

## Maths PNC - Medium Term Planning Geometry Shape

Cycle 1				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p>I can reach out for, touch and begin to hold objects</p> <p>I can smile with pleasure at recognisable playthings.</p> <p>I recognise big things and small things in meaningful contexts (e.g.; know to sit on a class chair, not on a doll's house chair).</p>	<p>I use blocks to create my own simple structures and arrangements.</p> <p>I can react to new shape activities and experiences (e.g.; attention autism activities).</p> <p>I can attempt, sometimes successfully to fit shapes into spaces on inset boards and jigsaw puzzles.</p> <p>I notice simple shapes and patterns in pictures.</p> <p>I am beginning to categorise objects according to properties such as shape or size.</p> <p>I am beginning to use the language of size.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I show awareness of similarities of shapes in the environment.</p> <p>I can show an interest in shape by sustained construction activity or by talking/using symbols.</p> <p>I can show an interest in shapes in the environment.</p> <p>I can use shapes appropriately for tasks.</p> <p>I am beginning to make comments/use symbols about the shapes of everyday objects e.g.; round/tall).</p> <p>I can sort objects and materials according to a given criteria.</p> <p>I can identify when an object is different and does not belong to a given familiar category.</p>	<p>I am beginning to use mathematical language to describe 2d shapes.</p> <p>I am beginning to use mathematical language to describe 3d shapes.</p> <p>I can select a particular names shape.</p> <p>I can copy a simple pattern.</p>	<p>I can create a simple pattern.</p> <p>I can identify a circle, triangle and square in a range of environments.</p> <p>I am beginning to match 3d shapes to pictures.</p> <p>I can recognise, find and name a half as one of two equal parts of an object/shape.</p>
<ul style="list-style-type: none"> <li>• Explore objects related to shape – exploring paper and cardboard shapes.</li> <li>• Use shapes to create simple self-portraits.</li> <li>• Complete an object hunt in forest school.</li> <li>• Explore familiar objects and toys.</li> <li>• Explore objects and toys related to numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore objects related to shape – exploring and categorising paper and cardboard shapes.</li> <li>• Make own arrangements using 2D paper shapes.</li> <li>• Make self-portraits using shapes.</li> <li>• Explore repeating patterns with pictures – with photos / pictures familiar faces.</li> <li>• Use Numicon to make simple arrangements.</li> <li>• Explore different size objects and toys.</li> <li>• Explore using building blocks and 3D shapes.</li> <li>• Explore 2D and 3D shapes through AA.</li> <li>• Explore jigsaws.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and play with objects related to shape – paper and cardboard shapes.</li> <li>• Build objects with 2D and 3D shapes.</li> <li>• Complete a shape hunt around forest school.</li> <li>• Complete a shape sort/posting activity.</li> <li>• Use pictures of familiar objects found in school to complete a sort/posting activity linked to exploring the shape of the objects.</li> <li>• Try to identify a familiar shape / object blindfolded.</li> <li>• Sort pasta shapes.</li> <li>• Identify the odd one out using pictures of objects found in school.</li> <li>• Use Lego to build simple objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify 2D shapes while blindfolded.</li> <li>• Draw 2D shapes in flour / sand.</li> <li>• Cut out familiar 2D shapes and make a mobile.</li> <li>• Identify 3D shapes while blindfolded.</li> <li>• Build objects using 2D and 3D shapes.</li> <li>• Explore making repeating patterns using stamps / block printing.</li> <li>• Copy simple patterns using coloured cubes / counters.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore making repeating patterns using cubes / counters.</li> <li>• Create repeating patterns using pictures of familiar foods and cartoon characters.</li> <li>• Complete a shape hunt around the classroom.</li> <li>• Identify 2D and 3D shapes from a bag.</li> <li>• Complete 2D and 3D sorting activities.</li> <li>• Complete a shape hunt with pictures of buildings.</li> <li>• Fold and cut paper shapes related to animals in half.</li> <li>• Cut 2D shapes in half.</li> <li>• Explore halving Numicon shapes.</li> </ul>

## Maths PNC - Medium Term Planning Geometry Shape

- Explore using Lego to connect blocks.
- Use printing to make simple repeating patterns.
- Begin to categorise a range of objects or shapes – big, small.

- Find shapes within the classroom.
- Complete a sorting activity with 2D shapes.

### Key Vocab

Big, small, shape, jigsaw, size, build, sort, pattern, shape, 2D, 3D, circle, triangle, square, half, whole.

