

**Unit 4**  
**Reasoning about shape**

Five daily lessons

*National*  
**Numeracy Strategy**

**Year 4**  
**Autumn term**

**Unit Objectives**

**Year 4**

- Describe and visualise 3-D and 2-D shapes, including the tetrahedron and heptagon.
- Recognise equilateral and isosceles triangles.
- **Classify polygons using criteria such as number of right angles, whether or not they are regular, symmetry properties.**
- Make and investigate a general statement about familiar numbers and shapes by finding examples that satisfy it.

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**Link Objectives**

**Year 3**

**Year 5**

- Classify and describe 3-D and 2-D shapes, referring to properties such as reflective symmetry and other properties.

(Key objectives in bold)

- **Recognise properties of rectangles.**
- Classify triangles using criteria.
- Make and investigate a general statement about familiar numbers and shapes by finding examples that satisfy it.

This Unit Plan is designed to guide your teaching.

You will need to adapt it to meet the needs of your class.

**Resources needed to teach this unit:**

- Resource sheet 4.1
- Activity sheet 4.1
- Activity sheet 4.2
- Activity sheet 4.3
- OHT 4.1
- OHT 4.2
- OHT 4.3
- OHT 4.4
- Triangular doty paper
- Whiteboards
- Large equilateral triangle
- Large isosceles triangle
- Selection of 2-D and 3-D shapes
- Feely box
- Square doty paper
- A4 paper
- Mirrors
- Set of polygons

department for  
**education and skills**

Planning sheet	Day One	Unit 4 <i>Reasoning about shape</i>	Term: <i>Autumn</i>	Year Group: 4
<b>Oral and Mental</b>		<b>Main Teaching</b>		<b>Plenary</b>
<b>Objectives and Vocabulary</b>	<b>Teaching Activities</b>	<b>Objectives and Vocabulary</b>	<b>Teaching Activities</b>	<b>Teaching Activities / Focus Questions</b>
<p>To describe and visualise 2-D and 3-D shapes</p> <p>VOCABULARY faces edges 3-D 2-D</p> <p>RESOURCES Selection of 2-D and 3-D shapes Feely box</p>	<ul style="list-style-type: none"> <li>Put a mixed set of 2-D and 3-D shapes in a feely box, open at front so class can see it but child can't. Ask child to describe the shape by touch.</li> </ul> <p>Q What words do we use to describe shapes?</p> <ul style="list-style-type: none"> <li>List words on board to reinforce vocabulary. Repeat with different shapes.</li> </ul> <p>Q Which mathematical words allow us to quickly identify a shape?</p>	<p>To describe and visualise 3-D and 2-D shapes, including the tetrahedron.</p> <p>VOCABULARY faces edges vertices angles tetrahedron</p> <p>RESOURCES Activity sheet 4.1</p>	<ul style="list-style-type: none"> <li>Show children an oblong and a cuboid. Explain that the oblong is a 2-D shape and the cuboid is a 3-D shape.</li> </ul> <p>Q What makes a shape 3-D?</p> <p>Q What do you notice about the faces of this 3-D shape?</p> <p>Hold up a square.</p> <p>Q What 3-D shape could this be a face of? (cube, square-based pyramid, cuboid)</p> <p>Q If one face of a 3-D shape is a square, what shape could the other faces be?</p> <ul style="list-style-type: none"> <li>Draw on board different shapes of faces. Children complete Activity sheet 4.1.</li> </ul>	<ul style="list-style-type: none"> <li>Show children an equilateral triangle.</li> </ul> <p>Q Which 3-D shapes could this be a face of?</p> <p>(If children can't name any, ask them to describe or show using linking shapes).</p> <p>Discuss a 3-D shape made from four identical triangles.</p> <p>Q What would this shape look like?</p> <p>Q How many edges would it have?</p> <ul style="list-style-type: none"> <li>Hold up a tetrahedron. Explain that this shape is a tetrahedron and write up its name on the board.</li> </ul> <p><b>By the end of the lesson children should be able to:</b></p> <ul style="list-style-type: none"> <li>Name, classify and describe 2-D and 3-D shapes, including a sphere, cylinder, cube, cuboid, prism, pyramid, hemisphere, cone, and tetrahedron.</li> </ul> <p>(Refer to supplement of examples, section 6, page 102.)</p>

