|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1 - Building and assessing the conceptual understanding and learning – Geometry** | | | |
| **End of Year Expectations:**  Properties of shapes   * Recognise and name common 2D and 3D shapes.   Position and Direction   * Describe position, direction and movements including half, quarter and three-quarter turns | | **Non-statutory guidance:**  Properties of shapes:  Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids can be different shapes.  Position and direction:  They use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.  Pupils make half, quarter and three-quarter turns and routinely make these turns in a clockwise direction. | |
| **Autumn** | **Spring** | | **Summer** |
| Children will begin to talk about 2D and 3D shapes in mental, aural and topic-linked activities.  **See NCETM “Teaching for Mastery” Year 1 book – geometry.**  https://www.ncetm.org.uk/public/files/23305594/Mastery\_Assessment\_Y1\_Low\_Res.pdf | * Recognise 2D and 3D shapes * Name 2D shapes e.g. rectangles (including squares), circles and triangles) * Name 3D shapes (e.g . cuboids, (Including cubes, pyramids and spheres) * Recognise these shapes in different orientations and sizes. * Know that rectangles, triangles, cuboids and pyramids can be different shapes (i.e. irregular). * Use mathematical language to describe shapes and their properties e.g. vertices, sides, edges, faces. | | * Describe position, directions and movements. * Use the language of position, direction and motion including left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close, far, up and down, forwards and backwards, inside and outside. * Make half, quarter and three quarter turns in a clockwise direction. |

|  |  |  |
| --- | --- | --- |
|  | **Key questions:**   * Can I name and describe common 2D shapes – circles, squares, rectangles, triangles talking about their properties, recognising them in different orientations? * Can I name and describe 3D shapes – cubes, cuboids, pyramids, cylinders? * Can I sort a collection of shapes and talk about how I have sorted them, using the language of shapes – such as sides, edges, faces, vertices? | **Key questions:**   * Can I use a range of vocabulary to describe position, directions and movements e.g. left and right, top, middle, bottom, on top of, in front of above, between, around, near, close, far, up and down, forwards, backwards, inside and outside? * Can I use and apply my knowledge of half, quarter and three quarter turns, understanding “clockwise” |