3D Shapes
I Spy and Count to 10 Checklist

Count the number of each type of 3D shape and write the numeral in the box.

- Cubes
- Spheres
- Cuboids
- Triangular Prisms
- Cylinders
- Pyramids
- Cones
3D Shapes
I Spy and Count to 10
## Activity 3 – Go on safari

**Use your soft toys to make a safari adventure**

### What to do
- Set up the animals in the garden or around the home. You can make some easy to spot and hide others to provide more hunting opportunity.
- Make a spotting sheet, dividing the paper into a 4x4 grid (with drawn lines or by folding).
- Prepare for the trip by packing a bag and dressing for the occasion.
- Agree on safari rules – *we must be quiet and move slowly so we don’t scare the animals, we must be careful as some might be very protective over their young, etc.*
- Go on safari and see what you can find!

### What you need
- Soft toys of any type
- Binoculars made of loo rolls or rolled paper taped together or hands shaped to peep through
- Paper and pencil and something to lean on (like a clipboard or hardbacked book)
- Safari clothes (a hat to keep the sun off, backpack for provisions, etc.)
- Real or play photographic device

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<table>
<thead>
<tr>
<th>Extension</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Draw or list animals found – you could keep a tally chart if you find several of the same animal&lt;br&gt;Take photos of what you see.&lt;br&gt;Sort animals by size, colour or leg number&lt;br&gt;Try a safari by torchlight with the curtains closed</td>
<td>What animal is that? Can you describe it?&lt;br&gt;How can you tell that it is a unicorn?&lt;br&gt;How many bears have you found?&lt;br&gt;What animal have you found the most/least of?&lt;br&gt;What do you think this animal eats?</td>
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</table>
Activity 3 – Art using natural and found objects
Create an Andy Goldsworthy style picture

What to do
- Collect the items on a walk or over several walks
- Look at some of the images of art by or inspired by Andy Goldsworthy
- Create a picture together by arranging the items – this can be inside or outside – on the ground, paper or on a table etc. Resist fixing with glue or tape.
- Photograph it and explain that you can reuse the things to make as many different pictures as you wish.
- Send images the pictures as gifts or greetings.

What you need
- Images of Andy Goldsworthy art and inspired art – see below
- Natural objects such as twigs, leaves, pinecones, petals, pebbles, shells, feathers

Extension
Introduce the challenge to create a specified effect. Can you make a calm/happy/spooky picture?
Create a gallery of different pictures – involve the whole household. This is accessible at any level.

Questions to ask
- What can we find which would make a good picture?
- What colours/shapes/textures can you see?
- What sort of pattern can you make?
- Who are you making your picture for?
- How does your picture make you feel?

Andy Goldsworthy Art
https://www.google.com/search?q=andy+goldsworthy&tbm=isch&saf e=strict&chips=q:andy+goldsworthy,g_1:artwork:uw

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Explore more Hamilton Trust Learning Materials at https://wrht.org.uk/hamilton
**Activity 4 – Collage**

**Cutting and sticking from magazines**

<table>
<thead>
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<tbody>
<tr>
<td>• Remind your child how to use scissors safely and how to stick what they</td>
<td>• Magazines, catalogues or similar</td>
</tr>
<tr>
<td>have cut out onto the paper.</td>
<td>Child-friendly scissor and paper glue</td>
</tr>
<tr>
<td>• Look at some of the pages—discuss the pictures and colours. Talk about</td>
<td>• Paper to stick pictures on</td>
</tr>
<tr>
<td>the different pictures that they could make by cutting and sticking.</td>
<td></td>
</tr>
<tr>
<td>• Remind them that they can try different arrangements and combinations</td>
<td></td>
</tr>
<tr>
<td>before they stick their shapes in place.</td>
<td></td>
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<tr>
<td>• Let their imaginations run wild. They may want to create an abstract</td>
<td></td>
</tr>
<tr>
<td>pattern or a picture. They may cut out shapes maintaining the image</td>
<td></td>
</tr>
<tr>
<td>they are cutting from, e.g. cutting out a car, or they may cut random</td>
<td></td>
</tr>
<tr>
<td>shapes across images to make new ones. There are no wrong ways to do</td>
<td></td>
</tr>
<tr>
<td>this!</td>
<td></td>
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</tbody>
</table>

**Extension**

Provide an outline for children to fill with their cuttings by drawing one on paper in thick pen, e.g. *a bed with a patchwork blanket – the cuttings will make the pattern,* or *a butterfly with open wings – the cuttings with create the wing design,* etc. Challenge your child to use smaller pieces to make numbers, letters or shapes.

