



Shape

English National Curriculum, QCA and Foundation Stage links

All of the activities in this issue can be linked to the QCA Schemes of Work for Art and Design Unit 1C What is Sculpture? and Unit 2B Mother Nature, designer. The content also supports the following objectives and requirements.

Pages 4–5 Wiggly words

Programme of study for English

En3 Writing

Pupils should be taught to:

- 1a) use adventurous and wide ranging vocabulary
- d) use a clear structure to organise their writing
- f) use the texts they read as models for their own writing.

Breadth of study

12) The range of forms of writing should include poems.

National Literacy Strategy link

- use new words from their reading and shared experiences (YR)
- compose own poetic sentences using imagery (Y1)
- use structures from poems as a basis for writing (Y2).

Foundation Stage link

CLL – listen with enjoyment and respond to poems, and make up their own poems; extend their vocabulary, explore the meanings and sounds of new words.

KUW – find out about and identify some features of living things they observe.

Pages 6–7 All shapes & sizes

Programme of study for mathematics

Ma3 Shape, space and measures

Pupils should be taught to:

- 1a) try different approaches when solving shape and space problems

d) use the correct language and vocabulary for shape

2a) describe the properties of shapes

b) observe, handle and describe mathematical features of common 2D and 3D shapes.

National Numeracy Strategy link

Pupils should be taught to:

- begin to name solids and flat shapes (R)
- investigate a general statement about a shape by finding examples that satisfy it (Y1)
- find one half and one quarter of shapes; recognise that two halves and four quarters make one whole (Y2).

Foundation Stage link

MD – use mathematical ideas to solve practical problems, use language such as 'circle' to describe flat shapes.

Page 9 Easy as A, B, C

Programme of study for design and technology

Pupils should be taught to:

- 2a) select tools, techniques and materials for making their product
- c) measure, mark out, cut and shape a range of materials
- d) assemble, join and combine materials
- e) use finishing techniques to improve the appearance of their product
- 4a) recognise the working characteristics of materials.

QCA link

Art and Design Unit 1C What is Sculpture?





Shape

English National Curriculum, QCA and Foundation Stage links continued

Foundation Stage link

MD – use mathematical ideas to solve practical problems, use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.

KUW – select tools and techniques to shape, assemble and join materials; build and construct a wide range of objects.

PD – handle tools, objects and construction materials with increasing control.

Page 10 Light up lanterns

Programme of study for design and technology

Pupils should be taught to:

- 2b) explore the sensory qualities of materials
- c) measure, mark out, cut and shape a range of materials
- d) assemble, join and combine materials
- e) use finishing techniques to improve the appearance of their product
- 4a) recognise the working characteristics of materials.

Mathematics link

Ma3 Shape, space and measures

Pupils should be taught to:

- 2a) describe the properties of shapes
- b) observe, handle and describe mathematical features of common 2D and 3D shapes.

QCA link

Art and Design Unit 1C What is Sculpture?

Foundation Stage link

MD – use mathematical ideas to solve practical problems, use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.

PD – handle tools, objects, construction materials with increasing control.

Page 11 Virtual sculptures

Programme of study for art

Pupils should be taught to:

- 1a) record from first-hand observation, experience and imagination
- b) develop their ideas
- 2b) try out tools and techniques, including drawing, and apply these
 - c) represent observations and design and make images and artefacts
- 4a) recognise visual and tactile elements, including shape, form, line, colour, pattern and texture.

Mathematics link

Ma3 Shapes, space and measures

Pupils should be taught to:

- 4c) estimate and measure objects, choose and use simple measuring instruments.

QCA link

Art and Design Unit 1C What is sculpture?, Unit 2B Mother Nature, designer.

Foundation Stage link

KUW – investigate objects and materials by using all of their senses, identify some features of living things they observe.

CD – explore shape, colour, texture, form and space in two or three dimensions.

Page 12 Reading shapes

Programme of study for geography

Enquiry and skills

Pupils should be taught to:

- 1a) ask geographical questions





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English National Curriculum, QCA and Foundation Stage links continued

- b) observe and record
- 2b) use fieldwork skills
 - d) use secondary sources of information
 - e) make plans and maps.

Patterns and processes

- 4a) make observations about where things are located and about other features in the environment.

QCA link

Geography Unit 1 Around our school – the local area, Unit 2 How can we make out local area safer?; ICT Unit 1C The information around us.

Foundation Stage link

MD – use language such as 'circle' to describe flat shapes.
 KUW – find out about their environment, identify features in the place they live.

Page 13 A bridge too far...

Programme of study for science

Sc1 Scientific enquiry

Pupils should be taught to:

- 2c) recognise when a test or comparison is unfair
 - f) explore, make and record observations and measurements
 - g) communicate what happened in a variety of ways
 - h) compare what happened to what they expected would happen.

Programme of study for mathematics

Ma3 Shapes, space and measures

Pupils should be taught to:

- 4c) estimate, measure and weigh objects, choose and use simple measuring instruments.

English link

En2 Reading

Literature

The range should include:

- 6c) retellings of traditional fairy stories.

QCA link

Science Unit 1E Pushes and pulls, Unit 2E Forces and movement.

Foundation Stage link

MD – use mathematical ideas to solve practical problems.

KUW – build and construct a wide range of objects; find out about their environment, and identify features in the place they live.

