

## 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.

More [Provision Enhancement](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

## Contents

### Teacher Pages

[Page 1 – Teaching Information](#)

[Page 3 – Provision Enhancement Key](#)

[Page 4 – Observation Sheet](#)

### Resource Pages for Children

[Page 5 – Maths](#)

[Page 6 – Construction/STEM and Small World](#)

[Page 7 – Creative and Home Corner](#)

[Page 8 – Fine Motor and Writing](#)

[Page 9 – Malleable and Tuff Tray](#)

[Page 10 – Sand and Water](#)

[Page 11 – Snack and Outdoor](#)

# Provision Enhancement Key



Build it



Find it



Write it



Explain it



Count it



Cut it out



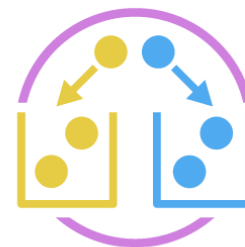
Read it



Complete it



Draw it



Sort it

## 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> <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>	<b>Active learning</b> <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>																																	
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th></th> <th>CL</th> <th>PSED</th> <th>PD</th> <th>L</th> <th>M</th> <th>UW</th> <th>EAD</th> </tr> <tr> <td>30-50</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>40-60</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>ELG</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>		CL	PSED	PD	L	M	UW	EAD	30-50								40-60								ELG								
	CL	PSED	PD	L	M	UW	EAD																										
30-50																																	
40-60																																	
ELG																																	
<b>Next steps:</b>																																	

## 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> <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>	<b>Active learning</b> <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>																																	
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th></th> <th>CL</th> <th>PSED</th> <th>PD</th> <th>L</th> <th>M</th> <th>UW</th> <th>EAD</th> </tr> <tr> <td>30-50</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>40-60</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>ELG</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>		CL	PSED	PD	L	M	UW	EAD	30-50								40-60								ELG								
	CL	PSED	PD	L	M	UW	EAD																										
30-50																																	
40-60																																	
ELG																																	
<b>Next steps:</b>																																	

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

## Advice and Ideas

### Maths A

Provide small 3D shapes and encourage children to explore them. Promote discussion: 'Which ones don't roll, I wonder why?' 'Why can these shapes be stacked on top of each other?'

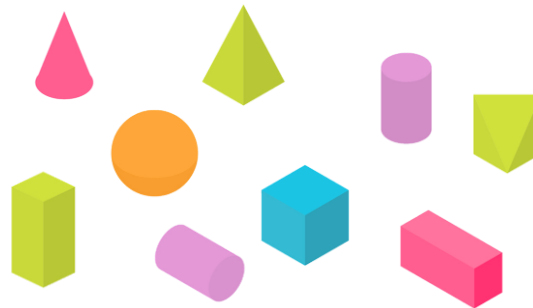
### Maths B

An adult-led activity to develop the relevant mathematical language. Play a barrier game where the adult models describing a shape for the child to guess. Swap roles.

## Maths A



**What do you notice about these 3D shapes?**

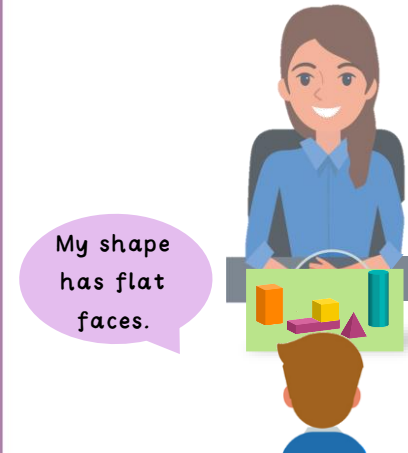


CLASSROOM *Secrets*

## Maths B



**How could you describe these shapes?**



CLASSROOM *Secrets*

**classroomsecrets.co.uk**

EYFS – Mathematics – Shape, Space and Measures – Provision Enhancement – Maths

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

## Advice and Ideas

### Construction/STEM

Provide 3D shapes, building blocks and loose parts for the children to explore. Discuss what they notice about the resources that can stack on top of each other.