Planning sheet	Day Two	Unit 4 <i>Reasoning about shape</i>	Term: <i>Autumn</i>	Year Group: 4
<b>Oral and Mental</b>		<b>Main Teaching</b>		<b>Plenary</b>
<b>Objectives and Vocabulary</b>	<b>Teaching Activities</b>	<b>Objectives and Vocabulary</b>	<b>Teaching Activities</b>	<b>Teaching Activities / Focus Questions</b>
<p>To describe and visualise 2-D shapes</p> <p>VOCABULARY equilateral rectangle</p> <p>RESOURCES 2-D shapes</p>	<ul style="list-style-type: none"> <li>Quickly – Hold up different 2-D shapes and get the class to say their names.</li> <li>Ask the children to write down the names of five shapes. Say that they can cross out a shape when you describe something about that shape. e.g. Cross out your shape if it has four sides of the same length. The shape has three corners and three sides which can be different. The shape has five sides. The shape has four sides but is not a square. The winner is the one with all shapes crossed out.</li> <li>Discuss with the children why some shapes on the cards were not crossed out i.e the properties were not called out.</li> </ul> <p>Q What could I have called out to allow you to cross out your shape?</p>	<p>To classify polygons using criteria such as number of right angles, whether or not they are regular, symmetry properties.</p> <p>VOCABULARY oblong hexagon polygon regular irregular heptagon angle</p> <p>RESOURCES Whiteboards Resource sheet 4.1</p>	<ul style="list-style-type: none"> <li>Ask children to draw a four-sided shape on their whiteboards. Explain to the children that a polygon is a closed, 2-D shape with straight sides.</li> </ul> <p>Q Have we all drawn polygons?</p> <p>Choose individual children's shapes to show and check if they are polygons.</p> <ul style="list-style-type: none"> <li>Draw a four-sided shape which is <u>not</u> a polygon.</li> </ul> <p>Q Why is my shape <u>not</u> a polygon?</p> <p>Look for curved sides, open shapes. Ask all the children to draw a seven-sided polygon on their whiteboards.</p> <p>Q What do we call a seven-sided shape?</p> <p>Establish that the shape is called a heptagon and look at some children's examples. Ask children to draw a six-sided polygon. Choose an irregular hexagon to show and a regular one.</p> <p>Q What makes a polygon regular?</p> <p>Establish that a regular polygon has sides of equal length and angles of equal size. Measure to demonstrate on regular hexagon.</p> <ul style="list-style-type: none"> <li>Give children Resource sheet 4.1 and ask them to work with a partner to identify which polygons are regular and which irregular.</li> </ul>	<ul style="list-style-type: none"> <li>Play 'guess my shape' e.g. My shape has six sides and is an irregular polygon. Draw what it might look like. Reinforce the definitions of polygon and regular.</li> </ul> <p>Q A polygon always has six straight sides. True or false?</p> <p>Prove by drawing that the statement is false.</p> <p>Q Is an oblong a regular polygon?</p> <p>Discuss explanations.</p> <p>Q What is the least number of sides a polygon can have?</p> <p>Draw a shape with equal sides but unequal angles (rhombus, pentagon).</p> <p>Q Is this shape regular?</p> <p>Discuss the answers and reasons ensuring children realise that regular polygons have all sides <i>and</i> all angles equal.</p> <p><b>By the end of the lesson children should be able to:</b></p> <ul style="list-style-type: none"> <li>Recognise that a polygon is a closed, flat shape with three or more straight sides and that regular polygons have all their sides and all their angles equal;</li> <li>Recognise and describe a heptagon.</li> </ul> <p>(Refer to supplement of examples, section 6, page 102.)</p>



