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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?
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