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| **Year 4 - Building and assessing the conceptual understanding and learning – Geometry** | | | |
| **End of Year Expectations:**  Properties of shape:  Pupils should be taught to:   * compare and classify geometric shapes, including quadrilaterals and triangles**,** based on their properties and sizes * identify acute and obtuse angles and compare and order angles up to two right angles by size * identify lines of symmetry in 2-D shapes presented in different orientations * complete a simple symmetric figure with respect to a specific line of symmetry.  |  |  | | --- | --- | | Position and Direction:  Pupils should be taught to:  ID 53   * describe positions on a 2-D grid as coordinates in the first quadrant * describe movements between positions as translations of a given unit to the left/right and up/down * plot specified points and draw sides to compete a given polygon. |  | | | **Non-statutory guidance:**  **Properties of shapes**  Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (e.g. isosceles, equilateral, scalene) and quadrilaterals (e.g. parallelogram, rhombus, trapezium).  Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular.  Pupils draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry in a variety of diagrams, including where the line of symmetry does not dissect the reflected shape.  **Position and direction**  Pupils draw a pair of axes in one quadrant, with equal scales and integer labels. They read, write and use pairs of coordinates (2, 5) including using coordinate-plotting ICT tools. | |
| **Autumn** | **Spring** | | **Summer** |
| * identify acute and obtuse angles and compare and order angles up to two right angles? * compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes * identify line of symmetry in 2 D shapes presented in different orientations * complete a simple symmetric figure with respect to a specific line of symmetry | Although geometry is not specifically taught in the Spring term, it can still be integrated into mental / aural / incidental activities. | | * describe the positions on a 2 D grid as coordinates in the first quadrant * plot specified points and draw sides to complete a given polygon * describe the movement between positions as translations of a given unit to the left/right and up/down |

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| **Key questions:**   * Can I compare and classify geometric shapes (including those listed), accurately talking about their properties: isosceles, scalene and equilateral triangles, parallogram, rhombus, trapezium ? * Can I draw symmetrical patterns using a variety of media? * Can I discuss and identify lines of symmetry when shapes are in different orientations? * Can I recognise lines of symmetry in a variety of diagrams? * Can I describe positions on a 2D grid as co-ordinates in the first quadrant? * Can I plot specified points and draw sides to complete given polygons? * Can I show that I understand translation, describing movements between positions? | **See NCETM “Teaching for Mastery” Year 4 book – geometry.**  https://www.ncetm.org.uk/public/files/23305622/Mastery\_Assessment\_Y4\_Low\_Res.pdf | **Key questions:**   * Can I show that I understand co-ordinates in the first quadrant by describing positions and by plotting specified points? * Can I solve problems to show that I understand translations? |