



## Danson Primary School Maths Skills Progression: Shape



KS1 Shape			
	EYFS	Year 1	Year 2
<b>Identifying shape and their properties</b>	<p>I can explore characteristics of everyday objects and shapes and use mathematical language to describe them</p> <p>I can explore characteristics of everyday objects and shapes (focusing on 3-D shapes)</p> <p>I can use mathematical language associated with shape</p> <p>I can classify and sort everyday objects</p> <p>I can explore characteristics of everyday objects and shapes (focusing on 2-D shapes)</p>	<p>I can recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"><li>* 2-D shapes [e.g. rectangles (including squares), circles and triangles]</li><li>* 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].</li></ul>	<p>I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>I can 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>
<b>Drawing and constructing shape</b>	<p>I can show an interest in shape and space by playing with shapes by sustained construction activity</p>		
<b>Comparing and classifying</b>	<p>I can talk about properties of shapes</p>		<p>I can compare and sort common 2-D and 3-D shapes and everyday objects</p>



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KS2 Shape				
	Year 3	Year 4	Year 5	Year 6
<b>Identifying shape and their properties</b>	I can recognise 3-D shapes in different orientations and describe them	I can identify lines of symmetry in 2-D shapes presented in different orientations	I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations	<p>I can recognise, describe and build simple 3-D shapes, including making nets (appears also in Drawing and Constructing)</p> <p>I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p>
<b>Drawing and constructing shape</b>	I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	I can complete a simple symmetric figure with respect to a specific line of symmetry	I can draw given angles, and measure them in degrees (°)	<p>I can draw 2-D shapes using given dimensions and angles</p> <p>I can recognise, describe and build simple 3-D shapes, including making nets (appears also in Identifying Shapes and Their Properties)</p>
<b>Comparing and classifying</b>		I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	<p>I can use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p>	I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
<b>Angles</b>	<p>I can recognise angles as a property of shape or a description of a turn</p> <p>I can 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>I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>	I can identify acute and obtuse angles and compare and order angles up to two right angles by size	<p>I can know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>I can identify:</p> <ul style="list-style-type: none"> <li>* angles at a point and one whole turn (total 360°)</li> <li>* angles at a point on a straight line and ½ a turn (total 180°)</li> <li>* other multiples of 90°</li> </ul>	<i>I can</i> recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles