

PRISMS AND PYRAMIDS.

INVESTIGATIONS OVERVIEW PAGE

THIS PAGE IS A SUMMARY OF THE INVESTIGATIONS THAT STUDENTS MAY ENGAGE IN TO DEEPEN THEIR RELATIONAL UNDERSTANDING. INVESTIGATIONS WITH INSTRUCTIONS TO STUDENTS FOLLOW ON SUBSEQUENT PAGES.

- In pairs, children have a range of prisms and pyramids. Children select a prism or pyramid. They describe the bases, faces, edges and vertices. They describe the vertical, horizontal and parallel lines. They test and describe the angles as smaller than a right angle / equal to a right angle / large than a right angle. **Reflection:** [How can we describe the features of prisms and pyramids?](#)
- In pairs, children have a range of prisms and pyramids. They select a prism or pyramid. They construct the prism or pyramid out of modelling clay. They cut the prism or pyramid in half along a plane of symmetry. They identify the number of planes of symmetry the prism or pyramid has. **Reflection:** [How can we identify planes of symmetry on prisms and pyramids?](#)
- In pairs, children have a range of prism and pyramid packaging. They select a prism or pyramid package and deconstruct it by cutting it up along its edges. They place the faces together to make a net. They identify whether the net will fold to make a prism or pyramid, explaining why. They fold the net to test it. They explain whether the net is or is not a net of the three-dimensional object. **Reflection:** [How can we construct a net from a three-dimensional object?](#)
- In pairs or small groups, children have a range of prisms and pyramids. Children select a prism or pyramid and carefully trace each face. They cut out the faces and stick them together. They identify if the way they have stuck the faces together makes a net of the prism or pyramids. **Reflection:** [How can we construct a net from a three-dimensional object?](#)

Prisms and Pyramids

Have a range of prisms and pyramids.

Select a prism or pyramid.

Describe the bases, faces, edges and vertices.

Describe the vertical, horizontal and parallel lines.

Test and describe the angles as smaller than a right angle / equal to a right angle / larger than a right angle.

Reflection: How can we describe the features of prisms and pyramids?

Prisms and Pyramids

Have a range of prisms and pyramids.

Select a prism or pyramid.

Construct the prism or pyramid out of modelling clay.

Cut the prism or pyramid in half along a plane of symmetry.

Identify the number of planes of symmetry the prism or pyramid has.

Reflection: How can we identify planes of symmetry on prisms and pyramids?

Prisms and Pyramids

Have a range of prism and pyramid packaging.

Select a prism or pyramid package and deconstruct it by cutting it up along its edges.

Place the faces together to make a net.

Identify whether the net will fold to make a prism or pyramid, explaining why.

Fold the net to test it.

Explain whether the net is or is not a net of the three-dimensional object.

Reflection: How can we construct a net from a three-dimensional object?

Prisms and Pyramids

Have a range of prisms and pyramids.

Select a prism or pyramid.

Carefully trace each face.

Cut out the faces.

Stick them together.

Identify if the way you have stuck the faces together makes a net of the prism or pyramid.

Reflection: How can we construct a net from a three-dimensional object?