Planning sheet	Day Four	Unit 4 <i>Reasoning about shape</i>	Term: <i>Autumn</i>	Year Group: 4
<b>Oral and Mental</b>		<b>Main Teaching</b>		<b>Plenary</b>
<b>Objectives and Vocabulary</b>	<b>Teaching Activities</b>	<b>Objectives and Vocabulary</b>	<b>Teaching Activities</b>	<b>Teaching Activities / Focus Questions</b>
<p>To describe and visualise 3-D and 2-D shapes.</p> <p>VOCABULARY polygon edges side right-angled triangle</p>	<ul style="list-style-type: none"> <li>Use two or more of these visualisation activities: Imagine you have some squared paper on the table in front of you. Imagine colouring an L-shape on the paper. It is just one square wide.</li> </ul> <div data-bbox="322 459 741 549" style="border: 1px solid black; padding: 2px;"> <p>Q How many edges does it have? Q How many corners does it have? Q What sort of polygon is it?</p> </div> <p>Now imagine colouring a T-shape on your paper.</p> <div data-bbox="322 624 741 713" style="border: 1px solid black; padding: 2px;"> <p>Q How many edges does it have? Q How many corners does it have? Q What sort of polygon is it?</p> </div> <p>Imagine you have a paper square and a pair of scissors. Imagine cutting off a corner of the square in one straight cut. Without saying anything, quickly draw the shape you 'cut off'. Now draw the shape you have left. Compare your two shapes with the rest of your group.</p> <div data-bbox="322 975 741 1043" style="border: 1px solid black; padding: 2px;"> <p>Q What are the names of your two shapes?</p> </div> <p>Imagine a large, yellow square on the table in front of you. Imagine a small, blue right-angled triangle lying inside the square. Push the right-angled triangle so that its right angle fits into a corner of the square. Now draw the yellow shape that is left. Compare your shape with the rest of the group.</p> <div data-bbox="322 1334 741 1377" style="border: 1px solid black; padding: 2px;"> <p>Q What is the name of your shape?</p> </div> <p>(Visualisation activities from Shape and space booklet from the Five day course, pages 3 and 4.)</p>	<p>To classify polygons using criteria such as number of right angles, whether or not they are regular, symmetry properties.</p> <p>To make and investigate a general statement about familiar numbers or shapes by finding examples that satisfy it.</p> <p>VOCABULARY regular irregular reflective symmetry</p> <p>RESOURCES OHT 4.1 Regular polygons Mirrors Activity sheet 4.2</p>	<ul style="list-style-type: none"> <li>Use OHT 4.1.</li> </ul> <div data-bbox="1113 331 1796 395" style="border: 1px solid black; padding: 2px;"> <p>Q Can you identify a polygon which is symmetrical? How many lines of symmetry does it have?</p> </div> <p>Children explain how they know a polygon is symmetrical.</p> <div data-bbox="1113 459 1796 502" style="border: 1px solid black; padding: 2px;"> <p>Q Name some symmetrical polygons?</p> </div> <p>Children should suggest square, rectangle, regular hexagon, regular pentagon, equilateral and isosceles triangle, as well as some irregular pentagons. Give out Activity sheet 4.2 and ask the children to sort all the symmetrical polygons.</p> <ul style="list-style-type: none"> <li>Focus on the regular polygons.</li> </ul> <div data-bbox="1113 707 1796 770" style="border: 1px solid black; padding: 2px;"> <p>Q The number of lines of reflective symmetry in a regular polygon is equal to the number of sides of the polygon. Is this true?</p> </div> <p>Let the children discuss this statement and give their opinions. Children then investigate the statement and prove it by showing examples.</p>	<ul style="list-style-type: none"> <li>Begin by re-stating the last question from the main part of the lesson.</li> </ul> <div data-bbox="1830 376 2179 440" style="border: 1px solid black; padding: 2px;"> <p>Q How can we prove this statement?</p> </div> <p>Children provide examples they have used to prove the statement and explain how they found the number of lines of symmetry.</p> <ul style="list-style-type: none"> <li>Begin to record a chart showing number of sides and number of lines of symmetry in named regular polygons.</li> </ul> <div data-bbox="1830 707 2179 770" style="border: 1px solid black; padding: 2px;"> <p>Q Can you explain why this is true?</p> </div> <p>Take feedback.</p> <p>HOMEWORK – Ask children to draw four different triangles and write about the differences using terms such as regular, right angles, lines of symmetry...</p> <div data-bbox="1830 991 2179 1299" style="border: 1px solid black; padding: 2px;"> <p><b>By the end of the lesson children should be able to:</b></p> <ul style="list-style-type: none"> <li><b>Recognise that the number of lines of reflective symmetry in a regular polygon is equal to the number of sides of the polygon.</b></li> </ul> <p>(Refer to supplement of examples, section 6, page 80.)</p> </div>

