3D Shape Match Up

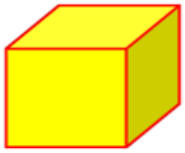
Draw lines to match up each shape to the correct description.

Cube	This shape has two faces and one vertex.
Cuboid	This shape has one face and no vertices.
Cone	This shape has six square faces.
Cylinder	This shape has six faces. They are either rectangles or squares.
Sphere	This shape has five faces and nine edges. Two of its faces are triangles.
Square-based pyramid	This shape has three faces and two edges. Two of its faces are circles.
Triangular prism	This shape has five faces and eight edges.

Year 2 Maths Homework: Due on Wednesday 4th February 2026

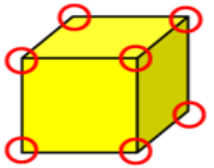
Part 1 – Must: Over the last week, we have been looking at the properties of 3D shapes. In Tuesday's lesson, we explored the edges, vertices and faces of a variety of different 3D shapes. Look at the definitions to remind you what edges, vertices and faces mean. We then identified that shapes can be grouped based on their sides, vertices or colours. Please look at each group and write why you think each combination have been grouped like they have. Write your reasons in the box below. Look at the example to remind you of how we did this task. Secondly, please complete the SATS style symmetry question and green box reasoning challenge.

Edges



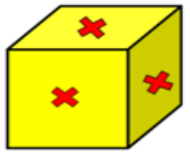
These are straight lines that make up each face of a 3D shape.

Vertices



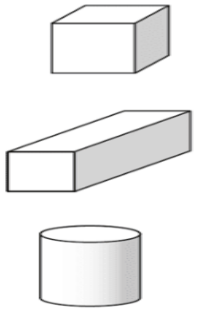
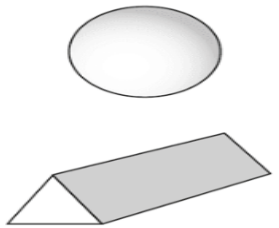
These are points where two or more edges meet.

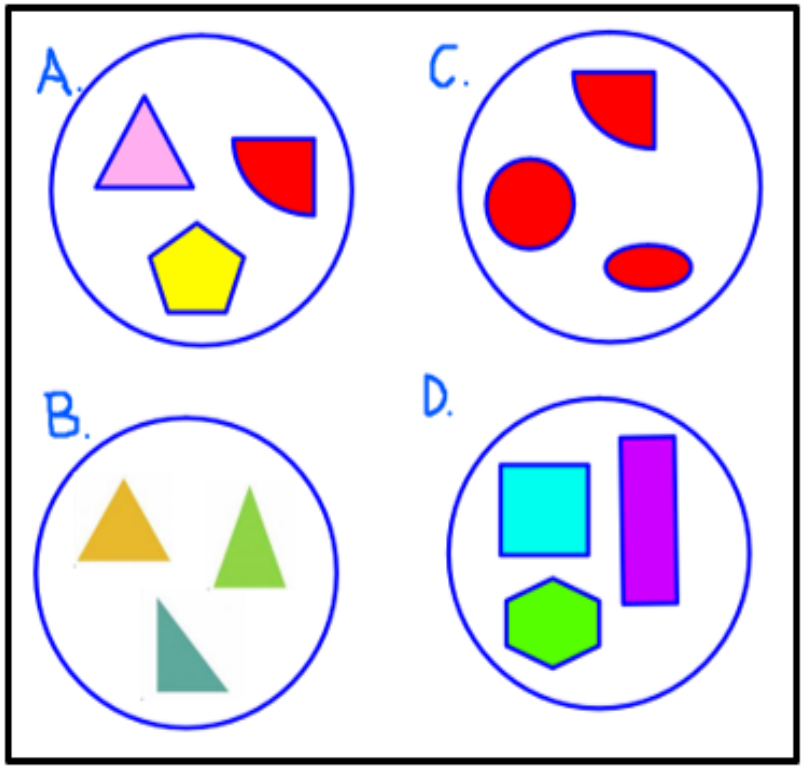
Faces



These are flat surfaces on 3D shapes.

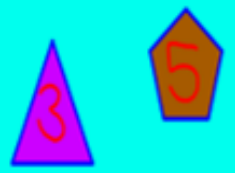
One shape is in the **wrong** place on the sorting grid.
Draw a cross (✗) on it.

Shapes **with** a square face	Shapes **without** a square face
	



How can we sort these shapes? What do you notice?

They all have odd numbered sides.



Tick the shape that does **not** have a line of symmetry.

Please draw a line of symmetry on the correct shapes.

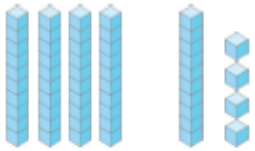
Can you explain why one of these shapes does not have a line of symmetry?

Why have these shapes been grouped together? Can you explain why in the reason box below?	
Group	Reason
A	
B	
C	
D	

Part 2 – Should: This is a revision task this week. Please read each section and write the answers on the sheet. We have covered all of these areas in Year 2 so far, so you should know what to do. If not, please leave the question you are unsure of blank.

Section 1

Write an addition number sentence which is represented by the dienes.



____ + ____ = ____

Section 2

How long is the peg doll?

____ cm

Section 3

Draw coins that add up to the price of the toy.

Section 4

Draw a triangle using a ruler.

Section 5

Billy and Kamil equally share 16 conkers. How many conkers will they each have?

____

Section 6

Draw lines to show the pizza cut equally into quarters.

Section 7

Using these numbers, write an addition and a subtraction number statement.

18	8	10

____

____

Section 8

Write the numbers below as numerals:

eleven ____

sixteen ____

nineteen ____

Part 3 – Mental Arithmetic Test: Please continue to revise your number bonds to 20 by completing this task below. I will be testing the children on these pairs of number bonds, so please ensure your child knows them all. This test will also be done randomly and I will not be reading out each number bond in order.

Your next mental arithmetic test which will take place on Tuesday 3rd February 2026.

4 + ☐ = 20	☐ + 18 = 20
1 + ☐ = 20	☐ + 6 = 20
7 + ☐ = 20	☐ + 11 = 20
2 + ☐ = 20	☐ + 5 = 20
5 + ☐ = 20	☐ + 17 = 20
3 + ☐ = 20	☐ + 8 = 20
6 + ☐ = 20	☐ + 12 = 20
8 + ☐ = 20	☐ + 4 = 20
9 + ☐ = 20	☐ + 13 = 20
10 + ☐ = 20	☐ + 19 = 20