



Progression in Maths:

Geometry: Properties of Shape

Progression statements taken from NCETM Progression Maps for KS1 and KS2

EYFS statements taken from EYFS Development Matters. Statements in red taken from NCETM EYFS Progression charts.

EYFS 30-50 mths	EYFS 40-60 mths	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
IDENTIFYING SHAPES AND THEIR PROPERTIES							
<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects</p> <p>Shows awareness of similarities of shapes in the environment</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Shows interest in shapes in the environment</p> <p>Uses shapes appropriately for tasks</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes</p> <p>Selects a particular named shape</p> <p>ELG: They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>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].</p>	<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>identify lines of symmetry in 2-D shapes presented in different orientations</p>	<p>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p>	<p>recognise, describe and build simple 3-D shapes, including making nets <i>(Appears also in Drawing and Constructing)</i></p> <p>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p>



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DRAWING AND CONSTRUCTION							
Uses positional language	Uses familiar objects and common shapes to create and recreate patterns and build models Developing special awareness: experiencing different viewpoints. Predict what shapes will be seen if 2d shapes are folded in half.			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 (°)	draw 2-D shapes using given dimensions and angles
							recognise, describe and build simple 3-D shapes, including making nets (Appears also in Identifying Shapes and Their Properties)
COMPARING AND CLASSIFYING							
Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.	Identifying 2d faces on 3d shapes. Identify similarities between shapes. Selects a particular named shape ELG: They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.		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	
				identify horizontal and vertical lines and pairs of perpendicular and parallel lines			



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ANGLES							
				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 360°) angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90°	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			