

# Naming and Describing 3D Shapes - Exploring 3D Shapes

## Development Matters and Early Learning Goal Links:

**(M-S8)** Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

**(M-S9)** Selects a particular named shape.

**(M-S13)** Uses familiar objects and common shapes to create and recreate patterns and build models.

**(ELG12)** Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## Advice and Ideas:

This learning activity enables children to develop their understanding of 'solid' 3D shapes. You can use this as a matching activity, where children match the prepared separate cards or as a cutting activity where children cut out the cards independently before matching them together. In both instances, children match the everyday object to its corresponding 3D shape. Supporting adults can ensure children use the correct vocabulary, i.e. faces, flat, curved, edges, corners/vertices, the same and equal, by asking appropriate questions.

Please be advised that this resource does not link to our ten themes; unlike our other Learning Activities.

More [EYFS Mathematics](#) resources.

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## A Unique Child – Exploring 3D Shapes

<b>Child's name:</b> <b>Age:</b>	<b>Date:</b> <b>Practitioner:</b>						
<p><b>(M-S8)</b> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p><b>(M-S9)</b> Selects a particular named shape.</p> <p><b>(M-S13)</b> Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p><b>(ELG12)</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>							
<b>Observation:</b>							
<b>Characteristics of Effective Learning</b>							
<b>Playing and exploring</b>	<b>Active learning</b>						
<ul style="list-style-type: none"> <li>Finding out and exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>Being involved and concentrating</li> <li>Keeping trying</li> <li>Enjoying achieving what they set out to do</li> </ul>						
<b>Creating and thinking critically</b>							
<ul style="list-style-type: none"> <li>Having their own ideas</li> <li>Making links</li> <li>Choosing way to do things</li> </ul>							
<b>Areas of Learning</b>							
	CL	PSED	PD	L	M	UW	EAD
30-50							
40-60							
ELG							
<b>Next steps:</b>							

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### Enabling Environment – Suggested Questions:

**Can you see any square faces on this solid shape?**

**What can you tell me about a sphere?**

**I wonder if this cuboid would be good to build with? Why?**

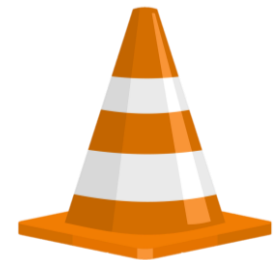
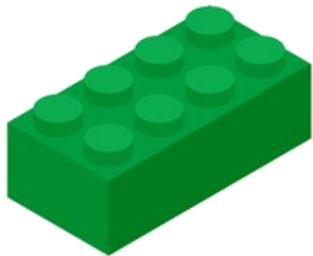
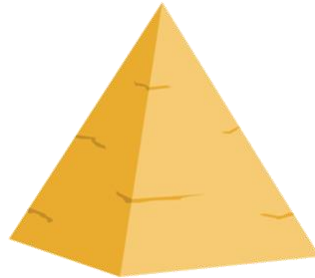
**This solid shape has flat AND curved faces. Do you know its name?**

**Is there a way you could use the cone in your model? What about using the other face?**

**Find a shape where all the faces are equal. What shape is it?**

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Cut out the cards for children to match the everyday objects to the corresponding 3D shapes.

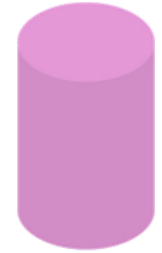
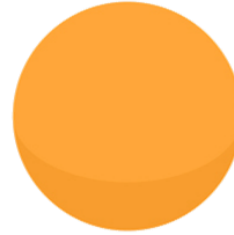


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EFYS – Mathematics – Shape, Space and Measures – Learning Activity

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