## Maths PNC - Medium Term Planning Geometry Shape

Cycle 2				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p>I can reach out for, touch and begin to hold objects</p> <p>I can smile with pleasure at recognisable playthings.</p> <p>I recognise big things and small things in meaningful contexts (e.g.; know to sit on a class chair, not on a doll's house chair).</p>	<p>I use blocks to create my own simple structures and arrangements.</p> <p>I can react to new shape activities and experiences (eg; attention autism activities).</p> <p>I can attempt, sometimes successfully to fit shapes into spaces on inset boards and jigsaw puzzles.</p> <p>I notice simple shapes and patterns in pictures.</p> <p>I am beginning to categorise objects according to properties such as shape or size.</p> <p>I am beginning to use the language of size.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I show awareness of similarities of shapes in the environment.</p> <p>I can show an interest in shape by sustained construction activity or by talking/using symbols.</p> <p>I can show an interest in shapes in the environment.</p> <p>I can use shapes appropriately for tasks.</p> <p>I am beginning to make comments/use symbols about the shapes of everyday objects e.g.; round/tall).</p> <p>I can sort objects and materials according to a given criteria.</p> <p>I can identify when an object is different and does not belong to a given familiar category.</p>	<p>I am beginning to use mathematical language to describe 2d shapes.</p> <p>I am beginning to use mathematical language to describe 3d shapes.</p> <p>I can select a particular names shape.</p> <p>I can copy a simple pattern.</p>	<p>I can create a simple pattern.</p> <p>I can identify a circle, triangle and square in a range of environments.</p> <p>I am beginning to match 3d shapes to pictures.</p> <p>I can recognise, find and name a half as one of two equal parts of an object/shape.</p>
<ul style="list-style-type: none"> <li>• Explore objects related to shape – finding objects in trays of shredded paper.</li> <li>• Use shapes to create simple pictures of plants / flowers.</li> <li>• Complete an object hunt around school.</li> <li>• Explore familiar objects and toys.</li> <li>• Explore objects and toys related to numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore objects related to shape – sifting through and categorising paper and cardboard shapes from trays of shredded paper.</li> <li>• Make own arrangements using 2D paper shapes.</li> <li>• Make pictures of flowers or plans with 2D shapes.</li> <li>• Explore repeating patterns with pictures – with photos / pictures of familiar toys.</li> <li>• Use Numicon to make simple arrangements.</li> <li>• Explore different size objects and toys.</li> <li>• Explore using building blocks and 3D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and play with objects related to shape – finding paper and cardboard shapes from shredded paper.</li> <li>• Build objects with 2D and 3D shapes.</li> <li>• Complete a shape hunt around school.</li> <li>• Complete a shape sort/posting activity.</li> <li>• Use pictures of familiar objects found at home complete a sort/posting activity linked to exploring the shape of the objects.</li> <li>• Try to identify a familiar shape / object blindfolded.</li> <li>• Sort pictures of familiar objects into categories (round, tall etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify 2D shapes by picking them out of foam.</li> <li>• Draw 2D shapes in chalk.</li> <li>• Cut out familiar 2D shapes and make create a picture of a building.</li> <li>• Identify 3D shapes while in foam.</li> <li>• Build objects using 2D and 3D shapes.</li> <li>• Explore making repeating patterns using stamps / block printing.</li> <li>• Copy simple patterns using pictures of familiar faces.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore making repeating patterns using small toys / objects.</li> <li>• Create repeating patterns using pictures of animals.</li> <li>• Complete a shape hunt around the school.</li> <li>• Identify 2D and 3D shapes blindfolded.</li> <li>• Complete 2D and 3D sorting activities.</li> <li>• Complete a shape hunt with pictures familiar household objects.</li> <li>• Fold and cut paper shapes related to animals in half.</li> <li>• Cut 2D shapes in half.</li> <li>• Explore halving Numicon shapes.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Explore 2D and 3D shapes through AA.</li><li>• Explore jigsaws.</li><li>• Explore using Lego to connect blocks.</li><li>• Use printing to make simple repeating patterns.</li><li>• Begin to categorise a range of objects or shapes – big, small.</li></ul> | <ul style="list-style-type: none"><li>• Identify the odd one out using pictures of things found at home.</li><li>• Use Lego to build simple objects.</li><li>• Find shapes within the classroom.</li><li>• Complete a sorting activity with 2D shapes.</li></ul> |  |  |
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### Key Vocab

Big, small, shape, jigsaw, size, build, sort, pattern, shape, 2D, 3D, circle, triangle, square, half, whole.

