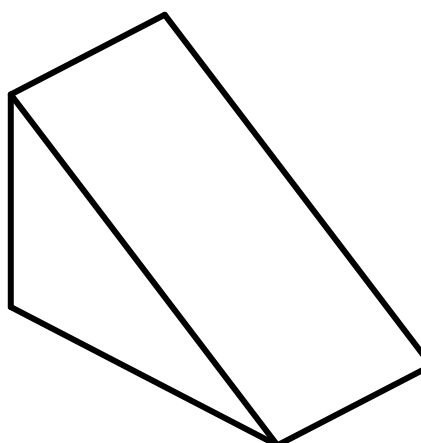
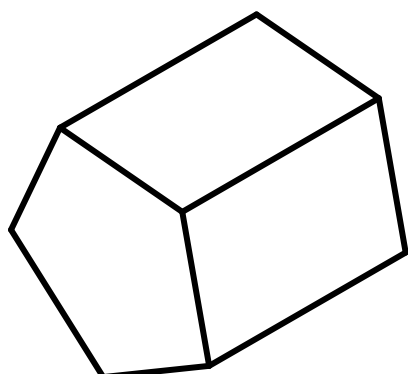
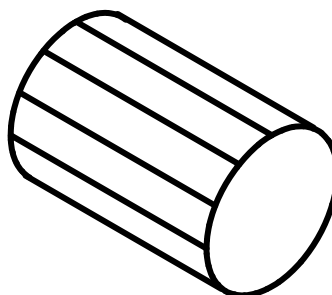
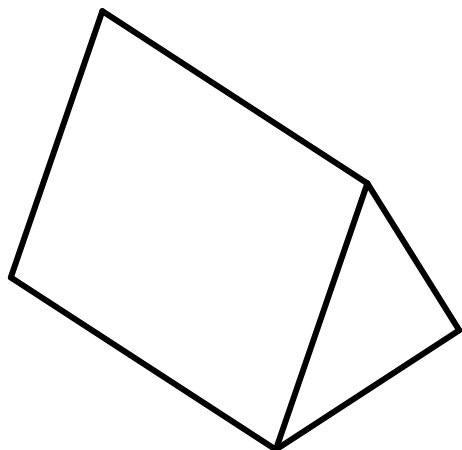
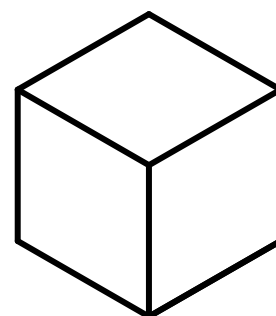
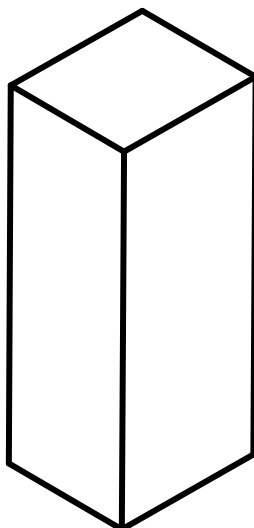
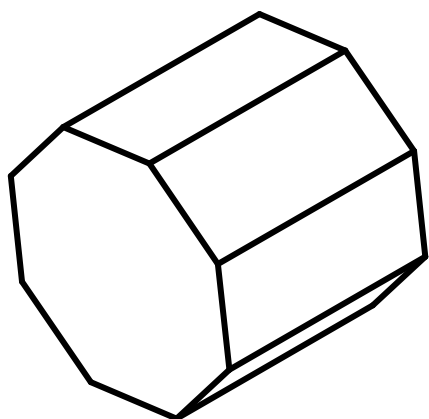


Sheet A



**2501-01 Describe and classify 3-D shapes**

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**Instructions for sheet A**

**Sheet A** Give the children sheet A and ask them to point to shapes that correspond to the following:

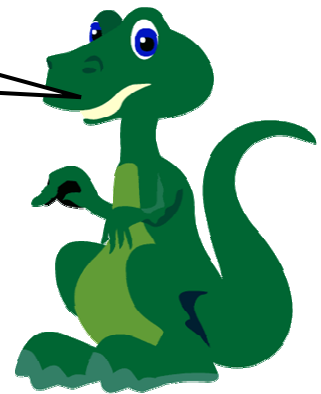
- a) A shape that has a curved surface.
- b) A shape that has six faces.
- c) A shape that has two pentagons.
- d) Shapes with triangular faces.
- e) A shape with square faces.
- f) A shape with two faces that are octagons.
- g) A shape that will roll.
- h) A shape with rectangles for all its faces

## **3-D Shapes**

Find shapes that have:

- a) Six square faces and twelve edges.
- b) One square face and four triangular faces.
- c) Two circular faces and one curved face.
- d) Two triangular faces and three rectangular faces.
- e) Two pentagonal faces and five rectangular faces.
- f) Six rectangular faces.
- g) Eight edges.
- h) Nine edges.
- i) One curved face and no other faces.
- j) Eight corners.

**Can you find all  
these shapes?**



## 2501-01 Describe and classify 3-D shapes

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### Concepts

Children should understand and use in practical situations, the following words:

***shape, pattern, flat, solid, hollow, side, edge, face, straight, curved, round, circular, triangular, rectangular, surface, point, pointed, corner, sort, make, build, draw, cube, cuboid, sphere, cone, cylinder, circle, triangle, rectangle, square, pentagon, pyramid, hexagon, octagon***

At this stage, work with shape should be mainly practical using real shapes, but we include here some simple pages of reinforcement and ideas for games and activities (most children will need help reading the pages from page 6 onwards). Schools will normally be stocked with plastic or similar shapes, both 2-D and 3-D, but parents can quickly and easily make a collection of the most common shapes from empty tins and packets (including those boxes from a popular triangular chocolate bar), and cut 2-D shapes from card.

It is essential that the correct vocabulary is used. 3-D shapes have 'faces', 'edges' and 'corners' (later called 'vertices'). Do not use the word 'sides' with 3-D shapes. 2-D shapes have 'corners' or 'angles' and sides.

Eg. 'This cuboid has six faces and twelve edges. Do all cuboids have six faces and twelve edges?'

Eg. 'This pentagon has five sides and five corners.'

Include much practice at filling the shapes with sand or water and pouring from one to another. This helps with an appreciation of volume, but the handling of the shapes reinforces the curvature or angularity of different shapes. Make this play fun.

2-D and 3-D shapes are all around us. Use opportunities to discuss shapes as you come across them in everyday life (clocks, bath plugs, holes in the road, fencing posts, CDs etc).