**Step 4 and 5 – Geometry**

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| **Curriculum Statement** | **Step 4** |  | **Curriculum Statement** | **Step 5** |
| Draw 2D shapes with straight sides measured in cm. | I can draw 2D shapes accurately with sides of a given length. |  | Complete a simple symmetric figure with respect to a specific line of symmetry and measure angles using a protractor. | I can complete simple designs with 1 or 2 lines of symmetry. |
|  |  |  | Identify lines of symmetry in 2D shapes presented in different orientations, including where the line of symmetry does not dissect the shape. | I can spot lines of symmetry within shapes. |
| Make 3D shapes using modelling materials. | I can make 3D shapes using different materials. |  | Continue to recognise 3D shapes using the correct language. | I can name a wide variety of 3D shapes. |
| Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | I can identify vertical and horizontal lines. |  | Compare and classify geometric shapes, including different types of quadrilaterals and triangles, based in their properties and sizes. | I can compare and sort 2D and 3D shapes by different categories. |
| I can identify perpendicular and parallel lines. |
| Describe 2D shapes using accurate language, including lengths of lines and angles greater or less than a right angles. | I can describe the properties of 2D shapes, including the length of sides and the size of angles (greater or less than a right angle). |  | Use the vocabulary of the different types of triangles and quadrilateral. | I can identify and name different triangles (equilateral, isosceles, scalene). |
| I can identify and name different quadrilaterals (square, rectangle, parallelogram, rhombus, trapezium). |
| Recognise 3D shapes in different orientations and describe them. | I can recognise 3D shapes in my environment. |  | Continue to make and classify 3D shapes, including by the 2D shapes that form on their surface. |  |
| Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four complete a turn. | I can describe a quarter turn as 1 right angle, a half turn as 2 right angles and a three quarter turn as 3 right angles. |  | Identify acute and obtuse angles. | I can spot obtuse and acute angles. |
| Identify whether angles are greater than or less than a right angle. | I can identify angles as being greater than or less than a right angle. |  | Compare and order angles up to two right angles by size. | I can compare and order angles by size and use this to help me estimate sizes of other angles. |
| Recognise angles as a property of shape or a description of turn. | I can describe angles as a measure of turn. |  | Continue to identify types of angles and to reason about their sizes. | I can use a protractor to measure angles. |
| Mark a given square on a grid eg. A3 | I can identify a square in a grid by its row and column. |  | Describe positions on a 2D grid as coordinates in the first quadrant. | I can describe positions on a grid by using coordinates. |
| Continue to recognise and devise patterns and sequences in shapes. | I can extend sequences of shapes involving rotation or reflection. |  | Plot specific points and draw sides to complete a given polygon. | I can plot points and join these to draw shapes. |
| Give and follow multi-step directions in own environment. | I can give and follow directions with several steps. |  | Describe movement between position as translations of a given unit to the left/right and up/down. | I can describe translation as movement up/down and left/right. |