



<p><u>Experience and Outcomes</u></p> <p><u>MTH 0-16g</u> <u>MTH 1-16g</u> <u>MTH 1-16b</u></p> <p><u>Learning Outcome</u></p> <ul style="list-style-type: none"> - I can recognise, identify and name a range of 2D shapes. - I can say how many sides and corners a shape has. - I can identify and describe properties of a shape such as if the shape has straight or curved sides. 	<p><u>Resources</u></p> <ul style="list-style-type: none"> - Sticks that are found in the forest. - Small cards with pictures of 2D shapes on them to help remind pupils of the shapes properties before making them. - Hand basin for washing hands after the shapes have been created. - Ropes to create boundaries when the children are looking for sticks to make their shapes with.
<p><u>Activity</u></p> <ul style="list-style-type: none"> - Firstly, we will create a teaching circle to introduce and revise the 2D shapes. We will discuss the properties of the shapes such as how many sides does each shape have. - Secondly, I will then explain to the pupils that they are to individually find sticks in the forest and make at least three 2D shapes out of the sticks at their individual 'flag' which is where they will work. I will then come and see their creations and I will ask them to describe and name the shape to me. - Finally, I will ask the pupils to wash their hands, and as a plenary I will bring them back to the teaching circle and I will ask each pupil to describe the favourite shape they made to the class. 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> - There will be lots of observational assessment from myself (the practitioner) when I am walking round and observing the pupils shapes and creations using the sticks they have created. - I will also take a photo of their shapes and upload this to seesaw to give written feedback that the parents can also see and discuss with their learner after school. - Finally, there will also be a lot of verbal assessment as I will question the pupils shapes and ask them to describe their shape in detail when I am walking round. I will also ask them to describe the shape to others at the end of the activity.

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