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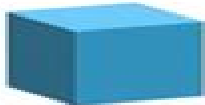






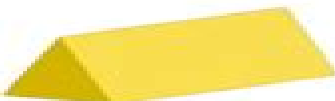


## Properties of 3D Shapes



### Section A: Can you name these 3D shapes?

The names are listed underneath, match the name to the shape.

Cylinder

Cube

Square-based pyramid

Triangular prism

Rectangular Prism

Triangular-based pyramid

Sphere

Cone

### Section B: Join the descriptions to the name of the 3D shape. One is done for you.

Cone	•	Has one curved face and can roll in any direction
Cube	•	Has two flat circular faces and one curved face. Will roll in a straight line.
Triangular prism	•	Has 6 flat faces. All of them are rectangles.
Sphere	•	Has one flat circular face. Rolls in a circle.
Square-based pyramid	•	Has 6 flat faces. All of the faces are squares.
Rectangular Prism	•	Has 4 flat faces. All of the faces are triangles.
Triangular-based pyramid	•	Has two triangular faces and 3 faces that are rectangles.
Cylinder	•	Has one square face, the others are triangles.

# Properties Of 3d Shapes Year 6 Lesson

**Jo Grinham**



## **Properties Of 3d Shapes Year 6 Lesson:**

New Heinemann Maths Year 6, Teaching File ,2002-09-20 New Heinemann Maths offers interactive whole class teaching with structured development of mental calculation within the Framework It covers planning and teaching pupil material structure and progression support for more able children and easy to manage assessment *Tough Topics in Shape and Angle* Peter Patilla,2003 **Cambridge Primary Mathematics Stage 6 Teacher's Resource with CD-ROM** Emma Low,2014-05-22 This series is endorsed by Cambridge International Examinations and is part of Cambridge Maths This teacher s resource for stage 6 will fully support teachers to get the best from their learners and effectively use the learner s book and games book Detailed lesson plans based on the course objectives are offered along with additional activity ideas Teachers will be guided to formatively assess their learners understanding They will have the confidence to engage the class in mathematical discussion and encourage learners to justify answers and make connections between ideas Answers to the learner s book and all photocopiable sheets required are provided All book content plus more is included on the CD for convenience Enhancing Primary Mathematics Teaching Ian Thompson,2003-09-16 This book is the third in an important trilogy of edited collections on the teaching and learning of primary mathematics To each book the editor Ian Thompson has attracted a team of expert contributors and himself set the characteristically high standard of writing and clarity When in 10 or 20 years time people want to know about the state of English primary mathematics at the turn of the 21st century they will turn to this volume You would do well to read it now Mathematics in Schools This is the third book in the popular series edited by Ian Thompson that brings together an impressive array of contributing authors Current issues are discussed in an informed but concise way that makes research accessible to the wider community of mathematics educators Julia Anghileri University of Cambridge This book explores the effect that the National Numeracy Strategy and its successor the Primary Strategy have had on the way in which mathematics is taught in primary schools Prominent contributors examine the Strategies recommendations from the perspective of their own research areas or interests and discuss the issues involved including Ideas for extending current practice Suggestions of important aspects of mathematics teaching that are being given little or no emphasis Alternative approaches that could be integrated into current practice Aspects of current practice that need to take account of recent research findings or emerging issues Each chapter discusses implications for teaching and learning primary mathematics The book will be particularly useful for trainees practising teachers mathematics coordinators and numeracy consultants Contributors Mundher Adhami Mike Askew Carol Aubrey Margaret Brown Ann Dowker Rosemary Hafeez Steve Higgins Keith Jones Lesley Jones Valsa Koshy Alison Millett Claire Mooney Laurie Rousham Malcolm Swan Ian Thompson Helen J Williams The National Curriculum Outdoors: Year 6 Sue Waite,Michelle Roberts,Deborah Lambert,2020-06-25 Part of the National Curriculum Outdoors series aimed at improving outside the classroom learning for children from Year 1 to Year 6 Teaching outside the classroom improves pupils engagement with