Planning sheet	Day Five	Unit 4 <i>Reasoning about shape</i>	Term: <i>Autumn</i>	Year Group: 4
<b>Oral and Mental</b>		<b>Main Teaching</b>		<b>Plenary</b>
<b>Objectives and Vocabulary</b>	<b>Teaching Activities</b>	<b>Objectives and Vocabulary</b>	<b>Teaching Activities</b>	<b>Teaching Activities / Focus Questions</b>
<p>To classify polygons using criteria such as number of right angles whether or not they are regular, symmetry properties.</p> <p>VOCABULARY right-angled properties</p> <p>RESOURCES 2-D polygons</p>	<ul style="list-style-type: none"> <li>Slide a polygon with a right angle corner from behind a 'wall'.</li> </ul> <div data-bbox="320 352 741 395" style="border: 1px solid black; padding: 2px;">Q What could this polygon be? Why?</div> <div data-bbox="320 416 741 475" style="border: 1px solid black; padding: 2px;">Q What could this polygon not be? Why not?</div> <div data-bbox="320 496 741 555" style="border: 1px solid black; padding: 2px;">Q If this polygon is a _____ what other properties would it have?</div> <p>Repeat for different polygons.</p> <p>(Ensure that if using commercially produced 2D shapes children cannot identify the shape by colour).</p>	<p>To recognise equilateral and isosceles triangles.</p> <p>VOCABULARY isosceles triangle equilateral triangle side angle equal</p> <p>RESOURCES Large equilateral triangle Large isosceles triangle Triangular dotted paper Activity sheet 4.3 OHT 4.4</p>	<ul style="list-style-type: none"> <li>Ask children to visualise what a regular triangle would look like.</li> </ul> <div data-bbox="1111 328 1798 395" style="border: 1px solid black; padding: 2px;">Q What can you tell me about the sides and angles of a regular triangle?</div> <div data-bbox="1111 411 1798 454" style="border: 1px solid black; padding: 2px;">Q How many lines of symmetry does it have?</div> <p>Explain that a regular triangle is called an equilateral triangle. Emphasise equal sides and angles and <i>equilateral</i>.</p> <ul style="list-style-type: none"> <li>Hold up a paper equilateral triangle and demonstrate lines of symmetry by folding.</li> </ul> <p>Refer to the previous day's homework and discuss some of the differences children found, particularly those referring to equal angles, right angles, equal sides or symmetry.</p> <ul style="list-style-type: none"> <li>Give the children Activity sheet 4.3 and ask them to draw as many <i>different</i> triangles as they can by joining dots.</li> </ul> <div data-bbox="1111 786 1798 853" style="border: 1px solid black; padding: 2px;">Q Can you sort your triangles into groups? What properties do the triangles in each group have in common?</div>	<ul style="list-style-type: none"> <li>Ask children to come and draw an example of one of their triangles on OHT 4.3.</li> </ul> <p>Discuss different triangles taking into account reflections and rotations by turning and flipping the transparency.</p> <ul style="list-style-type: none"> <li>Look at a child's example of an isosceles triangle.</li> </ul> <div data-bbox="1827 568 2179 635" style="border: 1px solid black; padding: 2px;">Q What can you tell me about this triangle?</div> <p>Establish that it has two equal sides, two equal angles and one line of symmetry. Demonstrate by folding a paper isosceles triangle if necessary.</p> <p>Ask children to identify all the isosceles triangles they have drawn by writing an I in the middle.</p> <div data-bbox="1827 922 2179 981" style="border: 1px solid black; padding: 2px;">Q Did anyone draw an equilateral triangle on the square dots?</div> <div data-bbox="1827 1002 2179 1045" style="border: 1px solid black; padding: 2px;">Q Why not?</div> <div data-bbox="1827 1102 2179 1337" style="border: 1px solid black; padding: 5px;"> <p><b>By the end of the lesson children should be able to:</b></p> <ul style="list-style-type: none"> <li><b>Recognise the angle and side properties of isosceles and equilateral triangles.</b></li> </ul> <p>(Refer to supplement of examples, section 6, page 102.)</p> </div>