## Maths PNC - Medium Term Planning Geometry Shape

Cycle 3				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p>I can reach out for, touch and begin to hold objects</p> <p>I can smile with pleasure at recognisable playthings.</p> <p>I recognise big things and small things in meaningful contexts (e.g.; know to sit on a class chair, not on a doll's house chair).</p>	<p>I use blocks to create my own simple structures and arrangements.</p> <p>I can react to new shape activities and experiences (eg; attention autism activities).</p> <p>I can attempt, sometimes successfully to fit shapes into spaces on inset boards and jigsaw puzzles.</p> <p>I notice simple shapes and patterns in pictures.</p> <p>I am beginning to categorise objects according to properties such as shape or size.</p> <p>I am beginning to use the language of size.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I show awareness of similarities of shapes in the environment.</p> <p>I can show an interest in shape by sustained construction activity or by talking/using symbols.</p> <p>I can show an interest in shapes in the environment.</p> <p>I can use shapes appropriately for tasks.</p> <p>I am beginning to make comments/use symbols about the shapes of everyday objects e.g.; round/tall).</p> <p>I can sort objects and materials according to a given criteria.</p> <p>I can identify when an object is different and does not belong to a given familiar category.</p>	<p>I am beginning to use mathematical language to describe 2d shapes.</p> <p>I am beginning to use mathematical language to describe 3d shapes.</p> <p>I can select a particular names shape.</p> <p>I can copy a simple pattern.</p>	<p>I can create a simple pattern.</p> <p>I can identify a circle, triangle and square in a range of environments.</p> <p>I am beginning to match 3d shapes to pictures.</p> <p>I can recognise, find and name a half as one of two equal parts of an object/shape.</p>
<ul style="list-style-type: none"> <li>• Explore objects related to shape – finding objects and shapes in trays of rice.</li> <li>• Use shapes to create simple pictures of buildings.</li> <li>• Complete an object hunt around the allotment.</li> <li>• Explore familiar objects and toys.</li> <li>• Explore objects and toys related to numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore objects related to shape – sifting through and categorising paper and cardboard shapes from trays of rice.</li> <li>• Make own arrangements using 2D paper shapes.</li> <li>• Make pictures of buildings with 2D shapes.</li> <li>• Explore repeating patterns with pictures – with photos / pictures of familiar foods.</li> <li>• Use Numicon to make simple arrangements.</li> <li>• Explore different size objects and toys.</li> <li>• Explore using building blocks and 3D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and play with objects related to shape – finding paper and cardboard shapes from trays of rice.</li> <li>• Build objects with 2D and 3D shapes.</li> <li>• Complete a shape hunt around the allotment.</li> <li>• Complete a shape sort/posting activity.</li> <li>• Use pictures of familiar foods to complete a sort/posting activity linked to exploring the shape of the objects.</li> <li>• Try to identify a familiar shape / object blindfolded.</li> <li>• Sort pictures of food into categories (round, tall etc.).</li> <li>• Identify the odd one out using pictures of things found at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify 2D shapes by picking them out of shredded paper.</li> <li>• Draw 2D shapes in paint on large sheets of paper.</li> <li>• Cut out familiar 2D shapes and make create a picture of a form of transport.</li> <li>• Identify 3D shapes while in shredded paper.</li> <li>• Build objects using 2D and 3D shapes.</li> <li>• Explore making repeating patterns using stamps / block printing.</li> <li>• Copy simple patterns using pictures of familiar animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore making repeating patterns using shapes or familiar objects in the classroom.</li> <li>• Create repeating patterns using pictures of familiar faces.</li> <li>• Complete a shape hunt around the forest school.</li> <li>• Identify 2D and 3D shapes from behind a screen using just touch.</li> <li>• Complete 2D and 3D sorting activities.</li> <li>• Complete a shape hunt with pictures the park.</li> <li>• Fold and cut paper shapes related to animals in half.</li> <li>• Cut 2D shapes in half.</li> <li>• Explore halving Numicon shapes.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Explore 2D and 3D shapes through AA.</li><li>• Explore jigsaws.</li><li>• Explore using Lego to connect blocks.</li><li>• Use printing to make simple repeating patterns.</li><li>• Begin to categorise a range of objects or shapes – big, small.</li></ul> | <ul style="list-style-type: none"><li>• Use Lego to build simple objects.</li><li>• Find shapes within the classroom.</li><li>• Complete a sorting activity with 2D shapes.</li></ul> |  |  |
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### Key Vocab

Big, small, shape, jigsaw, size, build, sort, pattern, shape, 2D, 3D, circle, triangle, square, half, whole.

