as long, longer, longest, short, shorter and shortest. The lesson includes a presentation, activity sheets and our fantastic Diving in Mastery cards that support children to understand the concepts of length and height.

**NC Statement:** Compare, describe and solve practical problems for lengths and heights.  
**Lesson Aim:** To compare the length of objects.

**Introduction**

This unit will introduce children to the concept of measurement in different areas, such as length and height, capacity, weight, money and time. Children learn the vocabulary they will need to compare and describe measurement and develop their reasoning skills through solving practical problems. The children explore both non-standard and standard units of measure and apply their skills of measuring and recording in a wide range of real-life contexts. They also learn to sequence events in chronological order, use language related to dates and begin to tell the time on an analogue clock.

**Assessment Statements**

By the end of this unit, children working towards the expected level will be able to:

- describe and compare lengths, heights, capacities, weights and times using simple vocabulary;
- measure length, heights, capacities, weights and using non-standard units;
- recognise some coins and notes;
- put two or three simple events in chronological order;
- recognise and use the names of the days of the week and know some months of the year;
- tell the time to the hour on an analogue clock and draw the hands;
- reason about measurements to solve simple practical problems.

Children working at the expected level will be able to:

- describe and compare lengths, heights, capacities, weights and times using mathematical vocabulary;
- measure length, heights, capacities, weights and times using standard and non-standard units;
- know the value of coins and notes;
- sequence familiar events in chronological order;
- order the days of the week and months of the year;
- tell the time to the hour and half past the hour on an analogue clock;
- draw the hands on an analogue clock face to the hour and half past the hour;
- understand fully-numbered scales, such as measuring jugs;
- reason about measurements to solve practical problems.

**Measurement**  
Maths | Year 1 | Steps to Progression Overview

The aim of this overview is to support teachers using Planit Maths to show the most coherent and progressive sequence to teach each area of maths. We also want to fully support teachers who use the White Rose Maths scheme of learning to make full use of the resources available within Planit Maths. Wherever possible, lesson packs have been matched to each of the small steps on the White Rose Maths scheme of learning.

**Yearly Overview**

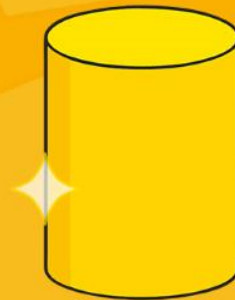
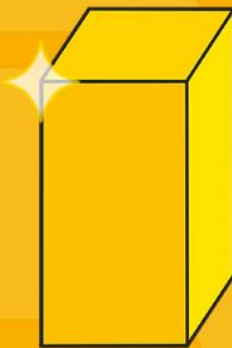
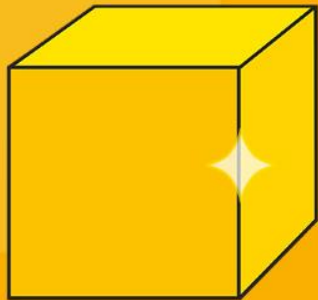
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	Number: Place Value (within 10)		Number: Addition and Subtraction (within 10)			Geometry: Shape		Number: Place Value (within 20)		Consolidation		
<b>Spring</b>	Number: Addition and Subtraction (within 20)			Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation	
<b>Summer</b>	Number: Multiplication and Division (Multiples of 2, 5 and 10 to be included)		Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Time		Consolidation	

See our [Properties of Shapes Steps to Progression](#) document.

Twinkl Planit is our award-winning scheme of work with over 4000 resources.



# Recognise 3D Shapes



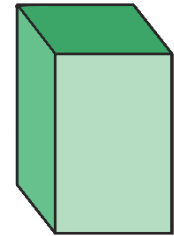
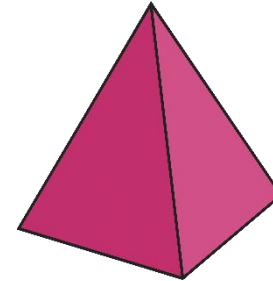
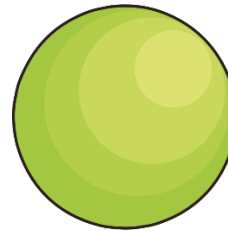
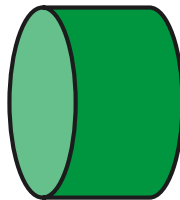
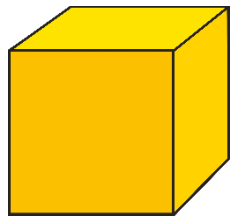
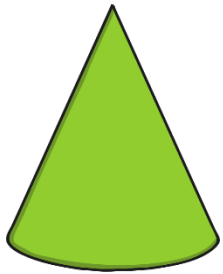
## **Aim**

- To recognise 3D shapes.

## **Success Criteria**

- I can recognise 3D shapes shown in different sizes.
- I can recognise 3D shapes shown in different orientations.
- I can recognise 3D shapes found in everyday objects.

