**Step 2 and 3 – Geometry**

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| **Curriculum Statement** | **Step 2** |  | **Curriculum Statement** | **Step 3** |
| Recognise common 2D shapes in different orientations and sizes, ie. including rectangles (including squares), circles and triangles. | I can spot and name 2D shapes (rectangles, squares, triangles and circles, pentagons, hexagons). |  | Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line | I can describe the properties of 2D shapes, including the number of sides and lines of symmetry. |
| Name common 2D shapes in different orientations and sizes, ie. including rectangles (including squares), circles and triangles. |  | Identify 2D shapes on the surface of 3D shapes | I can spot and name 2D shapes that I see on a 3D shape. |
| Recognise and name common 3D shapes in different orientations and sizes ie. including cuboids (including cubes), pyramids and spheres. | I can spot and name 3D shapes (cubes, cuboids, pyramids, spheres, cones, cylinders, prisms) |  | Identify and describe properties of 3D shapes, including the number of edges, vertices and faces. | I can describe the properties of 3D shapes, including how many edges, vertices and faces it has. |
|  |  |  | Draw lines and shapes using a straight edge | I can draw shapes accurately with straight sides. |
| Describe position using everyday language eg. top, middle, bottom, in front of, between, near, inside | I can describe the position of something using everyday words. |  | Use mathematical vocabulary to describe position | I can describe the position of something using mathematical words. |
| Recognise and create simple repeating patterns with objects and shapes | I can spot a pattern in a simple sequence and continue it. |  | Order and arrange combinations of mathematical objects in patterns and sequences | I can make a simple pattern in a sequence using shapes and objects. |
| Describe movements in straight lines using everyday language and describe turns, including half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face | I can describe movement using left and right turns. |  | Use mathematical vocabulary to describe movement, including movement in a straight line | I can describe turns in right angles. |
| I can describe movements using quarter, half and three-quarter turns. |  | I can describe turns as clockwise or anti-clockwise. |
| I can describe turns as clockwise. |  |  |  |