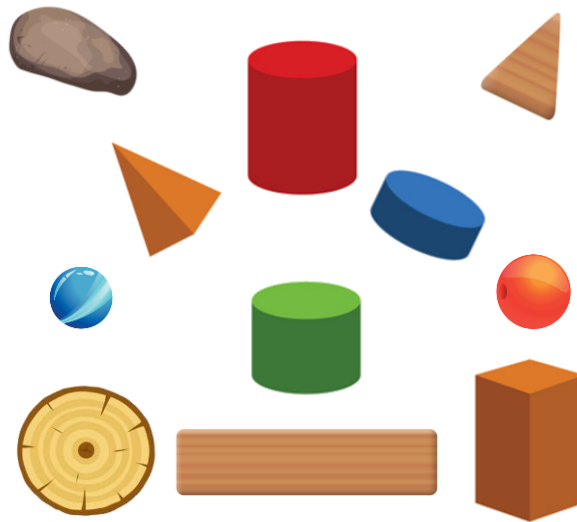
### Small World

Provide 3D building blocks and encourage children to make a barn for the animals. Discuss which bricks are suitable, and why.

## Construction/STEM



**Build with these blocks and loose parts.**

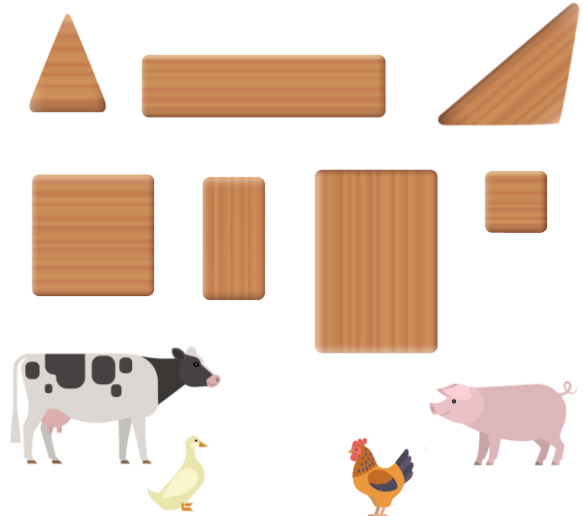


CLASSROOM *Secrets*

## Small World



**Build a barn for the farm animals.**



CLASSROOM *Secrets*

**classroomsecrets.co.uk**

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

## Advice and Ideas

### Creative

Using recycled materials, children to talk about the solid shapes they have used. Supporting adults can pose questions such as; 'Have you used a cuboid? How do you know it isn't a cube?'

### Home Corner

Ensure there is a range of real-life packets, tins etc as well as familiar items, e.g. weighing scales, cups. Encourage children to talk about which 3D shapes they can see.

## Creative



**Which 3D shapes have you used in your model?**



CLASSROOM *Secrets*

## Home Corner



**Look at these items. What do you notice?**



CLASSROOM *Secrets*

**classroomsecrets.co.uk**

EYFS – Mathematics – Shape, Space and Measures – Provision Enhancement – Creative and Home Corner

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

## Advice and Ideas

### Fine Motor

Provide small threading beads in a range of solid shapes, e.g. cylinders, spheres, cubes. Encourage children to name any of the ones they have used.

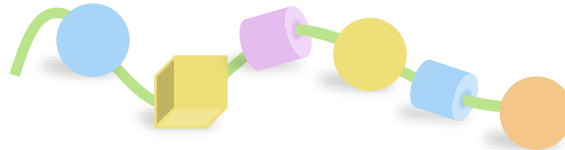
### Writing

Provide a selection of 3D shapes and ask children to sort them into two sets. Encourage children to think about the shape of the faces, whether they have corners/vertices, etc.