Match the 3D shapes with their names.



cube

cylinder

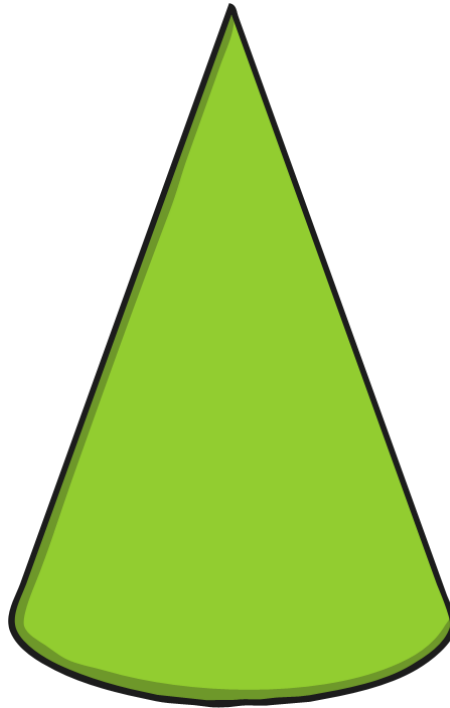
cone

pyramid

cuboid

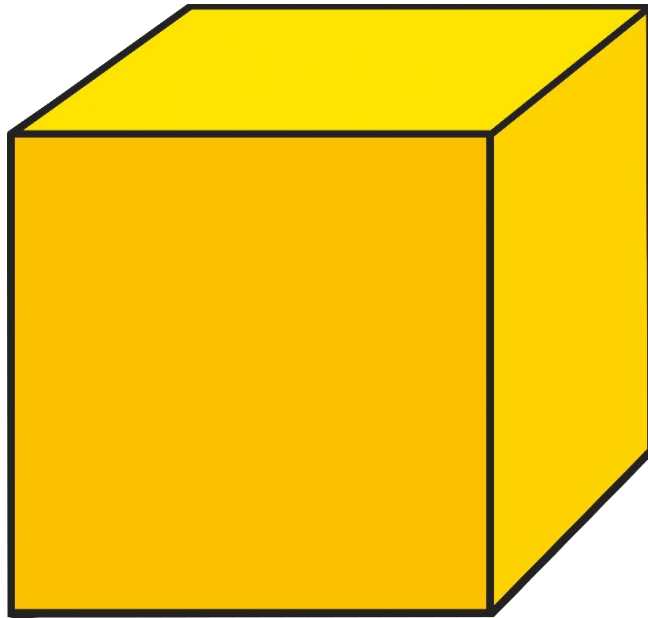
sphere

Name the 3D shape as it appears.



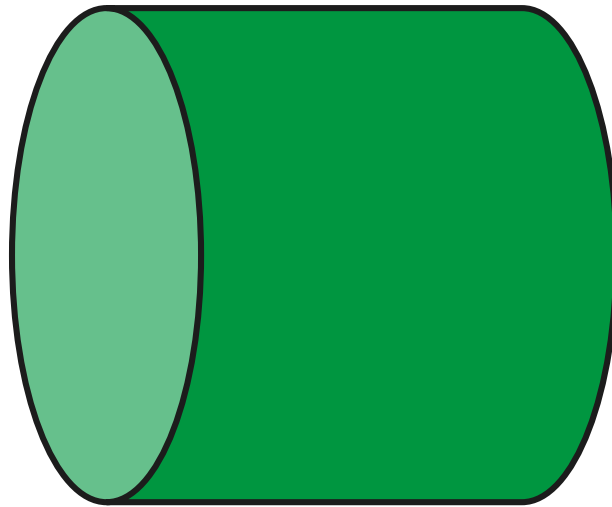
**cone**

Name the 3D shape as it appears.



**cube**

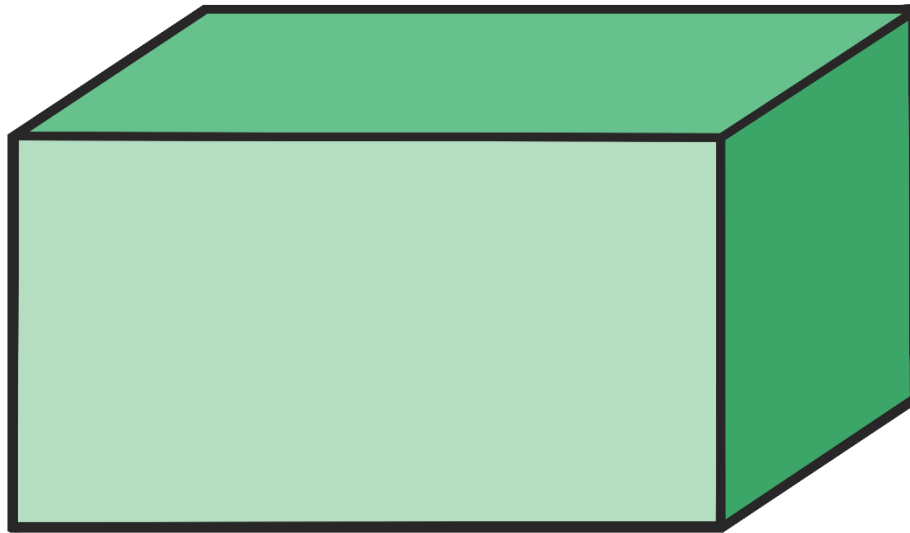
Name the 3D shape as it appears.



