

Space and 3D Shape

Maths

Year 3

Lesson 3 of 5

Learning Objective		Resources
To be able to identify and describe 3D shapes and their properties.		Slides 3D shapes Worksheet 3A/3B/3C Picture Cards Riddle Cards Variety of 3D containers/objects (FSD? activity only) Sticky notes (FSD? activity only)
Teaching Input		
<ul style="list-style-type: none"> • What is a 3D shape? How is it different to a 2D shape? Children to think, pair, share their ideas. • How many 3D shapes can you name? Discuss ideas as a class and list names of familiar 3D shapes on the slides. • Explain that when we describe 3D shapes, we think about what features they have. Go through the information on the slides about what a face, edge and vertex is. • Go through the 3D shapes on the slides which all have one property missing. As a class, children to complete the description for each one then check if they were correct on the slides. If possible, have examples of real 3D shapes for the children to explore as you go through the slides. 		
Main Activity		
<p><u>Lower ability:</u></p> <p>Provide children with the Picture Cards and Riddle Cards. Support children in matching the riddle to the correct picture. When finished, children to choose three of the shapes to draw on worksheet 3A and describe the properties of each one.</p>	<p><u>Middle ability:</u></p> <p>On worksheet 3B, children to name and draw five 3D shapes from the properties described.</p>	<p><u>Higher ability:</u></p> <p>On worksheet 3C, children to draw each of the shapes listed and write two properties of each shape.</p>
Fancy something different...?		
<ul style="list-style-type: none"> • Ask the children to bring in 3D containers or shapes from home and collect any you can find from around the school (e.g. cereal boxes, tins, Toblerone boxes, balls, etc.). Provide each group with a variety of shapes and some sticky notes. Children to name as many of the shapes as they can and describe their properties and write the information on the sticky notes. Children to attach each note to the relevant shape. • When children have done as much as they can with their set of shapes, ask them to move on to the next group's shapes. Have they added the correct information? Can you include anything else in their descriptions? Have they missed any properties out? Children to add to the information they have found. • When finished, invite children to choose a shape and read out the description on the sticky note. 		
Plenary	Assessment Questions	
<p>Ask children to look around the classroom. What 3D shapes can you spot (e.g. door - cuboid, table leg - cylinder, pencil - hexagonal prism)? Children to share their ideas and describe the properties of each shape.</p>	<ul style="list-style-type: none"> • Can the children name basic 3D shapes? • Can they describe 3D shapes by their properties? • Can they identify 3D shapes around them? 	