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| **Shape** | **Use shapes appropriately for the task** | **Identify 3D and 2D shapes** | **Describe 3D and 2D shapes** | **Lines of symmetry** | **Describe similarities and differences of shapes** |
| **Skill – Practical/Fluency** | e.g. when constructing know to use a round block for a wheel on a vehicle  May make some reference to simple shape names | Identify and name a variety of 3D shapes e.g. cube, cylinder, cuboid, cone, pyramid etc  See the source image  See the source imageIdentify and name a variety of 2D shapes as found on the faces of 3D shapes e.g. circle, square, rectangle, triangle etc | Describe 3D shapes using mathematical terms  Face    Edge    Vertice | See the source image | Identifying similarities and differences in shapes  e.g. cuboid and cube have same number of faces, edges and vertices but the faces are different shapes |
|  | **Use shapes appropriately for the task** | **Identify 3D and 2D shapes** | **Describe 3D and 2D shapes** | **Lines of symmetry** | **Describe similarities and differences of shapes** |
| **Vocabulary** | Solid  Flat  Round  Pointy | Shape  Solid  Flat  2D  3D  Cube  Cylinder  Cuboid  Cone  Pyramid  Circle  Square  Rectange  Triangle | Shape  2D  3D  Solid  Flat  Cube  Cylinder  Cuboid  Cone  Pyramid  Circle  Square  Rectange  Triangle  Face  Edge  Vertice | Shape  2D  Circle  Square  Rectange  Triangle  Symmetry  Same  Line of symmetry | Shape  2D  3D  Solid  Flat  Cube  Cylinder  Cuboid  Cone  Pyramid  Circle  Square  Rectange  Triangle  Face  Edge  Vertice  Similarity  Difference  Compare |
| **Skill – Knowledge**  **(Address this knowledge through taught input and diagnostic questioning)** | * Awareness of shapes and uses | * Identify difference between a 2D and 3D shape (flat and solid) | * Understanding terminology face, vertice, edge | * Understanding that a line of symmetry is the same as a mirror to show two equal parts | * Understanding of what is same and what is different * Understanding of properties of all 2D and 3D shapes |
| **Skill - Evaluation** | Evaluate learning through REACH questioning and evidence of mathematical vocabulary in pupil voice and responses | | | | |