**cylinder**

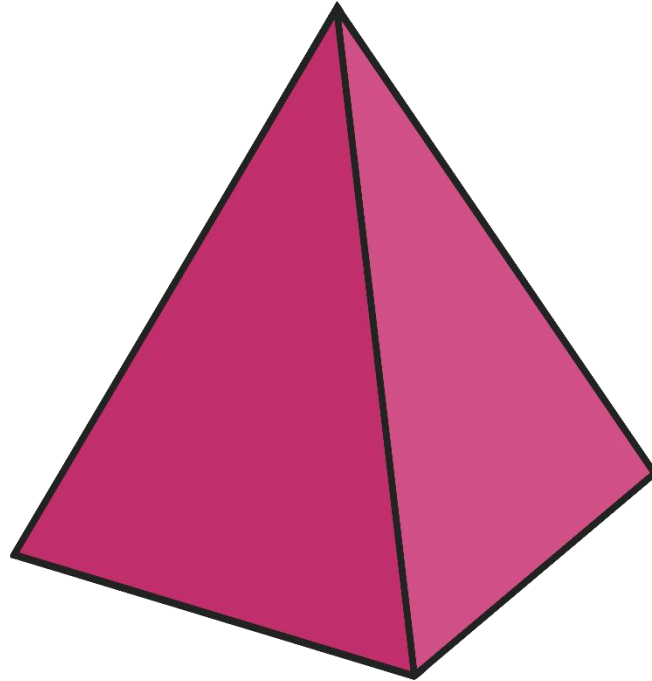


Name the 3D shape as it appears.



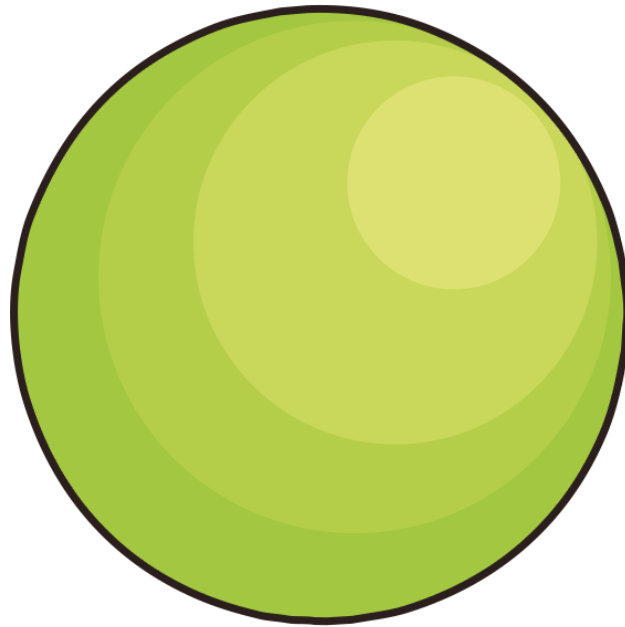
**cuboid**

Name the 3D shape as it appears.



**pyramid**

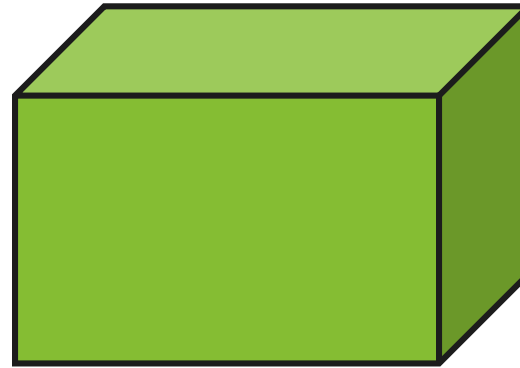
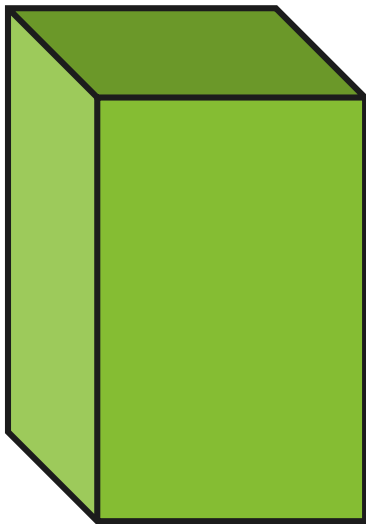
Name the 3D shape as it appears.



**sphere**

## True or false?

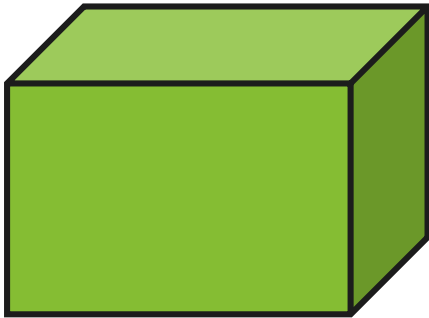
These are the same shape.



The  How else can we turn them?  on.

True or false?

These are both **cuboids**.



True. They are both **cuboids**.

