**Examples of what children should be able to do, in relation to each (boxed) Programme of Study statement**

**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.**

The requirements for Year 3 in Geometry: Properties of Shapes are quite explicit and exemplars are not particularly helpful. It is helpful, however, to understand that, in Year 3, pupils should be expected to demonstrate understanding in this area by:

* using appropriate mathematical vocabulary to describe the features of common 2-D and 3-D shapes including semicircles, hemispheres and prisms
* sorting and classifying collections of 2-D shapes in different ways using a range of properties including: ‘all sides are of equal length,’ ‘has at least one right angle’ or ‘has at least one line of symmetry’
* recording their classifications on Venn and Carroll diagrams, including diagrams involving more than one criterion.

## Non-Statutory Guidance

Pupils’ knowledge of the properties of shapes is extended at this stage to symmetrical and non-symmetrical polygons and polyhedra. Pupils extend their use of the properties of shapes. They should be able to describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or lesser than a right angle.

Pupils connect decimals and rounding to drawing and measuring straight lines in centimetres, in a variety of contexts.