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| **Steps 0-3** | **1. Spatial Awareness**   * **Explores space when they are free to move, roll and stretch.** * **Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other.**   **Shape**   * **Explore differently sized and shaped objects.**   **Beginning to put objects of similar shapes inside others and take them out again**  **Pattern:**   * **Show interest in patterned songs and rhymes, perhaps with repeated actions.** * **Experiences patterned objects and images.**   **Begin to predict what happens next in predictable situations**  **2. Spatial Awareness**   * **Explores space around them and engages with position, direction, such as pointing to where they would like to go.**   **Shape**   * **Stacks objects using flat surfaces.** * **Responds to changes of shape.** * **Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.**   **Pattern:**   * **Joins in with repeated actions in songs and stories.** * **Initiates and continues repeated actions.**   **3. Spatial Awareness**   * **Enjoys filling and emptying containers.** * **Investigates fitting themselves inside and moving through spaces.**   **Shape**   * **Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles.** * **Beginning to select a shape for a specific purpose.** * **Enjoys using blocks to create their own simple structures and arrangements.**   **Pattern:**   * **Becoming familiar with patterns in daily routines.** * **Joins in with and predicts what comes next in a story or rhyme.** * **Beginning to arrange items in their own patterns, e.g. lining up toys.** |
| **Steps 4 - 6** | **4. Spatial Awareness**   * **Moves their bodies and toys around objects and explores fitting into spaces.** * **Begins to remember their way around a familiar environment.** * **Responds to some spatial and positional language.** * **Explores how things look from different viewpoints including things that are near and things that are near or far away.**   **Shape**   * **Chooses puzzle pieces and tries to fit them in.** * **Recognise that two objects have the same shape.** * **Makes simple constructions.**   **Pattern:**   * **Joins in and anticipates repeated sounds and action patterns.** * **Is interested in what happens next using the patterns of everyday routines.**   **5. Spatial Awareness**   * **Responds to and uses language of position and direction.** * **Predicts, moves and rotates objects to fit the space or create the shape they would like.**   **Shape**   * **Chooses items based on their shape which are appropriate for the child’s purpose.** * **Responds to both informal language and common shape names.** * **Shows awareness of shape similarities and differences between objects.** * **Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.** * **Attempting to create arches and enclosures when building, using trial and improvement to select blocks.**   **Pattern:**   * **Creates their own spatial patterns showing some organisation or regularity.** * **Explores and adds to simple linear patterns of two or three repeating items e.g. stick, leaf (AB) or stick, leaf, stone (ABC).** * **Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.**   **6. Spatial Awareness**   * **Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.** * **Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning).** * **May enjoy making simple maps of familiar and imaginative environments, with landmarks.**   **Shape**  **• Uses informal language and analogies, (e.g. heart-shaped and hand- shaped leaves), as well as mathematical terms to describe shapes**  **• Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes**  **• Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.**  **Pattern**  **• Spots patterns in the environment, beginning to identify the pattern “rule.”**  **• Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.** |
| **Y1** | **Recognise and name common 2-D and 3-D shapes, including 2-D shapes and 3-D shapes** |
| **Y2** | **Identify and describe the properties of 2-D shapes, including the number of sides and line**  **symmetry in a vertical line**  **Identify and describe properties of 3-D shapes, including number of edges, vertices and faces**  **Identify 2-D shapes on the surface of 3-D shapes [eg, circle on cylinder, triangle on pyramid)**  **Compare and sort common 2-D and 3-D shapes and everyday objects.** |
| **Y3** | **Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in**  **different orientations and describe them**  **Recognise angles as a property of shape or a description of a turn**  **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 horizontal and vertical lines and pairs of perpendicular and parallel lines.** |
| **Y4** | **Compare and classify geometric shapes based on their properties and sizes**  **Identify acute and obtuse angles and compare and order angles up to 2 right angles by size**  **Identify lines of symmetry in 2-D shapes presented in different orientations**  **Complete a simple symmetric figure with respect to a specific line of symmetry.** |
| **Y5** | **Identify 3-D shapes, including cubes and other cuboids, from 2-D representations**  **Know angles are measured in degrees: estimate, compare acute, obtuse and reflex**  **Draw given angles, and measure them in degrees (o)**  **Identify:**  ** angles at a point and one whole turn (total 360o)**  ** angles at a point on a straight line and 2**  **1 a turn (total 180o)**  ** other multiples of 90o**  ** use properties of rectangles to deduce related facts and find missing lengths, angles**  ** distinguish between regular and irregular polygons based on reasoning about equal**  **sides and angles.** |
| **Y6** | **Draw 2-D shapes using given dimensions and angles**  **Recognise, describe and build simple 3-D shapes, including making nets**  **Compare and classify geometric shapes based on their properties and sizes and find**  **unknown angles in any triangles, quadrilaterals, and regular polygons**  **Illustrate and name parts of circles, including radius, diameter and circumference and**  **know that the diameter is twice the radius**  **Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.** |

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