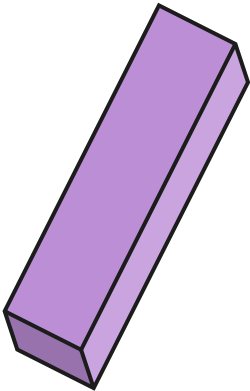
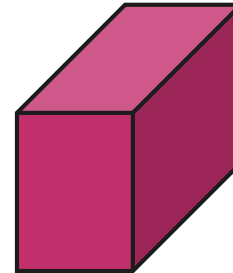
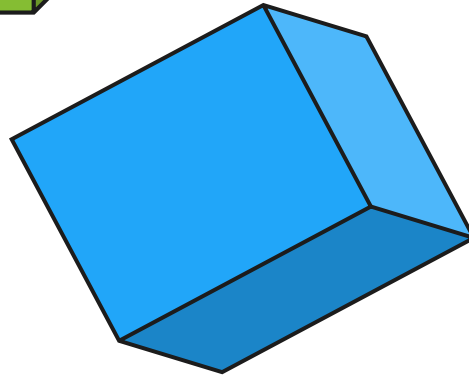
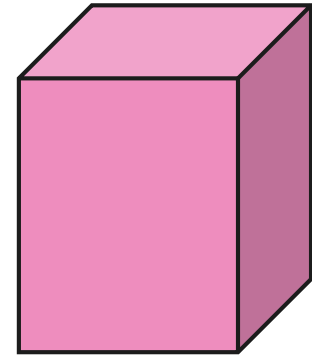
---

How are they different?

They are just different sizes.

## True or false?

These shapes are all **cuboids**.

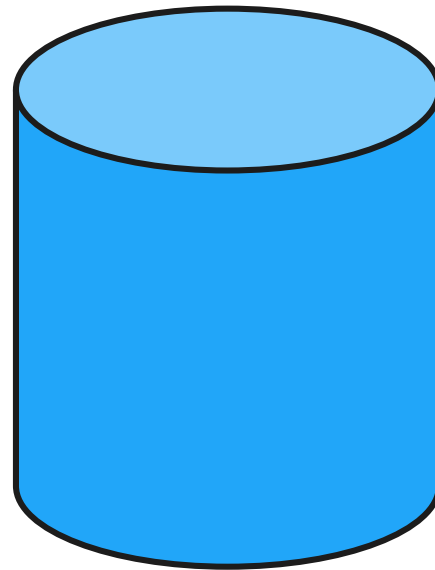
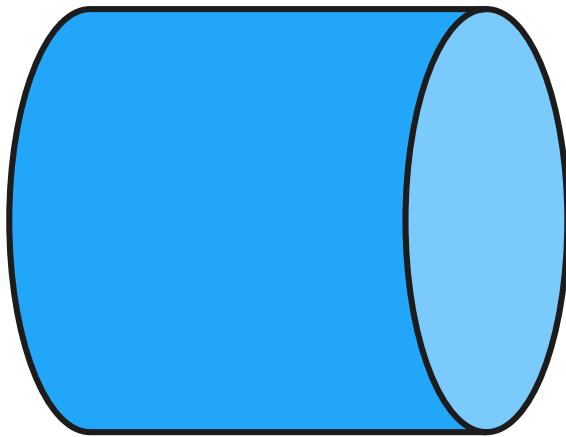


True. They are all **cuboids**.

How are they different?

## True or false?

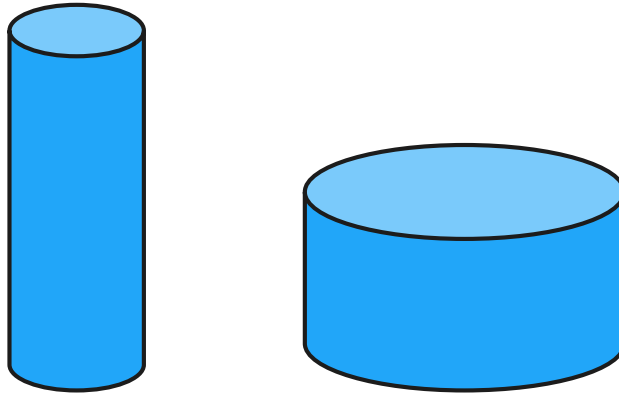
These are the same shape.



The  How else can we turn them?  on.

## True or false?

These shapes are both **cylinders**.



True. They are both **cylinders**.

---

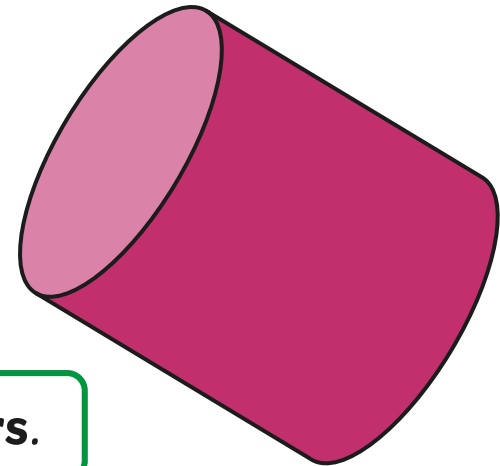
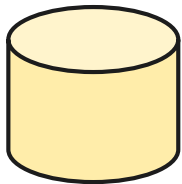
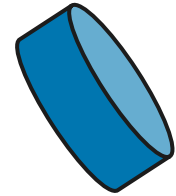
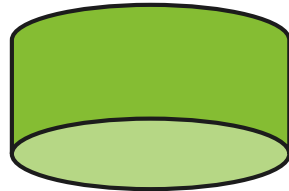
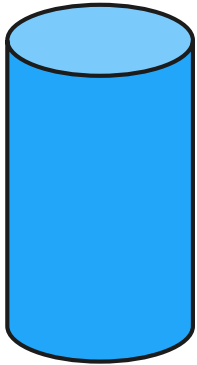
## How are they different?