## Maths PNC - Medium Term Planning Geometry Shape

Cycle 4				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p>I can reach out for, touch and begin to hold objects</p> <p>I can smile with pleasure at recognisable playthings.</p> <p>I recognise big things and small things in meaningful contexts (e.g.; know to sit on a class chair, not on a doll's house chair).</p>	<p>I use blocks to create my own simple structures and arrangements.</p> <p>I can react to new shape activities and experiences (eg; attention autism activities).</p> <p>I can attempt, sometimes successfully to fit shapes into spaces on inset boards and jigsaw puzzles.</p> <p>I notice simple shapes and patterns in pictures.</p> <p>I am beginning to categorise objects according to properties such as shape or size.</p> <p>I am beginning to use the language of size.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I show awareness of similarities of shapes in the environment.</p> <p>I can show an interest in shape by sustained construction activity or by talking/using symbols.</p> <p>I can show an interest in shapes in the environment.</p> <p>I can use shapes appropriately for tasks.</p> <p>I am beginning to make comments/use symbols about the shapes of everyday objects e.g.; round/tall).</p> <p>I can sort objects and materials according to a given criteria.</p> <p>I can identify when an object is different and does not belong to a given familiar category.</p>	<p>I am beginning to use mathematical language to describe 2d shapes.</p> <p>I am beginning to use mathematical language to describe 3d shapes.</p> <p>I can select a particular names shape.</p> <p>I can copy a simple pattern.</p>	<p>I can create a simple pattern.</p> <p>I can identify a circle, triangle and square in a range of environments.</p> <p>I am beginning to match 3d shapes to pictures.</p> <p>I can recognise, find and name a half as one of two equal parts of an object/shape.</p>
<ul style="list-style-type: none"> <li>• Explore objects related to shape – finding objects and shapes in trays of foam.</li> <li>• Use shapes to create simple pictures of toys.</li> <li>• Complete an object hunt around the classroom.</li> <li>• Explore familiar objects and toys.</li> <li>• Explore objects and toys related to numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore objects related to shape – sifting through and categorising paper and cardboard shapes from trays of foam.</li> <li>• Make own arrangements using 2D paper shapes.</li> <li>• Make pictures of toys with 2D shapes.</li> <li>• Explore repeating patterns with pictures – with photos / pictures of familiar objects from the home.</li> <li>• Use Numicon to make simple arrangements.</li> <li>• Explore different size objects and toys.</li> <li>• Explore using building blocks and 3D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and play with objects related to shape – finding paper and cardboard shapes from trays of foam.</li> <li>• Build objects with 2D and 3D shapes.</li> <li>• Complete a shape hunt around the classroom.</li> <li>• Complete a shape sort/posting activity.</li> <li>• Use pictures of familiar toys to complete a sort/posting activity linked to exploring the shape of the objects.</li> <li>• Try to identify a familiar shape / object blindfolded.</li> <li>• Sort pictures of buildings into categories (round, tall etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify 2D shapes by picking them out of rice.</li> <li>• Draw 2D shapes on the floor with coloured sand / flour.</li> <li>• Cut out familiar 2D shapes and make create a picture of familiar cartoon characters.</li> <li>• Identify 3D shapes while in rice.</li> <li>• Build objects using 2D and 3D shapes.</li> <li>• Explore making repeating patterns using stamps / block printing.</li> <li>• Copy simple patterns using pictures of familiar food.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore making repeating patterns using shapes or familiar objects we would see in the park.</li> <li>• Create repeating patterns using pictures of objects we would see in the park.</li> <li>• Complete a shape hunt around the allotment.</li> <li>• Identify 2D and 3D shapes from behind a screen using just touch.</li> <li>• Complete 2D and 3D sorting activities.</li> <li>• Complete a shape hunt with forms of transport.</li> <li>• Fold and cut paper shapes related to animals in half.</li> <li>• Cut 2D shapes in half.</li> <li>• Explore halving Numicon shapes</li> </ul>

## Maths PNC - Medium Term Planning Geometry Shape

- Explore 2D and 3D shapes through AA.
- Explore jigsaws.
- Explore using Lego to connect blocks.
- Use printing to make simple repeating patterns.
- Begin to categorise a range of objects or shapes – big, small.

- Identify the odd one out using pictures of things found at the park.
- Use Lego to build simple objects.
- Find shapes within the classroom.
- Complete a sorting activity with 2D shapes.

**Key Vocab**



## Maths PNC - Medium Term Planning Geometry Shape

Cycle 5				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p>I can reach out for, touch and begin to hold objects</p> <p>I can smile with pleasure at recognisable playthings.</p> <p>I recognise big things and small things in meaningful contexts (e.g.; know to sit on a class chair, not on a doll's house chair).</p>	<p>I use blocks to create my own simple structures and arrangements.</p> <p>I can react to new shape activities and experiences (eg; attention autism activities).</p> <p>I can attempt, sometimes successfully to fit shapes into spaces on inset boards and jigsaw puzzles.</p> <p>I notice simple shapes and patterns in pictures.</p> <p>I am beginning to categorise objects according to properties such as shape or size.</p> <p>I am beginning to use the language of size.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I show awareness of similarities of shapes in the environment.</p> <p>I can show an interest in shape by sustained construction activity or by talking/using symbols.</p> <p>I can show an interest in shapes in the environment.</p> <p>I can use shapes appropriately for tasks.</p> <p>I am beginning to make comments/use symbols about the shapes of everyday objects e.g.; round/tall).</p> <p>I can sort objects and materials according to a given criteria.</p> <p>I can identify when an object is different and does not belong to a given familiar category.</p>	<p>I am beginning to use mathematical language to describe 2d shapes.</p> <p>I am beginning to use mathematical language to describe 3d shapes.</p> <p>I can select a particular names shape.</p> <p>I can copy a simple pattern.</p>	<p>I can create a simple pattern.</p> <p>I can identify a circle, triangle and square in a range of environments.</p> <p>I am beginning to match 3d shapes to pictures.</p> <p>I can recognise, find and name a half as one of two equal parts of an object/shape.</p>
<ul style="list-style-type: none"> <li>• Explore objects related to shape – exploring paper and cardboard shapes.</li> <li>• Use shapes to create simple self-portraits.</li> <li>• Complete an object hunt in forest school.</li> <li>• Explore familiar objects and toys.</li> <li>• Explore objects and toys related to numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore objects related to shape – exploring and categorising paper and cardboard shapes.</li> <li>• Make own arrangements using 2D paper shapes.</li> <li>• Make self-portraits using shapes.</li> <li>• Explore repeating patterns with pictures – with photos / pictures familiar faces.</li> <li>• Use Numicon to make simple arrangements.</li> <li>• Explore different size objects and toys.</li> <li>• Explore using building blocks and 3D shapes.</li> <li>• Explore 2D and 3D shapes through AA.</li> <li>• Explore jigsaws.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and play with objects related to shape – paper and cardboard shapes.</li> <li>• Build objects with 2D and 3D shapes.</li> <li>• Complete a shape hunt around forest school.</li> <li>• Complete a shape sort/posting activity.</li> <li>• Use pictures of familiar objects found in school to complete a sort/posting activity linked to exploring the shape of the objects.</li> <li>• Try to identify a familiar shape / object blindfolded.</li> <li>• Sort pasta shapes.</li> <li>• Identify the odd one out using pictures of objects found in school.</li> <li>• Use Lego to build simple objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify 2D shapes while blindfolded.</li> <li>• Draw 2D shapes in flour / sand.</li> <li>• Cut out familiar 2D shapes and make a mobile.</li> <li>• Identify 3D shapes while blindfolded.</li> <li>• Build objects using 2D and 3D shapes.</li> <li>• Explore making repeating patterns using stamps / block printing.</li> </ul> <p>Copy simple patterns using coloured cubes / counters.</p>	<ul style="list-style-type: none"> <li>• Explore making repeating patterns using cubes / counters.</li> <li>• Create repeating patterns using pictures of familiar foods and cartoon characters.</li> <li>• Complete a shape hunt around the classroom.</li> <li>• Identify 2D and 3D shapes from a bag.</li> <li>• Complete 2D and 3D sorting activities.</li> <li>• Complete a shape hunt with pictures of buildings.</li> <li>• Fold and cut paper shapes related to animals in half.</li> <li>• Cut 2D shapes in half.</li> <li>• Explore halving Numicon shapes.</li> </ul>

