

Shape and Measure in EYFS 2021

Intent:

Our shape and measure curriculum are based on research of best practice in the teaching of early maths. (Gifford 2020). We know that learning about shapes and measuring has a positive impact on all areas of learning, especially early number skills. We aim for our children to enjoy this area of learning and make good progress in it. Children engage in a wide range of interesting activities inside and outside which enthuse them about this area of learning.

Implementation:

We implement the curriculum in a planned, sequential approach, with the EYFS leader and nursery teacher working closely together to plan and share information about this area of learning. Our curriculum is broad, balanced and inclusive.

The teaching of the skills and knowledge for this area is based on recent research (National Centre of Excellence for the Teaching of Mathematics 2018).

We teach children to compare, sort and explore shapes then building up to learning about the properties and names of the shapes. Measure is taught in the same sequence, extending children's vocabulary about measure, then teaching them how to measure in units. Retrieval of skills and knowledge is an integral part of our practice.

Children are taught to develop their vocabulary in this area and to be able to talk about different shapes and measuring activities. We utilise a range of teaching methods, including reading books which stimulate discussion about this area, presenting the children with challenges about shape and real-life problem solving, such as measuring how tall our plants are.

Children are taught through a balance of play and adult led learning in this area. We ensure that children can make links to other areas of learning. For example, children use their knowledge of shapes and which fit together in their art learning.

Nursery Shape and Measure Curriculum.

Children learn through interacting with staff in the high-quality learning environment inside and outside. Stories and rhymes provide opportunities for learning about shape and measure.

Key vocabulary: long, longer, short, shorter, heavy, light, side, corner, straight, curvy, names of 2d shapes, fit together, turn around, around, up, down, along, full, empty, same and patterns.

Key experiences: Building with blocks, Duplo and construction materials.

Playing with sand, water, gloop, mud and other sensory resources.

Small world play.

Learning with jigsaw puzzles and interlocking resources.

Learning with posting boxes and shape sorters.

Cutting and collaging with shapes.

Learning with pattern resources, beads and repeating patterns.

Daily walk and Forest School session.

Visual timetable.

Learning with scales.

Cooking and food preparation.

Assessment in the EYFS

Children are assessed as they learn with staff, who adapt the learning to meet the needs of the children. In transition meetings from Nursery to Year R, the Year R teacher is provided with information about children's learning in this area. In Nursery children's learning is celebrated via Tapestry and their special books. In Year R learning is shared with parents via DoJo. Year R children's learning is displayed in their special books.

In term 3 of Year R a simple assessment is carried out to ensure children are on track to meet end of year expectations.

The Year R teacher provides information about children's learning in this area to the Year One teacher.

Year R Overview

Key vocabulary: long, longer, short, shorter, heavy, light, side, corner, straight, curvy, names of 2d shapes, fit together, turn around, around, up, down, along, full, empty, same and patterns.

measure, centimetre, metre, rotate, turn around, 2d, 3d, face, side, corner, side, edge, cuboid, cube, cylinder, sphere, roll and point.

Key experiences: Pattern of the week and shape of the week (share with parents), building from a photograph using blocks, packing shapes into containers and talking about why they fit, orientating shapes, shape songs, making shapes from malleable materials like pipe cleaners, shape within shapes. Cooking lessons. Exploring length with sticks. Adopt and measure a tree over the year. Play with Beebots. Go on walks and treasure hunts. Measuring in our garden. Small world play.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key vocabulary and texts	Rosie's Walk What Ever Next! up around down, along behind in front of	The Nativity triangles stars point tip slant shape in a shape sphere circles up under below	Elliot's Canterbury Tall long high names of 3d shapes pointy spire balance	Matisse for children and Snail Trail Pattern spiral curved long longer longest short shortest circles rectangles squares triangles	The Very Hungry Caterpillar Days weeks month time change hours and minutes	Titch and Katie's Sunflowers tall taller centimetres metres measure height
Key knowledge	I can understand the instruction go up, go around, go behind and go in. I know that when shapes are turned around or a	I know that triangles and circles can be different sizes and colours but are still that shape. I know that shapes can be fitted together	I know what a 3d shape is and how this is different from a 2d shape I know that the Cathedral has different shapes as part of its structure.	I know that patterns are all around us outside and inside. I can talk about the patterns I find using language like spiral, curved,	I know the days of the week and their order. I know that week's make months. I know how a caterpillar	I know that we can measure growth. I know how to compare and talk about heights. I know that height can be

	different colour or size, they are the same shape.	to make another shape or the same set of shapes.	I know that different shapes can fit together and balance.	repeating and shapes.	changes in a month.	measured in cms or metres.
Key skills	<p>I can act out Rosie's Walk by following the instructions given.</p> <p>I can make a rocket following a simple picture.</p> <p>I can change my rocket explaining how I have built it.</p>	<p>I can make a star by folding and cutting triangles.</p> <p>I can make a decoration by creating a repeating pattern with circles.</p>	<p>I can make a model of Canterbury Cathedral by using my knowledge of different shapes.</p> <p>I can draw a plan of my model.</p>	<p>I can make a snail with clay talking about the shapes I have created.</p> <p>I can create my own shape picture, fitting different shapes together and talking about this.</p>	<p>I can record on each day what happened to the caterpillar in the story.</p> <p>I can explain using time words what is happening to our caterpillars.</p>	<p>I can measure my plant at the start of growth.</p> <p>I can measure using a ruler.</p> <p>I can measure my plant at the end of growth and compare this.</p> <p>I can record this using pictures and numbers.</p>