They are just different sizes.



## True or false?

These shapes are all **cylinders**.

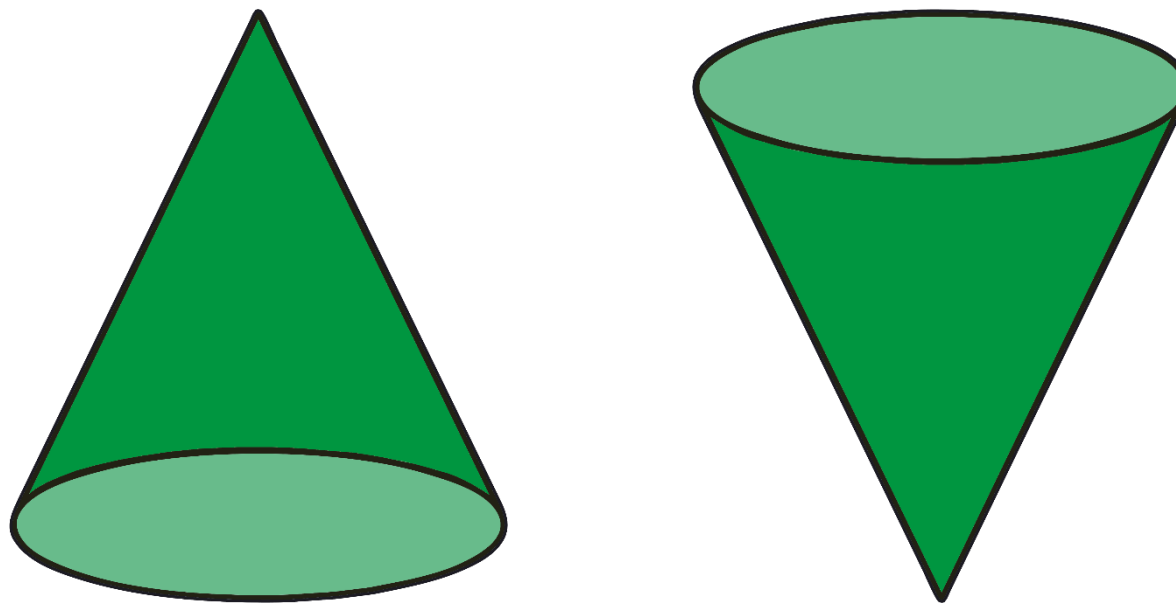


True. They are all **cylinders**.

How are they different?

## True or false?

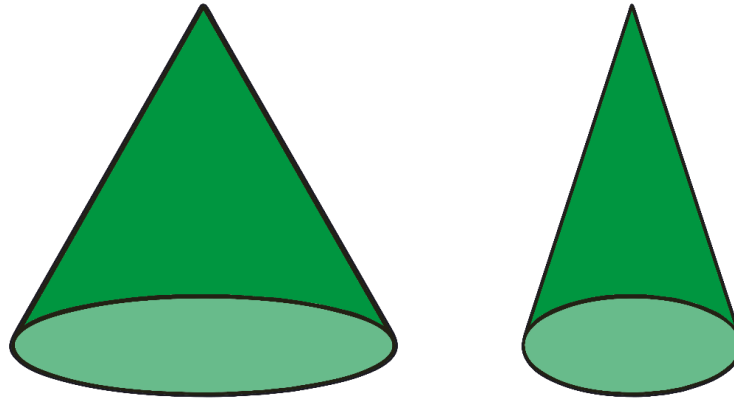
These are the same shape.



The  How else can we turn them?  on.

## True or false?

These shapes are both **cones**.



True. They are both **cones**.

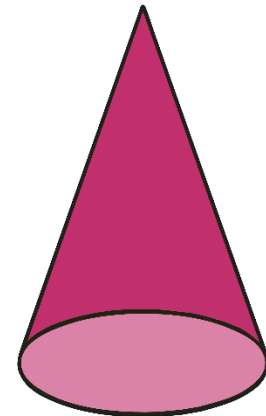
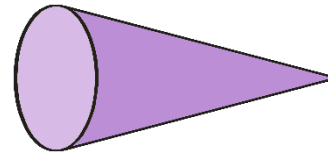
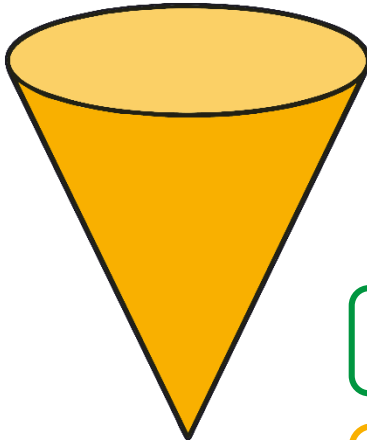
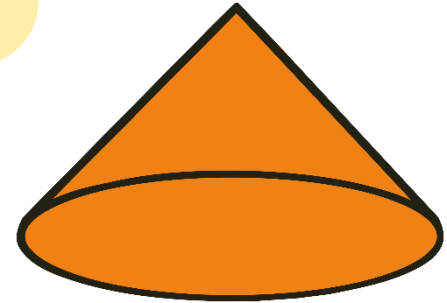
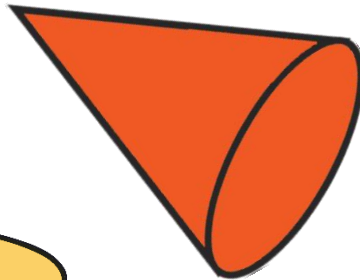
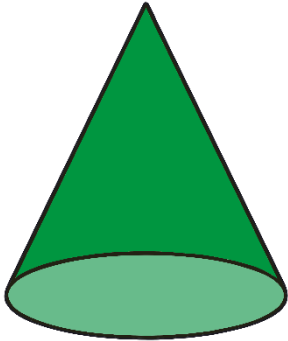
---

**How are they different?**

They are just different sizes.

