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| **Progression of Skills in: Geometry-Properties of Shapes** |

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| **IDENTIFYING SHAPES AND THIER PROPERTIES** | | | | | | | |
| **Skill** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **IDENTIFYING SHAPES AND THIER PROPERTIES** | Recognise different 3D shapes from different perspectives developing spatial awareness | recognise and name common 2-D and 3-D shapes, including:   * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]. | identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line |  | identify lines of symmetry in 2-D shapes presented in different orientations | identify 3-D shapes, including cubes and other cuboids, from 2-D representations | recognise, describe and build simple 3-D shapes, including making nets  (appears also in Drawing and Constructing) |
| Explore the different attributes of shape  and to select shapes to fulfil a particular need |  | identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces |  |  |  | illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius |
| Identifying similarities between shapes |  | identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] |  |  |  |  |
|  | Talk about and explore 2D and 3D shapes using informal mathematical language |  |  |  |  |  |  |
| **DRAWING AND CONSTRUCTING** | | | | | | | |
| **DRAWING AND CONSTRUCTING** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Draw shapes using simple representations | Draw shapes using simple representations |  | draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them | complete a simple symmetric figure with respect to a specific line of symmetry | draw given angles, and measure them in degrees (o) | draw 2-D shapes using given dimensions and angles |
| Combine shapes to make new ones |  |  |  |  |  | recognise, describe and build simple 3-D shapes, including making nets (appears also in Identifying Shapes and Their Properties) |
| **COMPARING AND CLASSIFYING** | | | | | | | |
| **COMPARING AND CLASSIFYING** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Begin to describe shape using their properties using both formal and informal language | compare and sort common 2-D and 3-D shapes and everyday objects |  | compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes | use the properties of rectangles to deduce related facts and find missing lengths and angles | compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons |  |
|  |  |  |  |  |  | distinguish between regular and irregular polygons based on reasoning about equal sides and angles |  |
| **ANGLES** | | | | | | | |
| **ANGLES** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Manipulate shapes to develop spatial reasoning |  |  | recognise angles as a property of shape or a description of a turn |  | know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles |  |
|  |  |  |  | identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle | identify acute and obtuse angles and compare and order angles up to two right angles by size | identify:   * angles at a point and one whole turn (total 360o) * angles at a point on a straight line and ½ a turn (total 180o) * other multiples of 90o | recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles |
|  |  |  |  | identify horizontal and vertical lines and pairs of perpendicular and parallel lines |  |  |  |