## Maths PNC - Medium Term Planning Geometry Shape

- Explore using Lego to connect blocks.
  - Use printing to make simple repeating patterns.
- Begin to categorise a range of objects or shapes – big, small.

- Find shapes within the classroom.
- Complete a sorting activity with 2D shapes.

### Key Vocab

**Big, small, shape, jigsaw, size, build, sort, pattern, shape, 2D, 3D, circle, triangle, square, half, whole.**

## Maths PNC - Medium Term Planning Geometry Shape

Cycle 6				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p>I can reach out for, touch and begin to hold objects</p> <p>I can smile with pleasure at recognisable playthings.</p> <p>I recognise big things and small things in meaningful contexts (e.g.; know to sit on a class chair, not on a doll's house chair).</p>	<p>I use blocks to create my own simple structures and arrangements.</p> <p>I can react to new shape activities and experiences (eg; attention autism activities).</p> <p>I can attempt, sometimes successfully to fit shapes into spaces on inset boards and jigsaw puzzles.</p> <p>I notice simple shapes and patterns in pictures.</p> <p>I am beginning to categorise objects according to properties such as shape or size.</p> <p>I am beginning to use the language of size.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I show awareness of similarities of shapes in the environment.</p> <p>I can show an interest in shape by sustained construction activity or by talking/using symbols.</p> <p>I can show an interest in shapes in the environment.</p> <p>I can use shapes appropriately for tasks.</p> <p>I am beginning to make comments/use symbols about the shapes of everyday objects e.g.; round/tall).</p> <p>I can sort objects and materials according to a given criteria.</p> <p>I can identify when an object is different and does not belong to a given familiar category.</p>	<p>I am beginning to use mathematical language to describe 2d shapes.</p> <p>I am beginning to use mathematical language to describe 3d shapes.</p> <p>I can select a particular names shape.</p> <p>I can copy a simple pattern.</p>	<p>I can create a simple pattern.</p> <p>I can identify a circle, triangle and square in a range of environments.</p> <p>I am beginning to match 3d shapes to pictures.</p> <p>I can recognise, find and name a half as one of two equal parts of an object/shape.</p>
<ul style="list-style-type: none"> <li>• Explore objects related to shape – finding objects in trays of shredded paper.</li> <li>• Use shapes to create simple pictures of plants / flowers.</li> <li>• Complete an object hunt around school.</li> <li>• Explore familiar objects and toys.</li> <li>• Explore objects and toys related to numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore objects related to shape – sifting through and categorising paper and cardboard shapes from trays of shredded paper.</li> <li>• Make own arrangements using 2D paper shapes.</li> <li>• Make pictures of flowers or plans with 2D shapes.</li> <li>• Explore repeating patterns with pictures – with photos / pictures of familiar toys.</li> <li>• Use Numicon to make simple arrangements.</li> <li>• Explore different size objects and toys.</li> <li>• Explore using building blocks and 3D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and play with objects related to shape – finding paper and cardboard shapes from shredded paper.</li> <li>• Build objects with 2D and 3D shapes.</li> <li>• Complete a shape hunt around school.</li> <li>• Complete a shape sort/posting activity.</li> <li>• Use pictures of familiar objects found at home complete a sort/posting activity linked to exploring the shape of the objects.</li> <li>• Try to identify a familiar shape / object blindfolded.</li> <li>• Sort pictures of familiar objects into categories (round, tall etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify 2D shapes by picking them out of foam.</li> <li>• Draw 2D shapes in chalk.</li> <li>• Cut out familiar 2D shapes and make create a picture of a building.</li> <li>• Identify 3D shapes while in foam.</li> <li>• Build objects using 2D and 3D shapes.</li> <li>• Explore making repeating patterns using stamps / block printing.</li> </ul> <p>Copy simple patterns using pictures of familiar faces.</p>	<ul style="list-style-type: none"> <li>• Explore making repeating patterns using small toys / objects.</li> <li>• Create repeating patterns using pictures of animals.</li> <li>• Complete a shape hunt around the school.</li> <li>• Identify 2D and 3D shapes blindfolded.</li> <li>• Complete 2D and 3D sorting activities.</li> <li>• Complete a shape hunt with pictures familiar household objects.</li> <li>• Fold and cut paper shapes related to animals in half.</li> <li>• Cut 2D shapes in half.</li> <li>• Explore halving Numicon shapes.</li> </ul>

