

## Progression in Geometry - Properties of shapes - 2014 National Curriculum

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>recognise and name common 2-D and 3-D shapes, including:</p> <p>* 2-D shapes (e.g. rectangles (including squares), circles and triangles)</p> <p>* 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres)</p>	<p>identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line.</p>	<p>identify and describe the properties of 2-D and 3-D shapes and recognise lines of symmetry in both vertical and horizontal lines.</p>	<p>complete a simple symmetric figure with respect to a specific line of symmetry.</p>	<p>state and use properties of a rectangle (including squares) to deduce related facts.</p> <p>* (link to area and perimeter)</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>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them with increasing accuracy.</p>	<p>identify lines of symmetry in 2-D shapes presented in different orientations.</p>	<p>identify 3-D shapes, including cubes and cuboids, from 2-D representations.</p>	<p>recognise, describe and build simple 3-D shapes; including making nets.</p>
	<p>compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>compare and sort common 2-D and 3-D shapes based on their properties and sizes.</p>	<p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p>	<p>distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>	<p>compare and classify geometric shapes based on their properties and sizes ...</p>
	<p>begin to recognise angles as a property of shape and associate angles with turning.</p>	<p>recognise angles as a property of shape and associate angles with turning.</p>	<p>begin to know angles are measured in degrees; estimate and measure them and draw a given angle, writing its size in degrees (<math>^{\circ}</math>).</p>	<p>know angles are measured in degrees; estimate and measure them and draw a given angle, writing its size in degrees (<math>^{\circ}</math>).</p>	<p>... and find unknown angles in any triangles, quadrilaterals and regular polygons.</p>
	<p>begin to identify right angles on everyday objects.</p>	<p>identify right angles, recognise that two right angles make a half-turn,</p>	<p>identify acute and obtuse angles and compare and order angles</p>	<p>identify:</p> <p>* multiples of <math>90^{\circ}</math></p> <p>* angles at a point on a</p>	<p>find unknown angles where they meet at a point, are on a straight</p>

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		three make three quarters of a turn and four a complete turn; identify whether angles are greater or less than a right angle.	up to two right angles by size.	straight line and $\frac{1}{2}$ a turn (total $180^\circ$ ) * angles at a point and one whole turn (total $360^\circ$ ) * reflex angles * compare different angles.	line, and are vertically opposite.
				draw shapes using given dimensions and angles.	draw and work out different shapes using some given dimensions and angles.
	understand the terms horizontal (-) and vertical ( ) when describing direction of lines.	identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.	identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.	identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.	identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.