Objectives	Y1	Y2	Y3	Y4	Y5	Y6
National curriculum objectives	-recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] -recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] -describe position, direction and movement, including whole, half, quarter and three-quarter turns	-identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line -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 shapes and everyday objects -recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] -compare and sort common 3-D shapes and everyday objects -order and arrange combinations of mathematical objects in patterns and sequences -use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a	-draw 2D shapes -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	-compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes -identify lines of symmetry in 2-D shapes presented in different orientations -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 -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	-distinguish between regular and irregular polygons based on reasoning about equal sides and angles. -use the properties of rectangles to deduce related facts and find missing lengths and angles -identify 3-D shapes, including cubes and other cuboids, from 2-D representations -know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles -draw given angles, and measure them in degrees -identify: -angles at a point and one whole turn (total 360°) -angles at a point on a straight line and ½ a turn (total 180°) =other multiples of 90° -identify, describe and represent the position of a shape following a	-draw 2-D shapes using given dimensions and angles -compare and classify geometric shapes based on their properties and sizes -illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius -recognise, describe and build simple 3-D shapes, including making nets -find unknown angles in any triangles, quadrilaterals, and regular polygons - recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles -describe positions on the full coordinate grid (all four quadrants) -draw and translate simple shapes on the

		turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)		complete a given polygon	reflection or translation, using the appropriate language, and know that the shape has not changed	coordinate plane, and reflect them in the axes
Dfe ready to progress criteria	**1G-1** Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. **1G-2** Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	**2G-1** Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	**3G-1** Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations. **3G-2** Draw polygons by joining marked points, and identify parallel and perpendicular sides.	**4G-1** Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. **4G-2** Identify regular polygons, including equilateral triangles and squares, as those in which the side lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons. **4G-3** Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.	**5G-1** Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size. **5G-2** Compare areas and calculate the area of rectangles (including squares) using standard units.	**6G-1** Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.
Power Maths unit/s and when taught in school	Textbook 1A Taught in Autumn Unit 5: 2D and 3D shapes – lessons 1-5 (1G-1 and 1G-2)	Textbook 2A Taught in Autumn Unit 4: Properties of shape – lessons 1,2,3,5,6,8,9,10,11 (2G-1)	Textbook 3C Taught in Summer Unit 14: Angles and properties of shape – lessons 1,2,7 (2G-1) lessons 4,6,7 (2G-2)	Textbook 4B Taught in Spring Unit 7: Length and perimeter – lessons 2-6 (4G-2) Textbook 4C Taught in Summer	Textbook 5B Taught in Spring Unit 10: Measure – perimeter and area – lessons 5-7 (5G-2) Textbook 5C Taught in Summer	Textbook 6B Taught in Spring Unit 11: Measure – perimeter and area – lessons 1-9 (6G-1) Textbook 6C Taught in Summer

			Unit 14: Geometry – angles and 2D shapes – lessons 3-6 (4G-2) Unit 16: Geometry – position and direction – lessons 3-6 (4G-1) Lessons 7 and 8 (4G-3)	Unit 12: Geometry – properties of shapes – lessons 1-4 (5G-1)	Unit 13: Geometry – properties of shape – lessons 1-7 and 10 (6G-1)
Other resources to aid teaching	-Daily Fluent in 5 tasks -White Rose – Autumn 3, summer 3 -NCETM pages 27-29 https://www.ncetm.org.uk/media/qjpctp24/mastery_assessment_y1.pdf	-Daily Fluent in 5 tasks -White Rose – Autumn 3, summer 4 -NCETM pages 27-29 https://www.ncetm.org.uk/media/dnobtk14/mastery_assessment_yr2.pdf	-Daily Fluent in 5 tasks -White Rose – Summer 4 -NCETM pages 26 & 27 https://www.ncetm.org.uk/media/oaqfcvjq/mastery_assessment_y3.pdf	-Daily Fluent in 5 tasks -White Rose – Summer 4, summer 6 -NCETM pages 25 & 26 https://www.ncetm.org.uk/media/x45na0cs/mastery_assessment_y4.pdf	-Daily Fluent in 5 tasks -White Rose – Summer 1, Summer 2 -NCETM pages 25-27 https://www.ncetm.org.uk/media/lp0o2lgv/mastery_assessment_y5.pdf	-Daily Fluent in 5 tasks -White Rose – Summer 1, summer 2 -NCETM pages 34 – 26 https://www.ncetm.org.uk/media/uitj1x5g/mastery_assessment_y6.pdf

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Links to further activities to aid teaching:
White Rose materials link: https://whiterosemaths.co m/resources?year=year-1-new
NCETM materials link: https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/
NCETM activities link: https://www.ncetm.org.uk/classroom-resources/assessment-materials-primary/
NRICH - **PRIMARY CURRICULUM MAP FOR ALL TOPICS**
https://docs.google.com/spreadsheets/d/1bIrdv1M9pKzoKrHeyxT5rkHbJUIJJWjYug2k4Xe9_es/edit#gid=598691163

Key: Highlighted objectives above link to the topic of place value taught

Red = 2D shapes
Blue = 3D shapes
Green = angles and lines
Orange = position and direction