



EYFS – Maths using Shape, Space & Measures - links to STP Lesson 3: Measures and Spaces

<p>Objectives: To understand and use vocabulary related to size of shapes and everyday vehicles in the environment. To relate the vocabulary of distance and time to vehicles.</p>	<p>Related areas of learning: CL To use the vocabulary of measurement. PD – development of Gross Motor skills through using bicycles and scooters to measure simple distances. UW – Understanding that rules keep us safe when we are out and about.</p>	<p>Key Questions / Vocabulary Fast, Slow, Long, Short, Wide, Narrow, Big, Small Can you cycle quickly? Can you stop quickly? How far can you scoot by the time I count to..... How many times can you cycle round the playground in...?</p>
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Oral and Mental	Adult led / focussed activities	Exploring & Applying	Assessment Opportunities
<p>Modern Transport PowerPoint: http://www.primaryresources.co.uk/geography/geography1.htm Recap from last lesson – what vehicles can they see today? What do they notice about the size of the wheels and the size of the vehicles? Are they long/tall/short/wide/narrow?</p> <p>Main Teaching Session LO: To understand and use vocabulary related to size of shapes and everyday vehicles in the environment.</p> <p>Using the vehicles from the box, ask the children to describe what they can see – encourage them to extend their sentences building on the vocabulary of the previous sessions e.g. I can see a large car with four round wheels. I can see a long wide truck that will go fast on the motorway.</p> <p>Ask children why they think vehicles are built in different sizes. What is the problem if the size is wrong?</p> <p>Plenary From adult initiated observations and exploring and applying: What can you tell me about the size of your vehicle? Who travel the fastest? Which car travelled the furthest? How does the size of a wheel affect how fast we go?</p> <p>Road safety: Why is it important to stop when asked to? When do we need to stop?</p>	<p>1 Using scooters and bikes – present challenges related to time using a sand timer or counting out loud e.g. How far can you travel by the time I count to...? Can you now go faster? How many times can you travel to theand back in 1 minute</p> <p>Record observations.</p> <p>2 With small vehicles and ramps, test which car will travel the furthest.</p> <p>Which moves the fastest?</p> <p>What happens if the height of the ramp is changed?</p>	<p>Ordering equipment, vehicles, bears, worms etc.</p> <p>Play dough - creating vehicles of different sizes</p> <p>3c construction kits – creating vehicles of different sizes.</p> <p>Drawing different sized vehicles to match different members of the family.</p> <p>Recycled materials to create larger vehicles.</p> <p>Vehicle sorting hunt outdoors asking questions e.g. Can you find a vehicle that will travel fast in the air, on a track and on the road?</p> <p>Vehicle books.</p>	<p>The children can describe how they have ordered</p> <p>The children can describe the size and shape of their vehicles</p> <p>The children will be able to count how many wheels and doors their vehicles have and comment on the size of them</p> <p>The children can describe who their vehicle is for and what size it is</p> <p>The children can describe the shape and size of the vehicle they have made</p> <p>The children can describe what they have found and how fast it might travel</p>

<p>Resources: Modern Transport PowerPoint at: http://www.primaryresources.co.uk/geography/geography1.htm Small vehicles Road mats Pictures for treasure hunt Sand, play dough, paper, crayons Construction kits Recycled material for ramps Recycled material for construction Gross motor equipment</p>
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Next Steps: To introduce simple problem solving linked to sustainable travel activities