## Maths PNC - Medium Term Planning Geometry Shape

- Explore 2D and 3D shapes through AA.
- Explore jigsaws.
- Explore using Lego to connect blocks.
- Use printing to make simple repeating patterns.

Begin to categorise a range of objects or shapes – big, small.

- Identify the odd one out using pictures of things found at home.
- Use Lego to build simple objects.
- Find shapes within the classroom.
- Complete a sorting activity with 2D shapes.

### Key Vocab

**Big, small, shape, jigsaw, size, build, sort, pattern, shape, 2D, 3D, circle, triangle, square, half, whole.**

## Maths PNC - Medium Term Planning Geometry Shape

Cycle 7				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p>I can reach out for, touch and begin to hold objects</p> <p>I can smile with pleasure at recognisable playthings.</p> <p>I recognise big things and small things in meaningful contexts (e.g.; know to sit on a class chair, not on a doll's house chair).</p>	<p>I use blocks to create my own simple structures and arrangements.</p> <p>I can react to new shape activities and experiences (eg; attention autism activities).</p> <p>I can attempt, sometimes successfully to fit shapes into spaces on inset boards and jigsaw puzzles.</p> <p>I notice simple shapes and patterns in pictures.</p> <p>I am beginning to categorise objects according to properties such as shape or size.</p> <p>I am beginning to use the language of size.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I show awareness of similarities of shapes in the environment.</p> <p>I can show an interest in shape by sustained construction activity or by talking/using symbols.</p> <p>I can show an interest in shapes in the environment.</p> <p>I can use shapes appropriately for tasks.</p> <p>I am beginning to make comments/use symbols about the shapes of everyday objects e.g.; round/tall).</p> <p>I can sort objects and materials according to a given criteria.</p> <p>I can identify when an object is different and does not belong to a given familiar category.</p>	<p>I am beginning to use mathematical language to describe 2d shapes.</p> <p>I am beginning to use mathematical language to describe 3d shapes.</p> <p>I can select a particular names shape.</p> <p>I can copy a simple pattern.</p>	<p>I can create a simple pattern.</p> <p>I can identify a circle, triangle and square in a range of environments.</p> <p>I am beginning to match 3d shapes to pictures.</p> <p>I can recognise, find and name a half as one of two equal parts of an object/shape.</p>
<ul style="list-style-type: none"> <li>• Explore objects related to shape – finding objects and shapes in trays of rice.</li> <li>• Use shapes to create simple pictures of buildings.</li> <li>• Complete an object hunt around the allotment.</li> <li>• Explore familiar objects and toys.</li> <li>• Explore objects and toys related to numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore objects related to shape – sifting through and categorising paper and cardboard shapes from trays of rice.</li> <li>• Make own arrangements using 2D paper shapes.</li> <li>• Make pictures of buildings with 2D shapes.</li> <li>• Explore repeating patterns with pictures – with photos / pictures of familiar foods.</li> <li>• Use Numicon to make simple arrangements.</li> <li>• Explore different size objects and toys.</li> <li>• Explore using building blocks and 3D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and play with objects related to shape – finding paper and cardboard shapes from trays of rice.</li> <li>• Build objects with 2D and 3D shapes.</li> <li>• Complete a shape hunt around the allotment.</li> <li>• Complete a shape sort/posting activity.</li> <li>• Use pictures of familiar foods to complete a sort/posting activity linked to exploring the shape of the objects.</li> <li>• Try to identify a familiar shape / object blindfolded.</li> <li>• Sort pictures of food into categories (round, tall etc.).</li> <li>• Identify the odd one out using pictures of things found at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify 2D shapes by picking them out of shredded paper.</li> <li>• Draw 2D shapes in paint on large sheets of paper.</li> <li>• Cut out familiar 2D shapes and make create a picture of a form of transport.</li> <li>• Identify 3D shapes while in shredded paper.</li> <li>• Build objects using 2D and 3D shapes.</li> <li>• Explore making repeating patterns using stamps / block printing.</li> </ul> <p>Copy simple patterns using pictures of familiar animals.</p>	<ul style="list-style-type: none"> <li>• Explore making repeating patterns using shapes or familiar objects in the classroom.</li> <li>• Create repeating patterns using pictures of familiar faces.</li> <li>• Complete a shape hunt around the forest school.</li> <li>• Identify 2D and 3D shapes from behind a screen using just touch.</li> <li>• Complete 2D and 3D sorting activities.</li> <li>• Complete a shape hunt with pictures the park.</li> <li>• Fold and cut paper shapes related to animals in half.</li> <li>• Cut 2D shapes in half.</li> <li>• Explore halving Numicon shapes.</li> </ul>

## Maths PNC - Medium Term Planning Geometry Shape

- Explore 2D and 3D shapes through AA.
- Explore jigsaws.
- Explore using Lego to connect blocks.
- Use printing to make simple repeating patterns.