## True or false?

These shapes are all **cones**.

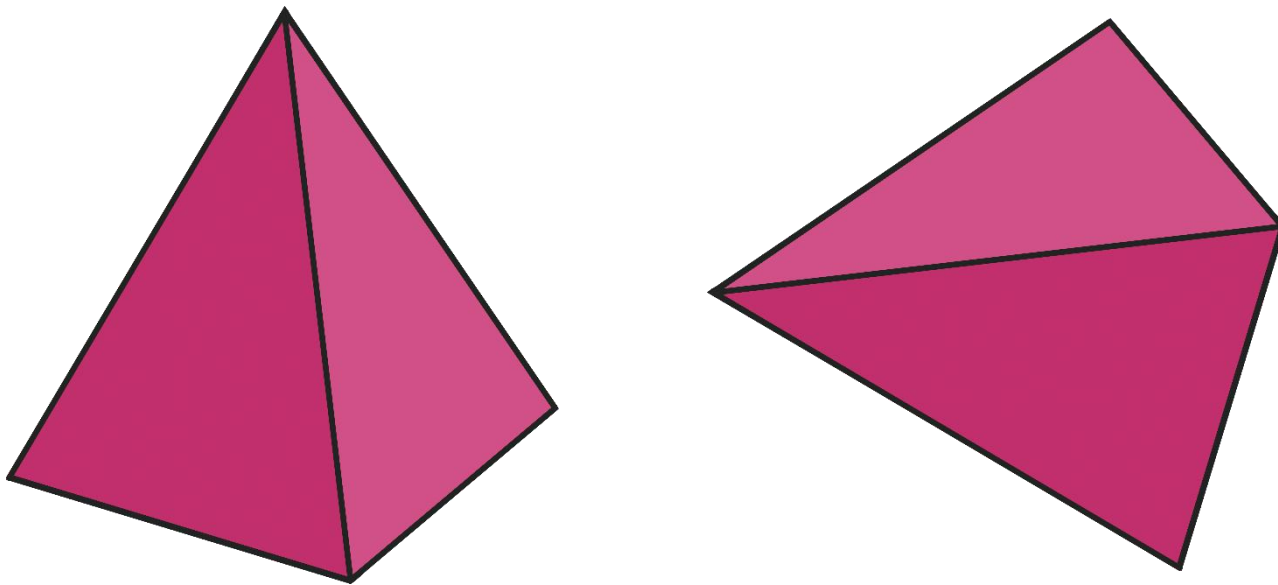


True. They are all **cones**.

How are they different?

## True or false?

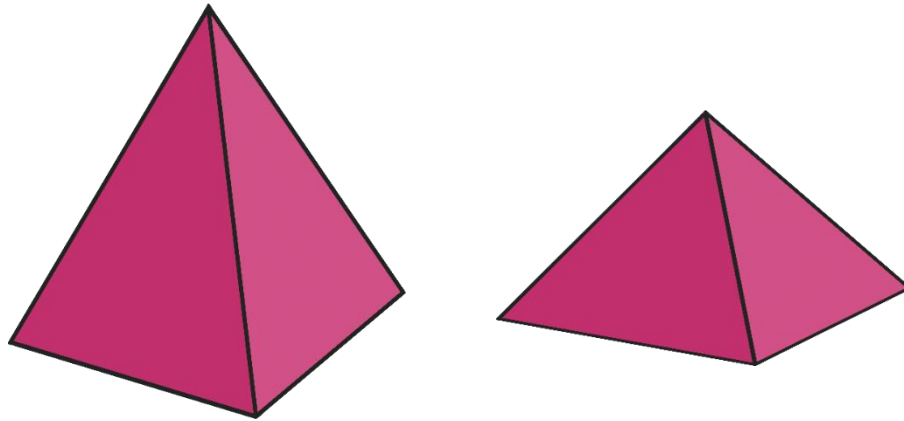
These are the same shape.



The  How else can we turn them?  on.

## True or false?

These shapes are both **pyramids**.



True. They are both **pyramids**.