**Questions to ask**

- How do we use scissors safely?
- How much glue to we need to stick shapes onto paper?
- What colours/patterns/shapes can you see?
- What are you thinking your picture will look like?
- What colours do you need?
## Activity 4 – Modelling using moulding materials

**Make ‘food’ for a tea party**

### What to do
- Set up the activity – pick a guest to make a tea party for (this could be a household member, toy or fictional character e.g. *The Tiger Who Came to Tea*). Talk about the type of food which would be good to serve them with and how you might shape it.
- While your child makes biscuits, cakes, sausage rolls, pizza etc. chat about what they are making.
- Encourage different techniques such as rolling, pressing cutters, pinching and scoring.
- Arrange the food on nice plates and welcome your guest/s.

### What you need
- Playdough (bought or made*)
- Rolling pin, cutters, board, pastry tools or table knife and a pencil
- Plates, platter, cake stand or similar

### Extension
- Count the different foods
- Challenge your child to cater for contrasting guests, e.g. *a rabbit and a human*
- Hold your tea party – you could even have a virtual one using Skype (or similar) with distant friends or family members.

### Questions to ask
- What are you making? What flavour is it?
- How can you make a really smooth/thin/biscuit?
- How can we put a pattern on your pie top?
- How may cherries are there on the top of the cake?
- What shape are your biscuits?

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*Simple 10 minute playdough recipe: [https://www.bbcgoodfood.com/howto/guide/playdough-recipe](https://www.bbcgoodfood.com/howto/guide/playdough-recipe)*
Activity 2 – Making sensory toys

Make a musical instrument

<table>
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| o Look at your collected materials together and explore the different sounds you can make by hitting, scraping, shaking and plucking (wind instruments are much harder than they look!).  
  
o Explore combining materials to make new sounds (rice in a crisp tube to make a shaker, elastic bands stretched over a box can be plucked, paper, cellophane or a balloon pulled over a jar to make a drum, etc.)  
  
o You can enjoy keeping the materials fixed in temporary ways to allow for continual rebuilding and design changes or fix more permanently to make an instrument which can be decorated, played with and performed with. | Recycled packaging (such as boxes, tins, tubes, plastic tubs, paper, paper cups, jar lids, tins, bottle tops, cellophane wrappers).  
  Things to make shaker filling (e.g. rice, sand)  
  String, elastic bands, ribbons, balloons  
  Pencils as beaters |

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| Play along with your favourite music.  
  Make a band and play together.  
  Sing along with I am the Music Man: https://www.youtube.com/watch?v=2Pge14iv2Sa  
  With careful supervision, make a water xylophone by filling jars or bottles with water to make different notes when you tap them. | What sounds can we make?  
  How can we make a sound with this material?  
  Can you make the sound louder or quieter?  
  Can we make the pitch higher or lower?  
  How can we fix the materials together?  
  Can you make a rhythm/tune? |

Lots of ideas for making musical instruments can be found at: [https://feltmagnet.com/crafts/Music-Instruments-for-Kids-to-Make](https://feltmagnet.com/crafts/Music-Instruments-for-Kids-to-Make)
## Activity 4 – Exploring and playing

**Exploring mystery objects in feely bag**

<table>
<thead>
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<tr>
<td>o Place a selection of mystery objects in your bag.</td>
<td>A bag which hides the objects (e.g. pillowcase, P.E. bag etc.)</td>
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<tr>
<td>o Challenge your child to identify the objects by putting their hand in the bag and feeling them.</td>
<td>Any object which will fit in the bag – aim for a variety (e.g. small animal toys, hairbrush, deflated balloon, marble, dice, sock, leaf, squishy toy, sunglasses, feather, soft toy, hairband, facecloth, plastic cup etc.)</td>
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<tr>
<td>o Encourage lots of talk about texture, shape and weight, e.g. ‘What does it feel like? Is it hard and smooth or soft and fluffy?’</td>
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<td>o Reverse the game and put your hand in and describe what you feel. Can they guess what you are touching?</td>
<td></td>
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<tr>
<td>o Look away while your child chooses one of the items to put in the bag. Can you guess what they have chosen?</td>
<td></td>
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</tbody>
</table>

### Extension

Use natural objects.
Collect new objects to make a game for someone else.
Make an ‘odd one out’ game with all of the objects bar one being of a type, e.g. 5 vegetables and a crayon. Can your child guess which was is odd and say why?

### Questions to ask

- What can you feel?
- What might it be? What makes you think that?
- Is it soft/hard/furry/smooth/bristly?
- What does it remind you of?
- Which object will be hard for me to guess?
- What else could we hide in the bag?
- Which is the odd one out?