

Shape, space and measure 5

**Starting to puzzle**

## Teacher guidance



### Books

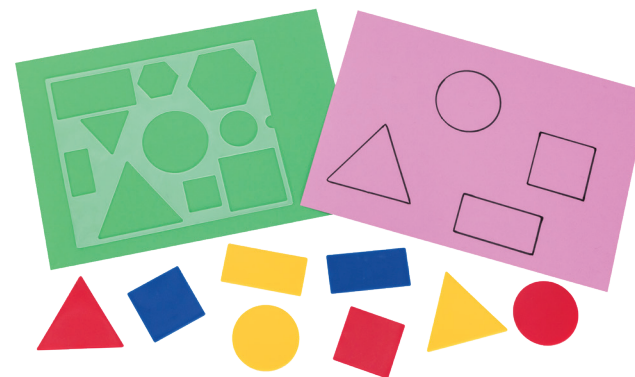
- *Usborne First Jigsaws: Wild Animals* by Matthew Oldham
- *Usborne First Jigsaws: Things that go* by Matthew Oldham
- *Shark in the Park* by Nick Sharratt
- *Off to the Park!* by Stephen Cheetham
- *The Gruffalo* by Julia Donaldson
- *The Gingerbread Man*

### Top tips

- Shadows for matching can easily be made by drawing around the objects on black paper and cutting them out. Stick these shadows to the bottom of shelves or units and cover with sticky-back plastic.
- Tidy-up time is a great opportunity to encourage children to match objects to both pictures and shadows.

### Key resources

- shape resources and coloured templates
- black paper and sticky-back plastic
- simple jigsaws



## Small steps

Step 1

Complete shape-match puzzles

Step 2

Complete simple jigsaws

Step 3

Match objects to pictures

Step 4

Match objects to shadows

Step 5

Explore objects and small world from different positions

Step 6

Make simple routes in small world with lines and curves

# Starting to puzzle

## Notes and guidance

In this block, children will explore the next stage in the shape, space and measure progression. They will move on from inset puzzles to completing simple jigsaws with between 4 and 6 pieces. Children will also match shape resources, such as pattern blocks, to templates. Activities in this block encourage the use of coloured templates, where the colour corresponds to the shape, to provide support for children.

At this stage, when matching shapes, children will not be expected to use shape names. However, it is important that misconceptions are not introduced from the start: for example, ensure children recognise a square is still a square even when it is rotated at a different angle.

Consider the organisation of provision and ensure children have opportunities to match resources to corresponding photographs and shadows on shelves. Ensure children have access to curved and straight blocks or train-track pieces for them to create simple routes that include curves and lines.

## Sentence stems

- The \_\_\_ matches this.
- I will put my piece ...
- I can/can't see ...
- My path goes to ...

## Key questions

- Which shape/object matches?
- Where does this piece fit?
- What can you see? What can you see now?
- Where will your path go to?

## Links to the curriculum

### *Development Matters* – 3 and 4-year-olds

- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

### *Birth to 5 Matters* – Range 4

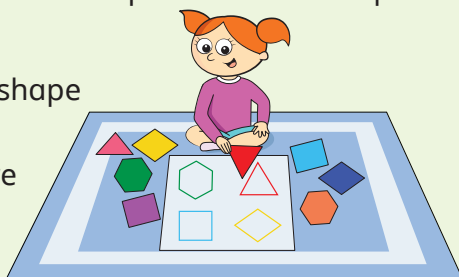
- Responds to some spatial and positional language
- Explores how things look from different viewpoints including things that are near or far away
- Chooses puzzle pieces and tries to fit them in
- Recognises that two objects have the same shape

## Adult-led activities

### Step 1

In this small step, children will **complete shape-match puzzles**. Provide children with templates that include coloured images of different shapes. Support them to select the correct shape to match on top of the template.

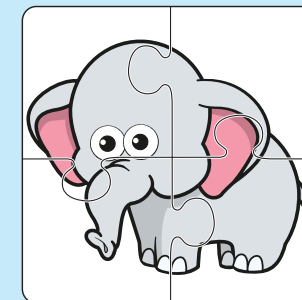
These could include shape resources such as pattern blocks, where the colour of the shapes matches the colour on the template.



### Step 2

In this small step, children will **complete simple jigsaws**. Explore books such as *Usborne First Jigsaws: Wild Animals* or *Things that go* by Matthew Oldham. Support children to manipulate the jigsaw pieces to complete the pictures.

Encourage children to explore a range of other 4-piece jigsaw puzzles with increased independence.



### Step 3

In this small step, children will **match objects to pictures**. Within the water or sand area, add labels for the resources. Photograph the resources and display these on the shelf where they belong.

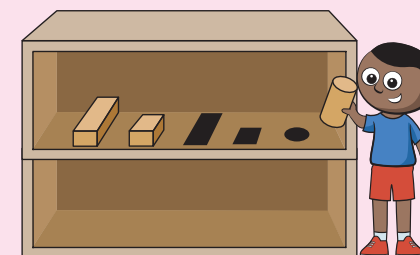
Support children to recognise that the resources need to be matched to the correct picture when putting them away.



### Step 4

In this small step, children will **match objects to shadows**. In an area of provision such as the construction area, add shadowing to the shelves to encourage children to match objects to shadows. Support children to notice where each resource belongs.

Encourage children to begin to consider size when looking at the shadows, for example noticing differences between a short or long block.



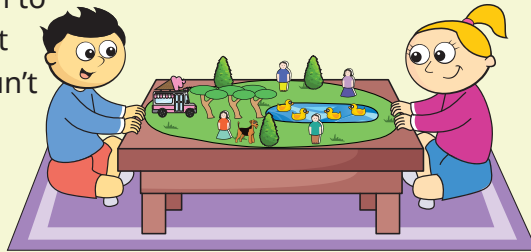
## Adult-led activities



### Step 5

In this small step, children will **explore objects and small world from different positions**. After reading stories such as *Shark in the Park* by Nick Sharratt, recreate a simple park scene in the small-world area. Prompt children to look at the park from different positions and talk about what they can see.

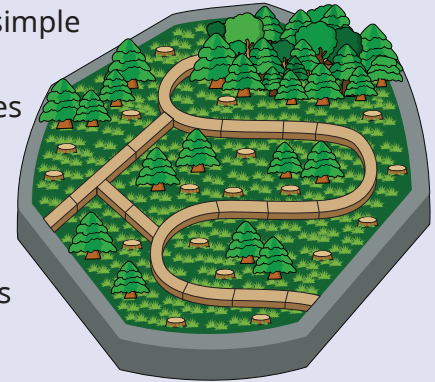
Encourage them to notice that what they can and can't see will change dependent on their position.



### Step 6

In this small step, children will **make simple routes in small world with lines and curves**. After reading stories such as *The Gruffalo* by Julia Donaldson, encourage children to use small-world characters and objects to make a simple route from the story. Prompt them to use lines and curves to make a path for their route.

Encourage children to talk about their route as they follow it.



## Continuous provision

Ensure that provision has a range of simple jigsaws with 4 to 6 pieces. Also provide children with shape resources and coloured shape templates for them to explore with increasing independence.

Provide children with free space for them to create their own small-world scenes and routes. For example, leave small tables or tuff trays empty with a range of small-world resources available nearby that they can use to create their own scenes and routes.