## Fine Motor



### Which 3D beads have you used?

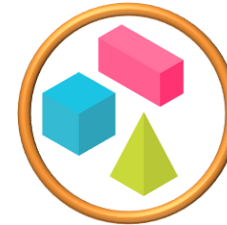


CLASSROOM *Secrets*

## Writing



### How did you sort the shapes? Write the labels.



flat



CLASSROOM *Secrets*

**classroomsecrets.co.uk**

EYFS – Mathematics – Shape, Space and Measures – Provision Enhancement – Fine Motor and Writing



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

## Advice and Ideas

### Malleable

Provide a range of 3D shapes and encourage children to press them into the dough. Adults could encourage appropriate language, e.g. curved faces, edges. Which shape makes a triangle?

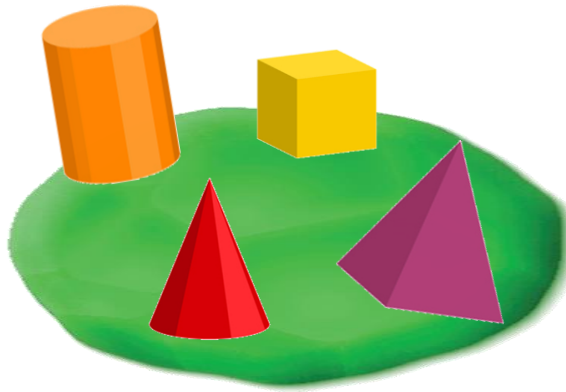
### Tuff Tray

Using soap flakes, children hide a 3D shape for their friend to guess what it is. Encourage children to describe the properties for a clue, e.g. 'This shape has just flat faces'.

## Malleable



**Print 3D shapes  
into the dough.**



CLASSROOM *Secrets*

## Tuff Tray



**Hide a shape for  
your friend to  
guess.**



CLASSROOM *Secrets*

**classroomsecrets.co.uk**

EYFS – Mathematics – Shape, Space and Measures – Provision Enhancement – Malleable and Tuff Tray

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

## Advice and Ideas

### Sand

Hide a range of 3D shapes in the sand. Encourage children to find the ones with curved faces. Is there a shape with *just* curved faces, can you name it?

### Water

Set up a selection of 3D shapes in the water. Encourage children to find ones with flat faces. Can they name them? Which shapes have both flat *and* curved faces?

## Sand



**Find the shapes  
with *curved*  
faces.**

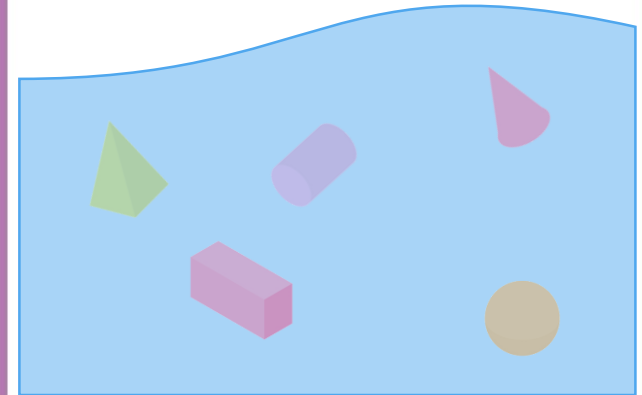


CLASSROOM *Secrets*

## Water



**Find the shapes  
with *flat* faces.**



CLASSROOM *Secrets*

**classroomsecrets.co.uk**

EYFS – Mathematics – Shape, Space and Measures – Provision Enhancement – Sand and Water

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

## Advice and Ideas

### Snack

Provide a selection of images showing everyday, familiar objects. Supporting adults promote discussion about which shapes they can see. Use our [Exploring 3D Shapes Learning Activity](#).

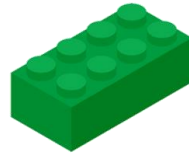
### Outdoor

Provide a visual prompt, e.g. the enhancement card or an actual 3D shape, and encourage children to find shapes in the outdoor area that are either the same or have the same faces.

## Snack



### What shape are these objects?



CLASSROOM *Secrets*

## Outdoor



### Hunt for a shape like this.



CLASSROOM *Secrets*

classroomsecrets.co.uk

EYFS – Mathematics – Shape, Space and Measures – Provision Enhancement – Snack and Outdoor