learning as well as their health and wellbeing but how can teachers link curriculum objectives effectively with enjoyable and motivating outdoor learning in Year 6 The National Curriculum Outdoors Year 6 presents a series of photocopiable lesson plans that address each primary curriculum subject whilst enriching pupils with the benefits of learning in the natural environment Outdoor learning experts Sue Waite Michelle Roberts and Deborah Lambert provide inspiration for primary teachers to use outdoor contexts as part of their everyday teaching and showcase how headteachers can embed curriculum teaching outside throughout the school whilst protecting teaching time and maintaining high quality teaching and performance standards All of the Year 6 curriculum lessons have been tried and tested successfully in schools and can be adapted and developed for school grounds and local natural environments What s more each scheme of work in this all encompassing handbook includes primary curriculum objectives intended learning outcomes warm up and main activities plenary guidance natural connections ICT and PSHE links and word banks Please note that the PDF eBook version of this book cannot be printed or saved in any other format It is intended for use on interactive whiteboards and projectors only

**Teaching the National Strategy at Key Stage 3** Pat Perks, Stephanie Prestage, 2013-10-23 National Numeracy Strategy NNS for Key Stage 3 will be introduced into Secondary Schools in September 2001 The NNS document Framework for Teaching Mathematics in Years 7 to 9 is based on the National Curriculum but offers a very different interpretation of some of the expected learning outcomes for year 7 to 9 This practical book interprets and explains the document for busy practitioners spells out the expectations of the framework and offers guidance on how to fulfil these describes and explains the types of teaching methods for maximising students learning and includes many practical ideas for classroom activities within the framework of the NNS

**The National Curriculum Outdoors: KS1** Deborah Lambert, Michelle Roberts, Sue Waite, 2020-06-25 Part of the National Curriculum Outdoors series aimed at improving outside the classroom learning for children from Year 1 to Year 6 Teaching outside the classroom improves pupils engagement with learning as well as their health and wellbeing but how can teachers link curriculum objectives effectively with enjoyable and motivating outdoor learning in Key Stage 1 The National Curriculum Outdoors KS1 presents a series of photocopiable lesson plans that address each primary curriculum subject whilst enriching pupils with the benefits of learning in the natural environment Outdoor learning experts Sue Waite Michelle Roberts and Deborah Lambert provide inspiration for primary teachers to use outdoor contexts as part of their everyday teaching and showcase how headteachers can embed curriculum teaching outside throughout the school whilst protecting teaching time and maintaining high quality teaching and performance standards All of the Key Stage 1 curriculum lessons have been tried and tested successfully in schools and can be adapted and developed for school grounds and local natural environments What s more each scheme of work in this all encompassing handbook includes primary curriculum objectives intended learning outcomes warm up and main activities plenary guidance natural connections ICT and PSHE links and word banks Please note that the PDF eBook version of this book cannot be printed or

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Maths Skills Outdoors provides practitioners with practical planning for how to develop and enhance the outdoor area to facilitate mathematical learning. It includes up to 80 activities to embed each learning experience into daily provision with dedicated plans to develop specific skills and aspects of mathematics. The activities throughout the book are low cost and easy to set up, aiming to reassure practitioners and give them the confidence to plan more mathematical learning experiences outdoors. This is further supported with planning guidance and resource ideas as well as advice on observation and assessment including suggestions for how to reduce the paperwork burden and a useful observation template. The book is divided into sections that represent the different aspects of mathematics and includes an introduction to each aspect explaining why it is important and outlining the fundamental skills and concepts that underpin it. Ideas for adult-led and adult-initiated activities that aim to develop children's early mathematical knowledge, skills and understanding, suggestions for how to enhance continuous outdoor provision so that it promotes independent investigation, fostering creative and critical thinking, pointers and tips about teaching mathematics in the early years, ideas for how to involve parents and carers, and links to all four British early years curriculum frameworks. Targeting Maths Katy Pike, Judy Tertini, Garda Turner, 2004

