**Week 20 Day 5 Task 1: Working towards ARE**

**groups of 6 with teacher or TA**

* Pass the bag around and feel the hidden shape.
* Take turns saying one thing about the shape (e.g., sides, corners).
* Guess if it could be a square and explain why or why not.
* Draw what you think the shape is on your whiteboard.
* Reveal the shape and see if you guessed right.
* Try again with a new shape!

**Outcomes:**

I can visualise, recognise and describe 2-D shapes.

**Day 5 task 2:**

* Use 2 or 3 squares, rectangles, or triangles to make a new shape.
* Draw around your shape and write its name or the number of sides if it’s new to you.
* Talk with your partner about the shape's sides and corners.
* Count the right angles and decide if the shape is symmetrical.

**Outcomes:**

* I can make, recognise and describe 2-D shapes.

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| Learning Outcomes/Rubrics: | |
| **Outcomes:**  I can visualise, recognise and describe 2-D shapes |  |

**Day 5 task 3:**

Solve sheet 1

**Week 20 Day 5 Task 1: Working towards ARE**

**groups of 6 with teacher or TA**

* Pass the bag around and feel the hidden shape.
* Take turns saying one thing about the shape (e.g., sides, corners).
* Guess if it could be a square and explain why or why not.
* Draw what you think the shape is on your whiteboard.
* Reveal the shape and see if you guessed right.
* Try again with a new shape!

**Outcomes:**

I can visualise, recognise and describe 2-D shapes.

**Day 5 task 2:**

* Use 2 or 3 squares, rectangles, or triangles to make a new shape.
* Draw around your shape and write its name or the number of sides if it’s new to you.
* Talk with your partner about the shape's sides and corners.
* Count the right angles and decide if the shape is symmetrical.

**Outcomes:**

* I can make, recognise and describe 2-D shapes.

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| Learning Outcomes/Rubrics: | |
| **Outcomes:**  I can visualise, recognise and describe 2-D shapes |  |

**Day 5 task 3:**

Solve sheet 1

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**Week 20 Day 5 Task 1: Greater Depth**

**Independent**

* Pass the bag around and feel the hidden shape.
* Take turns saying one thing about the shape (e.g., sides, corners).
* Guess if it could be a square and explain why or why not.
* Draw what you think the shape is on your whiteboard.
* Reveal the shape and see if you guessed right.
* Try again with a new shape!

**Outcomes:**

I can visualise, recognise and describe 2-D shapes.

**Day 5 task 2:**

* Use 2 or 3 squares, rectangles, or triangles to make a new shape.
* Draw around your shape and write its name or the number of sides if it’s new to you.
* Talk with your partner about the shape's sides and corners.
* Count the right angles and decide if the shape is symmetrical.
* Join 2,3, or 4 shpaes to make new shapes.

**Outcomes:**

* I can make, recognise and describe 2-D shapes.

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| Learning Outcomes/Rubrics: | |
| **Outcomes:**  I can visualise, recognise and describe 2-D shapes |  |

**Day 5 task 3:**

Solve sheet 2