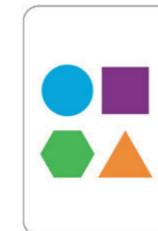


Suggested learning opportunities for Shape Shuffle playing cards

- > STEM
- > Literacy & English
- > Expressive Arts
- > Modern Languages
- > Health & Wellbeing, Social Studies and RME



Number, Money and Measure

I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a**

I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a**

Through exploring number patterns, I can recognise and continue simple number sequence and can explain the rule I have applied. **MNU 1-13b**

Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent. **MTH 1-07c**

- Split the class into groups. Ask Group A to select a card and then Group B to select a card with the same shape immediately before or after Group A's card, e.g., if Group A pick 3 triangles, Group B would pick 2 triangles or 4 triangles. Discuss what the group noticed from the pattern, like numbers growing as they go up, getting smaller as they go down, alternating pattern of odd and even numbers.
- Select one of the 1-10 numbered shape cards, then pick two cards of the same shape to add together to make this answer. If successful, take the card and return the others. Try the same for subtraction.
- In pairs, put the cards for one shape, e.g., squares, in number order. While your partner looks away, swap two of the numbers. Your partner then has to put the numbers back into their correct places. Swap over and try again!
- Take one of the even-numbered shape cards, e.g., 4. Ask the pupils to cover the bottom row of the shapes. Challenge the class to write the fractions, e.g., $\frac{2}{4}$ and discuss its equivalent.

Expressions and Equations

I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than. **MTH 1-15a**

When a picture or symbol is used to replace a number in a number statement, I can find its value using my knowledge of number facts and explain my thinking to others. **MTH 1-15b**

- Play in pairs. Deal out the number cards into two piles, turn them face down. Both take the top card off your own pile and before turning it over, guess if yours will be less than or greater than your partners. Turn it over at the same time. If you are correct, you gain both cards, if the numbers are equal to each other you both keep your own card. This continues until someone has won all of the cards.

Number and Number Processes

I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a**

I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a**

- Deal out 3 cards to each player and add together any cards you have of the same colour: the aim is to get the highest number. Take turns to pick a new card to swap into your hand or discard if it doesn't help. After 3 turns, whose number is the highest?
- Every pupil in the class should select a card, you should then sort yourselves into various categories and orders without talking to each other, e.g., by shape odd or even, largest to smallest.

Properties of 2D Shapes and 3D Objects

I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a**

Take turns to pick a card and challenge the rest of the class has to guess which card it is. Encourage them to ask questions such as, is it an even number? and does the shape have 4 sides?

Patterns and Relationships

Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. **MTH 1-13b**

Work in groups to make a pattern with your cards, e.g., 1 purple, 3 blue, 5 purple. Switch with another group - can you understand and continue their pattern?

Time

I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. **MNU 1-10c**

Shuffle the cards. Time how long it takes to sort them by shape and then put them in number order. Play against each other in teams to be the fastest!

Writing

I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. **LIT 1-28a**

Make up your own game using the cards and write down the instructions so you can play it at home.

Art and Design

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture **EXA 1-03a**

Make your own wild card to add to the game. What would the card mean and how would you show that using shape and colour?

Modern Languages

I can participate in a range of collaborative activities. **MLAN 1-05b**

Learn to count to 10 in another language. Use the cards as prompts to shout out the numbers as a class and gain confidence when the numbers are out of sequence.

Health & Wellbeing

I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practice and improve my skills to develop control and flow. **HWB 1-21a**

Agree an action for each shape on the cards, e.g., step forward for square, hop for circle, star jump for triangle. Use the cards to make a sequence and practice linking the steps together, e.g., 1 hop, 2 steps forward, 4 star jumps.