Begin to categorise a range of objects or shapes – big, small.

- Use Lego to build simple objects.
- Find shapes within the classroom.
- Complete a sorting activity with 2D shapes.

### Key Vocab

**Big, small, shape, jigsaw, size, build, sort, pattern, shape, 2D, 3D, circle, triangle, square, half, whole.**

## Maths PNC - Medium Term Planning Geometry Shape

Cycle 8				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p>I can reach out for, touch and begin to hold objects</p> <p>I can smile with pleasure at recognisable playthings.</p> <p>I recognise big things and small things in meaningful contexts (e.g.; know to sit on a class chair, not on a doll's house chair).</p>	<p>I use blocks to create my own simple structures and arrangements.</p> <p>I can react to new shape activities and experiences (eg; attention autism activities).</p> <p>I can attempt, sometimes successfully to fit shapes into spaces on inset boards and jigsaw puzzles.</p> <p>I notice simple shapes and patterns in pictures.</p> <p>I am beginning to categorise objects according to properties such as shape or size.</p> <p>I am beginning to use the language of size.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I show awareness of similarities of shapes in the environment.</p> <p>I can show an interest in shape by sustained construction activity or by talking/using symbols.</p> <p>I can show an interest in shapes in the environment.</p> <p>I can use shapes appropriately for tasks.</p> <p>I am beginning to make comments/use symbols about the shapes of everyday objects e.g.; round/tall).</p> <p>I can sort objects and materials according to a given criteria.</p> <p>I can identify when an object is different and does not belong to a given familiar category.</p>	<p>I am beginning to use mathematical language to describe 2d shapes.</p> <p>I am beginning to use mathematical language to describe 3d shapes.</p> <p>I can select a particular names shape.</p> <p>I can copy a simple pattern.</p>	<p>I can create a simple pattern.</p> <p>I can identify a circle, triangle and square in a range of environments.</p> <p>I am beginning to match 3d shapes to pictures.</p> <p>I can recognise, find and name a half as one of two equal parts of an object/shape.</p>
<ul style="list-style-type: none"> <li>• Explore objects related to shape – finding objects and shapes in trays of foam.</li> <li>• Use shapes to create simple pictures of toys.</li> <li>• Complete an object hunt around the classroom.</li> <li>• Explore familiar objects and toys.</li> <li>• Explore objects and toys related to numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore objects related to shape – sifting through and categorising paper and cardboard shapes from trays of foam.</li> <li>• Make own arrangements using 2D paper shapes.</li> <li>• Make pictures of toys with 2D shapes.</li> <li>• Explore repeating patterns with pictures – with photos / pictures of familiar objects from the home.</li> <li>• Use Numicon to make simple arrangements.</li> <li>• Explore different size objects and toys.</li> <li>• Explore using building blocks and 3D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and play with objects related to shape – finding paper and cardboard shapes from trays of foam.</li> <li>• Build objects with 2D and 3D shapes.</li> <li>• Complete a shape hunt around the classroom.</li> <li>• Complete a shape sort/posting activity.</li> <li>• Use pictures of familiar toys to complete a sort/posting activity linked to exploring the shape of the objects.</li> <li>• Try to identify a familiar shape / object blindfolded.</li> <li>• Sort pictures of buildings into categories (round, tall etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify 2D shapes by picking them out of rice.</li> <li>• Draw 2D shapes on the floor with coloured sand / flour.</li> <li>• Cut out familiar 2D shapes and make create a picture of familiar cartoon characters.</li> <li>• Identify 3D shapes while in rice.</li> <li>• Build objects using 2D and 3D shapes.</li> <li>• Explore making repeating patterns using stamps / block printing.</li> </ul> <p>Copy simple patterns using pictures of familiar food.</p>	<ul style="list-style-type: none"> <li>• Explore making repeating patterns using shapes or familiar objects we would see in the park.</li> <li>• Create repeating patterns using pictures of objects we would see in the park.</li> <li>• Complete a shape hunt around the allotment.</li> <li>• Identify 2D and 3D shapes from behind a screen using just touch.</li> <li>• Complete 2D and 3D sorting activities.</li> <li>• Complete a shape hunt with forms of transport.</li> <li>• Fold and cut paper shapes related to animals in half.</li> <li>• Cut 2D shapes in half.</li> </ul> <p>Explore halving Numicon shapes</p>

## Maths PNC - Medium Term Planning Geometry Shape

- Explore 2D and 3D shapes through AA.
- Explore jigsaws.
- Explore using Lego to connect blocks.
- Use printing to make simple repeating patterns.

