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| **Steps 0-3** | **1. Spatial Awareness*** **Explores space when they are free to move, roll and stretch.**
* **Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other.**

**Shape*** **Explore differently sized and shaped objects.**

**Beginning to put objects of similar shapes inside others and take them out again****Pattern:*** **Show interest in patterned songs and rhymes, perhaps with repeated actions.**
* **Experiences patterned objects and images.**

**Begin to predict what happens next in predictable situations****2. Spatial Awareness*** **Explores space around them and engages with position, direction, such as pointing to where they would like to go.**

**Shape*** **Stacks objects using flat surfaces.**
* **Responds to changes of shape.**
* **Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.**

**Pattern:*** **Joins in with repeated actions in songs and stories.**
* **Initiates and continues repeated actions.**

**3. Spatial Awareness*** **Enjoys filling and emptying containers.**
* **Investigates fitting themselves inside and moving through spaces.**

**Shape*** **Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles.**
* **Beginning to select a shape for a specific purpose.**
* **Enjoys using blocks to create their own simple structures and arrangements.**

**Pattern:*** **Becoming familiar with patterns in daily routines.**
* **Joins in with and predicts what comes next in a story or rhyme.**
* **Beginning to arrange items in their own patterns, e.g. lining up toys.**
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| **Steps 4 - 6** | **4. Spatial Awareness*** **Moves their bodies and toys around objects and explores fitting into spaces.**
* **Begins to remember their way around a familiar environment.**
* **Responds to some spatial and positional language.**
* **Explores how things look from different viewpoints including things that are near and things that are near or far away.**

**Shape*** **Chooses puzzle pieces and tries to fit them in.**
* **Recognise that two objects have the same shape.**
* **Makes simple constructions.**

**Pattern:*** **Joins in and anticipates repeated sounds and action patterns.**
* **Is interested in what happens next using the patterns of everyday routines.**

**5. Spatial Awareness*** **Responds to and uses language of position and direction.**
* **Predicts, moves and rotates objects to fit the space or create the shape they would like.**

**Shape*** **Chooses items based on their shape which are appropriate for the child’s purpose.**
* **Responds to both informal language and common shape names.**
* **Shows awareness of shape similarities and differences between objects.**
* **Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.**
* **Attempting to create arches and enclosures when building, using trial and improvement to select blocks.**

**Pattern:*** **Creates their own spatial patterns showing some organisation or regularity.**
* **Explores and adds to simple linear patterns of two or three repeating items e.g. stick, leaf (AB) or stick, leaf, stone (ABC).**
* **Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.**

**6. Spatial Awareness** * **Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.**
* **Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning).**
* **May enjoy making simple maps of familiar and imaginative environments, with landmarks.**

**Shape** **• Uses informal language and analogies, (e.g. heart-shaped and hand- shaped leaves), as well as mathematical terms to describe shapes** **• Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes** **• Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.****Pattern** **• Spots patterns in the environment, beginning to identify the pattern “rule.”** **• Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.** |
| **Y1** | **Recognise and name common 2-D and 3-D shapes, including 2-D shapes and 3-D shapes** |
| **Y2** | **Identify and describe the properties of 2-D shapes, including the number of sides and line****symmetry in a vertical line****Identify and describe properties of 3-D shapes, including number of edges, vertices and faces****Identify 2-D shapes on the surface of 3-D shapes [eg, circle on cylinder, triangle on pyramid)****Compare and sort common 2-D and 3-D shapes and everyday objects.** |
| **Y3** | **Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in****different orientations and describe them****Recognise angles as 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.** |
| **Y4** | **Compare and classify geometric shapes based on their properties and sizes****Identify acute and obtuse angles and compare and order angles up to 2 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.** |
| **Y5** | **Identify 3-D shapes, including cubes and other cuboids, from 2-D representations****Know angles are measured in degrees: estimate, compare acute, obtuse and reflex****Draw given angles, and measure them in degrees (o)****Identify:**** angles at a point and one whole turn (total 360o)**** angles at a point on a straight line and 2****1 a turn (total 180o)**** other multiples of 90o**** use properties of rectangles to deduce related facts and find missing lengths, angles**** distinguish between regular and irregular polygons based on reasoning about equal****sides and angles.** |
| **Y6** | **Draw 2-D shapes using given dimensions and angles****Recognise, describe and build simple 3-D shapes, including making nets****Compare and classify geometric shapes based on their properties and sizes and find****unknown angles in any triangles, quadrilaterals, and regular polygons****Illustrate and name parts of circles, including radius, diameter and circumference and****know that the diameter is twice the radius****Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.** |

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