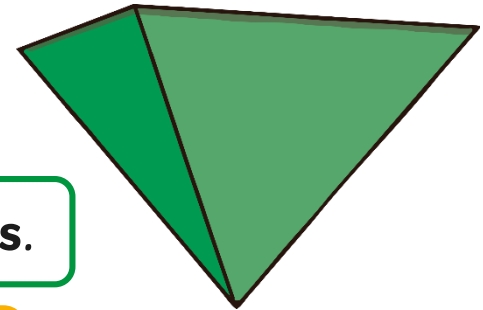
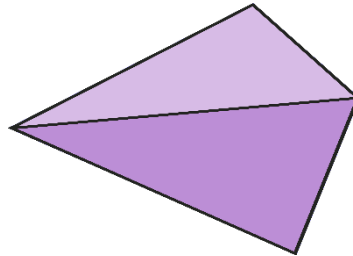
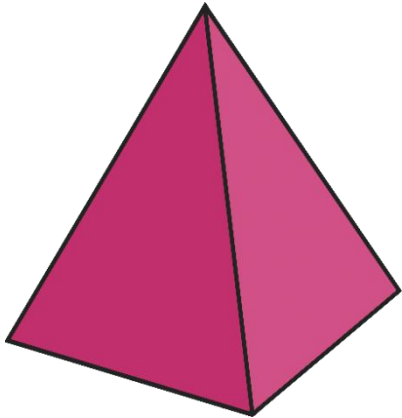
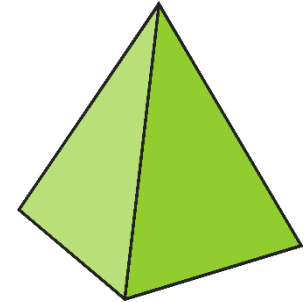
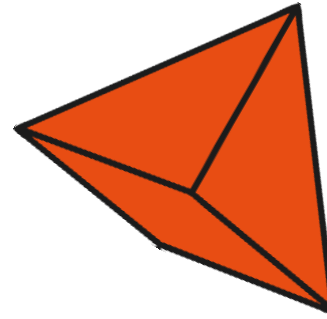
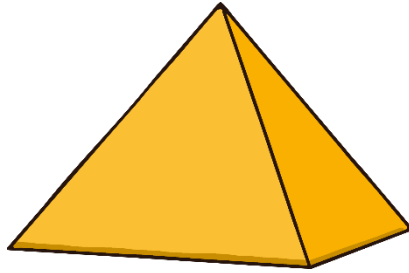
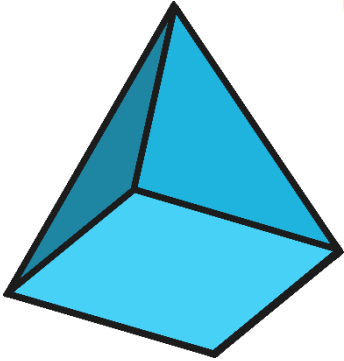
---

**How are they different?**

They are just different sizes.

## True or false?

These shapes are all **pyramids**.



True. They are all **pyramids**.

How are they different?

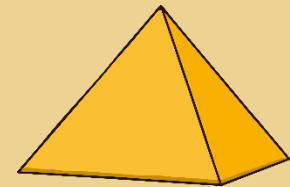
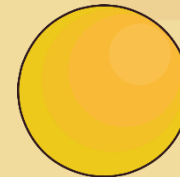
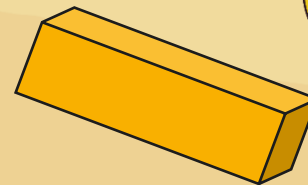
Captain Cuboid's favourite treasure is cuboids.  
Only cuboids are allowed to go into her treasure chest.

**Click** on the cuboids that are allowed  
in Captain Cuboid's treasure chest.

Can you name  
the other shapes?



Can you name  
the other shapes?

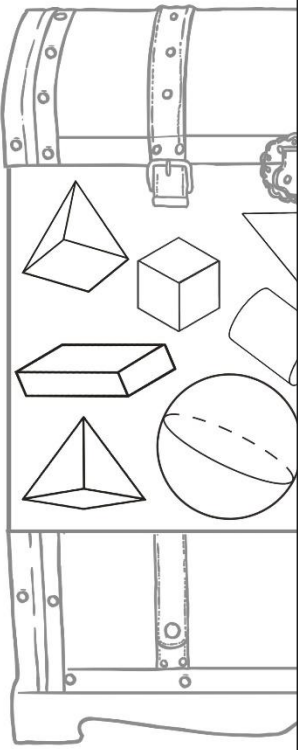




# Hidden Shapes Game

**Hidden Shapes Game**

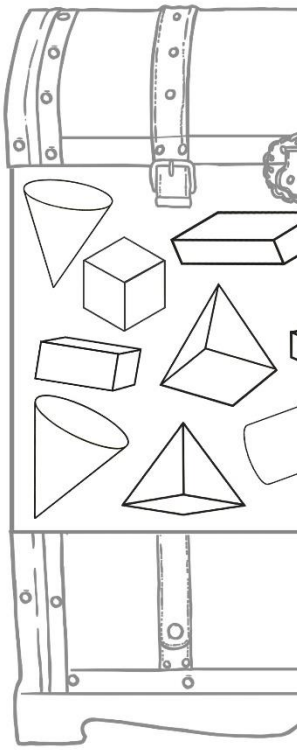
Tick the shapes as you find them.