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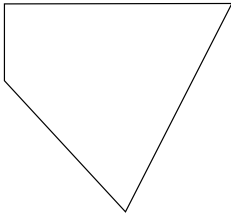
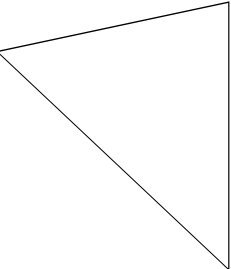
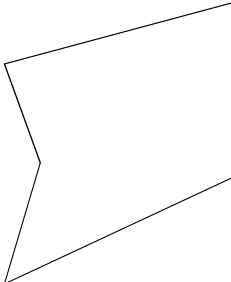
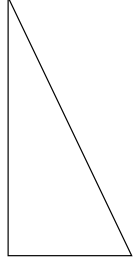
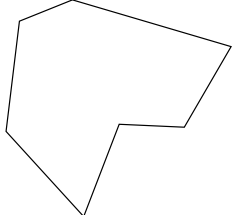
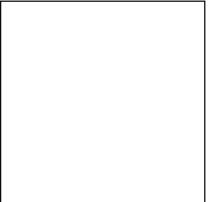
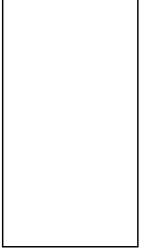
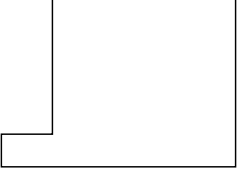
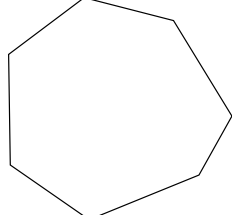
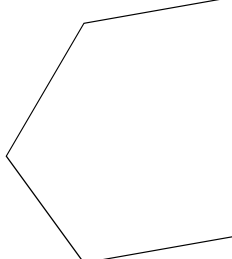
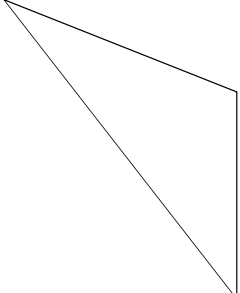
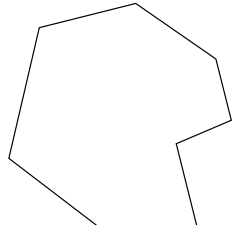
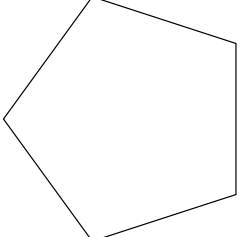
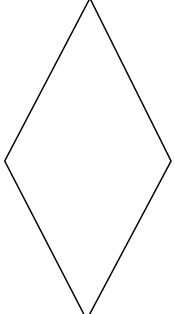
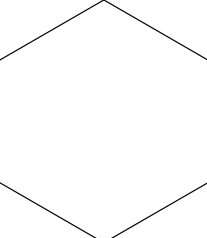
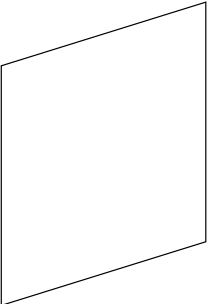
