

	Y1	Y2	Y3
STATUTORY	<p>Recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> · 2-D shapes [for example, rectangles (including squares), circles and triangles] · 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3D shapes in different orientations and describe them.</p> <p>Recognise angles as a property of shape or a description of a turn.</p> <p>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.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>
NON - STATUTORY	<p><i>Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.</i></p>	<p><i>Pupils should work with patterns of shapes, including those in different orientations.</i></p> <p><i>Pupils use the concept and language of angles to describe ‘turn’ by applying rotations, including in practical contexts (for example, pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles).</i></p>	<p><i>Pupils’ knowledge of the properties of shapes is extended at this stage to symmetrical and non-symmetrical polygons and polyhedra.</i></p> <p><i>Pupils extend their use of the properties of shapes. They should be able to describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or lesser than a right angle.</i></p> <p><i>Pupils connect decimals and rounding to drawing and measuring straight lines in centimetres, in a variety of contexts.</i></p>

	Y4	Y5	Y6
STATUTORY	<p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p>	<p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles & measure them in degrees (°).</p> <p>Identify:</p> <ul style="list-style-type: none"> • angles at a point and one whole turn (total 360°) • angles at a point on a straight line and ½ a turn (total 180°) • other multiples of 90° <p>Use the properties of rectangles to deduce related facts and find missing lengths & angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>	<p>Draw 2-D shapes using given dimensions and angles.</p> <p>Recognise, describe and build simple 3-D shapes, including making nets.</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>
NON - STATUTORY	<p><i>Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (e.g. isosceles, equilateral, scalene) and quadrilaterals (e.g. parallelogram, rhombus, trapezium).</i></p> <p><i>Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular.</i></p> <p><i>Pupils draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry in a variety of diagrams, including where the line of symmetry does not dissect the original shape.</i></p>	<p><i>Pupils become accurate in drawing lines with a ruler to the nearest millimetre, and measuring with a protractor. They use conventional markings for parallel lines and right angles.</i></p> <p><i>Pupils use the term diagonal and make conjectures about the angles formed between sides, and between diagonals and parallel sides, and other properties of quadrilaterals, for example using dynamic geometry ICT tools.</i></p> <p><i>Pupils use angle sum facts and other properties to make deductions about missing angles and relate these to missing number problems.</i></p>	<p><i>Pupils draw shapes and nets accurately, using measuring tools and conventional markings and labels for lines and angles.</i></p> <p><i>Pupils describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements.</i></p> <p><i>These relationships might be expressed algebraically for example, $d = 2 \times r$; $a = 180 - (b + c)$.</i></p>