twinkl planit ★★ Maths | Properties of Shape | 3D Shapes

**Hidden Shapes Game**

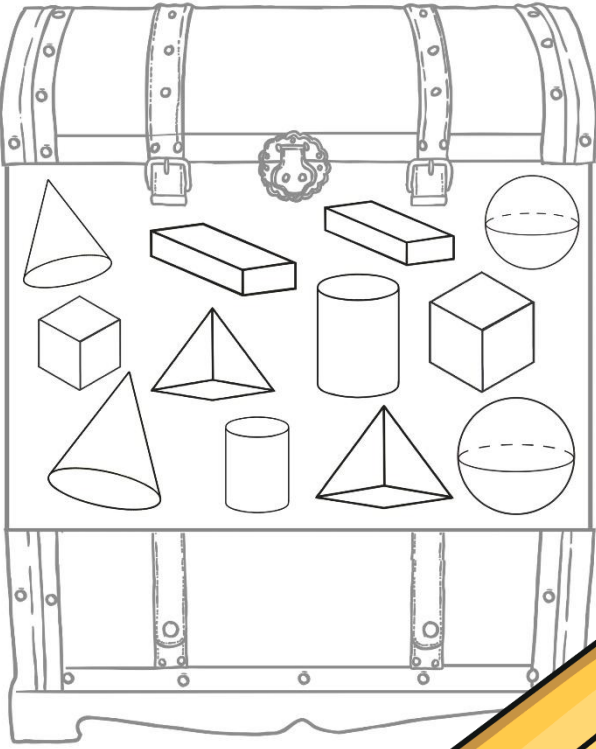
Tick the shapes as you find them.



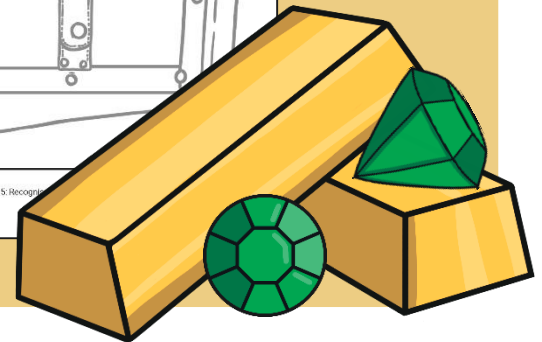
twinkl planit ★★ Maths | Properties of Shape | 3D Shapes

**Hidden Shapes Game**

Tick the shapes as you find them.



twinkl planit ★ Maths | Properties of Shape | 3D Shapes | Lesson 2 of 5: Recognising



## Diving into Mastery

Dive in by completing your own activity!



### Recognise 3D Shapes

Find and count the 3D shapes in the everyday objects.



cubes

spheres

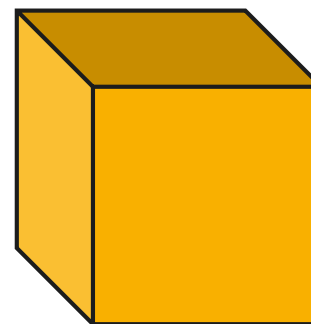
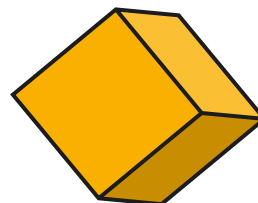
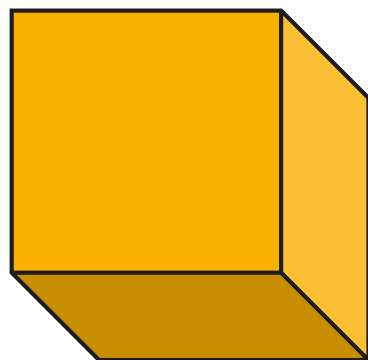
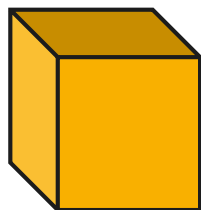
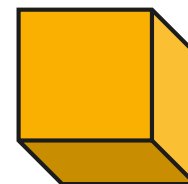
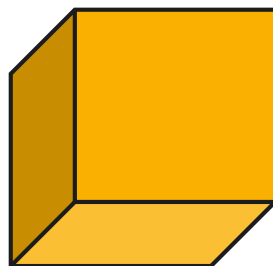
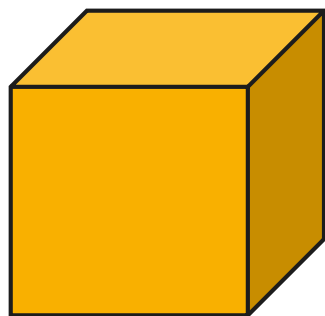
pyramids

cones

cuboids

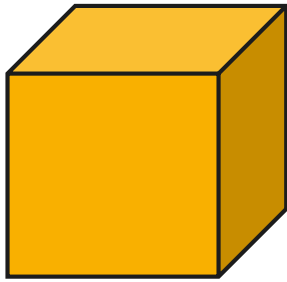
cylinders

Are all these shapes cubes? How do you know?

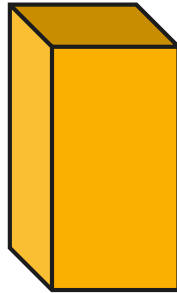


True. They are all **cubes**.  
They have different orientations and sizes.

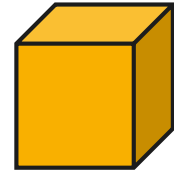
Are all these shapes **cubes**? How do you know?



**cubes**



**cuboids**



2 of the shapes are **cubes**.

What are the other 2 shapes called?

Cubes are special cuboids. All of the faces of a cube are squares.

## Aim



- To recognise 3D shapes.

## Success Criteria

- I can recognise 3D shapes shown in different sizes.
- I can recognise 3D shapes shown in different orientations.
- I can recognise 3D shapes found in everyday objects.