**Teaching to the Math Common Core State Standards** F. D. Rivera, 2014-02-05. This is a methods book for elementary majors and preservice beginning elementary teachers. It takes a very practical approach to learning to teach elementary school mathematics in an emerging Age of the Common Core State Standards. The Common Core State Standards in Mathematics (CCSSM) is not meant to be the official mathematics curriculum; it was purposefully developed primarily to provide clear learning expectations of mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace. A quick glance at the Table of Contents in this book indicates a serious engagement with the recommended mathematics underlying the kindergarten through grade 5 portions of the CCSSM: first with issues in content, practice, assessment, learning, teaching, and classroom management, pursued next and in that order. In this book we explore what it means to teach to the CCSSM within an alignment mindset involving content, practice, learning, teaching, and assessment. The CCSSM content standards, which pertain to mathematical knowledge, skills, and applications, have been carefully crafted so that they are teachable, learnable, coherent, fewer, clearer, and higher. The practice standards, which refer to institutionally valued mathematical actions, processes, and habits, have been conceptualized in ways that will hopefully encourage all elementary students to engage with the content standards more deeply than merely acquiring mathematical knowledge by rote and imitation. Thus, in the CCSSM, proficiency in content alone is not sufficient and so does practice without content, which is limited. Content and practice are both equally important and thus must come together in teaching, learning, and assessment in order to support authentic mathematical understanding. This blended, multisourced text is a getting smart book. It helps elementary majors and preservice beginning elementary teachers work within the realities of accountable pedagogy and develop a proactive disposition that is capable of supporting all elementary students in order for

them to experience growth in mathematical understanding necessary for middle school and beyond including future careers

*Targeting Maths* Jo Grinham, 2000 In the Targeting Maths series for primary schools This resource for teachers of middle primary school provides graded units of work involving numeration and fractions Provides outcomes activities extension exercises games and assessment material Includes over 90 blackline masters Researching and Using Progressions (Trajectories) in Mathematics Education, 2019-02-04 The relationship between research and practice has long been an area of interest for researchers policy makers and practitioners alike One obvious arena where mathematics education research can contribute to practice is the design and implementation of school mathematics curricula This observation holds whether we are talking about curriculum as a set of broad measurable competencies i.e. standards or as a comprehensive set of resources for teaching and learning mathematics Impacting practice in this way requires fine grained research that is focused on individual student learning trajectories and intimate analyses of classroom pedagogical practices as well as large scale research that explores how student populations typically engage with the big ideas of mathematics over time Both types of research provide an empirical basis for identifying what aspects of mathematics are important and how they develop over time This book has its origins in independent but parallel work in Australia and the United States over the last 10 to 15 years It was prompted by a research seminar at the 2017 PME Conference in Singapore that brought the contributors to this volume together to consider the development and use of evidence based learning progressions trajectories in mathematics education their basis in theory their focus and scale and the methods used to identify and validate them In this volume they elaborate on their work to consider what is meant by learning progressions trajectories and explore a range of issues associated with their development implementation evaluation and on going review Implications for curriculum design and future research in this field are also considered Contributors are Michael Askew Tasos Barkatsas Michael Belcher Rosemary Callingham Doug Clements Jere Confrey Lorraine Day Margaret Hennessey Marj Horne Alan Maloney William McGowan Greg Oates Claudia Orellana Julie Sarama Rebecca Seah Meetal Shah Dianne Siemon Max Stephens Ron Tzur and Jane Watson *New Heinemann Maths Year 4, Teaching File*, 2001-03-29 The Teaching File Provides true variety and interactivity for your oral and mental starters Suggests a wide choice of practical and oral teaching activities and suggestions for clearly focused review sessions Activities enable you to adjust the pace of teaching to suit your class and offer options for consolidation reinforcement extension and differentiation *Targeting Maths for Victoria* Garda Turner, Gloria Harris, 2006

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