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| **Year 3 - Building and assessing the conceptual understanding and learning – Geometry** | | | |
| **End of Year Expectations:**  **Geometry A: properties of shapes:**  Pupils should be taught to:   * draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them * recognise that angles are 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. | | **Non-statutory guidance:**  **Properties of shapes**  Pupils’ knowledge of the properties of shapes is extended at this stage to symmetrical and non-symmetrical polygons and polyhedra. Pupils extend their use of the properties of shapes. They should be able to describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or lesser than a right angle.  Pupils should draw and measure straight lines in centimetres.  **See NCETM “Teaching for Mastery” Year 3 book – geometry**  https://www.ncetm.org.uk/public/files/23305581/Mastery\_Assessment\_Y3\_Low\_Res.pdf | |
| **Autumn** | **Spring** | | **Summer** |
| * Draw 2D shapes (circle, semi-circle, triangle, square, rectangle, pentagon, hexagon, octagon) – based on property knowledge consolidated from year 2 learning * Identify horizontal and vertical lines and pairs of perpendicular and parallel lines * Measure the perimeter of regular and irregular 2D shapes | * Recognise that angles are a property of shapes or a description of a turn (ICT link to beebots and logo) * Identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn * Identify whether angles are greater than or less than a right angle | | * Pupils re-visit work on geometry for further consolidation as necessary. |

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| **Key questions:**   * Can I draw a range of 2D shapes and describe them, confidently and accurately referring to their properties(circle, semi-circle, triangle, square, rectangle, pentagon, hexagon, octagon)? * Can I demonstrate that I understand the terms horizontal, vertical, perpendicular and parallel when referring to lines within shapes? * Can I confidently and accurately measure the perimeter of simple 2D shapes (using cms)? | **Key questions:**   * Can I demonstrate, through my explanations, that I understand that angles are a property of shapes as well as a description of a turn? * Can I recognize and talk about a range of angles – right angles, obtuse and acute angles? * Can I talk about half, three quarter and complete turns by describing how many right angles make up each turn? | **Key questions:**   * Can I draw, describe and talk about a range of 2D shapes, referring to their properties? * Can I confidently identify and talk about horizontal, vertical, perpendicular and parallel lines? * Can I talk about and angles as properties of shapes, recognizing right angles, obtuse and acute angles? * Can I show that I understand angle as a measure of turn, recognizing how many right angles make up half, three quarter and complete turns? |