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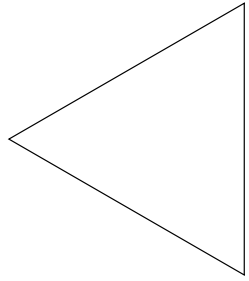
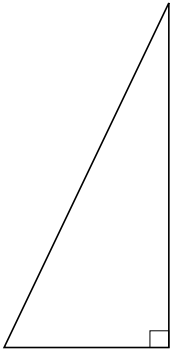
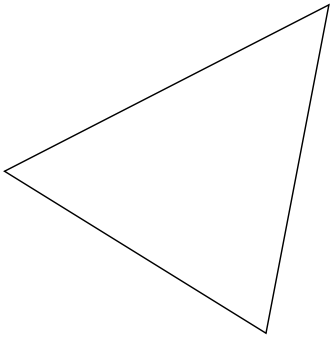
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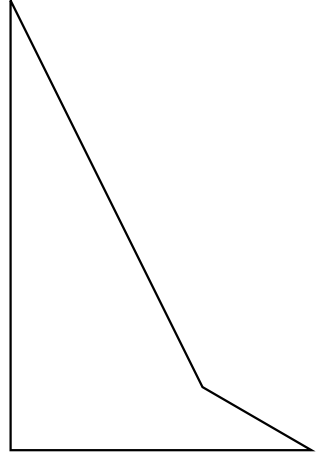
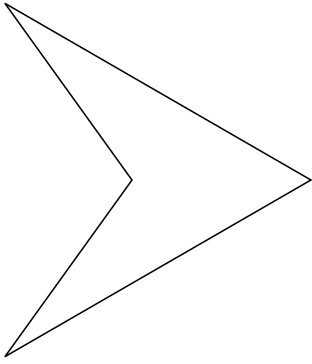
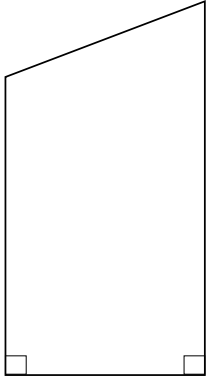
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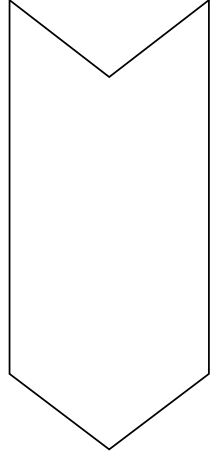
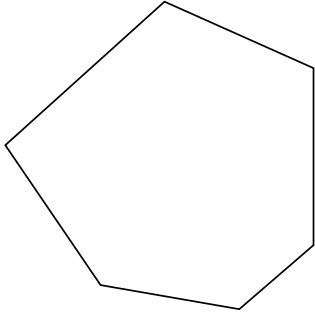
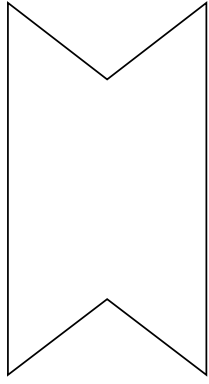
**Triangles**



**Quadrilaterals**



**Hexagons**





At least one line of symmetry

No lines of symmetry

Regular

Irregular


At least one right angle

No right angles

Three  
sides

More  
than  
three  
sides

