

TEACHER NOTES

Mathematics

Geometry - Properties of Shapes

Contextual Summary

This is a maths resource that engages students with their ferry crossing on a Red Funnel ship.

The resource task enables them to practise their skills in recognising 2D and 3D shapes.

Students are asked to identify 2D and 3D shapes when on board.

The tasks are designed to appeal to students in key stage 1.



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RED FUNNEL

SUBJECT

Mathematics

UNIT

Properties of Shapes

OPPORTUNITIES FOR USE

- ✗ Pre-Visit
- ✓ On-Site Activity
- ✗ Post-Visit

Peripheral Task

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and skills.

This will reinforce their understanding and recognition of shape.

Ability Levels

This resource is suitable for key stage 1 students.

There are different materials for low and high ability.

The low ability worksheet has a smaller selection of shapes each of which is named.

CURRICULUM / SYLLABUS

- ✓ National Curriculum 2014
- ✓ Curriculum for Excellence

Applies to Resource numbered:

1 0 7 3 1 1
1 0 7 3 1 2

Key skills practised in this unit:

- ▶ Recognising and identifying 2D and 3D shapes
- ▶ Observation skills.

Relationship to Curriculum

The above skills are required to be taught and practised as per the National Curriculum / Curriculum for Excellence, for key stage 1 mathematics: compare and sort common 2-D and 3-D shapes and everyday objects.

Learning Opportunities

During the Visit

- ▶ The tasks are designed for completion on-board the ferry. The results should be shared afterwards at a convenient time.

Resource ID: **107311** (KS1 low-mid ability) **107312** (KS1 mid-high ability)

- ▶ Students will learn to recognise and identify 2D and 3D shapes in objects using the Red Funnel ferry as their resource material.

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- ▶ Pupils could use IT and construct examples of different shapes, when back in the classroom.

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- ▶ If pupils/groups had access to cameras, they could photograph their examples whilst on board.

Learning Outcomes

- ✓ Students will demonstrate their skills in comparing and sorting common shapes in an environment outside the classroom.

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