Begin to categorise a range of objects or shapes – big, small.

- Identify the odd one out using pictures of things found at the park.
- Use Lego to build simple objects.
- Find shapes within the classroom.
- Complete a sorting activity with 2D shapes.

### Key Vocab

**Big, small, shape, jigsaw, size, build, sort, pattern, shape, 2D, 3D, circle, triangle, square, half, whole.**



## Maths PNC - Medium Term Planning Geometry Shape

Cycle 9				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p>I can reach out for, touch and begin to hold objects</p> <p>I can smile with pleasure at recognisable playthings.</p> <p>I recognise big things and small things in meaningful contexts (e.g.; know to sit on a class chair, not on a doll's house chair).</p>	<p>I use blocks to create my own simple structures and arrangements.</p> <p>I can react to new shape activities and experiences (eg; attention autism activities).</p> <p>I can attempt, sometimes successfully to fit shapes into spaces on inset boards and jigsaw puzzles.</p> <p>I notice simple shapes and patterns in pictures.</p> <p>I am beginning to categorise objects according to properties such as shape or size.</p> <p>I am beginning to use the language of size.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I show awareness of similarities of shapes in the environment.</p> <p>I can show an interest in shape by sustained construction activity or by talking/using symbols.</p> <p>I can show an interest in shapes in the environment.</p> <p>I can use shapes appropriately for tasks.</p> <p>I am beginning to make comments/use symbols about the shapes of everyday objects e.g.; round/tall).</p> <p>I can sort objects and materials according to a given criteria.</p> <p>I can identify when an object is different and does not belong to a given familiar category.</p>	<p>I am beginning to use mathematical language to describe 2d shapes.</p> <p>I am beginning to use mathematical language to describe 3d shapes.</p> <p>I can select a particular names shape.</p> <p>I can copy a simple pattern.</p>	<p>I can create a simple pattern.</p> <p>I can identify a circle, triangle and square in a range of environments.</p> <p>I am beginning to match 3d shapes to pictures.</p> <p>I can recognise, find and name a half as one of two equal parts of an object/shape.</p>
<ul style="list-style-type: none"> <li>• Explore objects related to shape – exploring paper and cardboard shapes.</li> <li>• Use shapes to create simple self-portraits.</li> <li>• Complete an object hunt in forest school.</li> <li>• Explore familiar objects and toys.</li> <li>• Explore objects and toys related to numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore objects related to shape – exploring and categorising paper and cardboard shapes.</li> <li>• Make own arrangements using 2D paper shapes.</li> <li>• Make self-portraits using shapes.</li> <li>• Explore repeating patterns with pictures – with photos / pictures familiar faces.</li> <li>• Use Numicon to make simple arrangements.</li> <li>• Explore different size objects and toys.</li> <li>• Explore using building blocks and 3D shapes.</li> <li>• Explore 2D and 3D shapes through AA.</li> <li>• Explore jigsaws.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and play with objects related to shape – paper and cardboard shapes.</li> <li>• Build objects with 2D and 3D shapes.</li> <li>• Complete a shape hunt around forest school.</li> <li>• Complete a shape sort/posting activity.</li> <li>• Use pictures of familiar objects found in school to complete a sort/posting activity linked to exploring the shape of the objects.</li> <li>• Try to identify a familiar shape / object blindfolded.</li> <li>• Sort pasta shapes.</li> <li>• Identify the odd one out using pictures of objects found in school.</li> <li>• Use Lego to build simple objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify 2D shapes while blindfolded.</li> <li>• Draw 2D shapes in flour / sand.</li> <li>• Cut out familiar 2D shapes and make a mobile.</li> <li>• Identify 3D shapes while blindfolded.</li> <li>• Build objects using 2D and 3D shapes.</li> <li>• Explore making repeating patterns using stamps / block printing.</li> </ul> <p>Copy simple patterns using coloured cubes / counters.</p>	<ul style="list-style-type: none"> <li>• Explore making repeating patterns using cubes / counters.</li> <li>• Create repeating patterns using pictures of familiar foods and cartoon characters.</li> <li>• Complete a shape hunt around the classroom.</li> <li>• Identify 2D and 3D shapes from a bag.</li> <li>• Complete 2D and 3D sorting activities.</li> <li>• Complete a shape hunt with pictures of buildings.</li> <li>• Fold and cut paper shapes related to animals in half.</li> <li>• Cut 2D shapes in half.</li> <li>• Explore halving Numicon shapes.</li> </ul>

## Maths PNC - Medium Term Planning Geometry Shape

- Explore using Lego to connect blocks.
  - Use printing to make simple repeating patterns.
- Begin to categorise a range of objects or shapes – big, small.

- Find shapes within the classroom.
- Complete a sorting activity with 2D shapes.

### Key Vocab

**Big, small, shape, jigsaw, size, build, sort, pattern, shape, 2D, 3D, circle, triangle, square, half, whole.**