

Maths Progression Document Geometry EYFS / KS1

<i>Key Vocabulary</i>	<p>Reception Vocabulary</p> <p>Properties of Shape shape, pattern, flat, curved, straight, round, hollow, solid</p> <p>sort, make, build, draw, size, bigger, larger, smaller, symmetrical, pattern, repeating pattern, match</p> <p>2D Shape corner, side, rectangle (including square), circle, triangle</p> <p>3D Shape face, edge, vertex, vertices, cube, pyramid, sphere, cone</p> <p>Position and direction Position, over, under, above, below, top, bottom, side on, in, outside, inside, around, in front, behind, front, back, beside, next to, opposite, apart, between, middle, edge, corner, direction, left, right, up, down, forwards, backwards, sideways, across, next to, close, near, far, along, through, to, from, towards, away from, movement, slide, roll, turn, stretch, bend, whole turn, half turn</p>	<p>Year 1 Vocabulary</p> <p>Properties of Shape Symmetry, symmetrical pattern</p> <p>2D Shape Point, pointed, hexagon, pentagon, octagon</p> <p>3D Shape Cuboid, cylinder</p> <p>Position and Direction Underneath, centre, journey quarter turn, three-quarter turn</p>	<p>Year 2 Vocabulary</p> <p>Properties of Shape Surface, line symmetry</p> <p>2D Shape Rectangular, circular, triangular (re-visit pentagon, hexagon, octagon)</p> <p>3D Shape Prism</p> <p>Position and Direction Route, higher, lower Clockwise, anticlockwise Right angle, straight line.</p>
<i>Year group</i>	Reception	Year 1	Year 2
<i>Key skills</i>	<ul style="list-style-type: none"> ● Use positional language to describe position of objects in relation to other items. ● Represent places they have visited or places in stories with their drawings, maps or models. ● Build life-sized journeys outdoors and travel through them, exploring them from a different perspective. 	<ul style="list-style-type: none"> ● Recognise and name common 2D shapes ● Recognise and name common 3D shapes ● Describe position, direction and movement, including whole, half, quarter and three quarter turns 	<ul style="list-style-type: none"> ● Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. ● Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

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	<ul style="list-style-type: none"> • Name common 2D shapes • Explore 3D shapes through block play and modelling. • Sort 2D and 3D shapes according to similarities and differences. • Create their own 3D shapes through construction. • Copy, continue and create their own repeating patterns 		<ul style="list-style-type: none"> • Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] • Compare and sort common 2-D and 3-D shapes and everyday objects. • Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). • Order and arrange combinations of mathematical objects in patterns and sequences.
Notes	<p><i>It is really important that children understand that 2-D shapes are actually flat and the manipulatives they handle in class are representations of the shapes (it is not possible to draw around 2D shapes – the image created on the paper is a 2D shape but what they draw around was 3D).</i></p> <p><i>Ensure we show shapes in different orientations and in different proportions.</i></p>		