

# MATHS Geometry & Measure

Default statuses	Weighting
Taught	0
Almost/Approaching	1
Achieved	2
Mastered	3

	Geometry & Measure
Stage 0	<ul style="list-style-type: none"><li>• Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.</li><li>• Uses blocks to create their own simple structures and arrangements.</li><li>• Enjoys filling and emptying containers.</li><li>• Associates a sequence of actions with daily routines.</li><li>• Beginning to understand that things might happen 'now'.</li><li>• Notices simple shapes and patterns in pictures.</li><li>• Beginning to categorise objects according to properties such as shape and size.</li><li>• Begins to use the language of size.</li><li>• Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</li><li>• Anticipates specific time-based events such as mealtimes or home time.</li><li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li><li>• Shows awareness of similarities of shapes in the environment.</li><li>• Uses positional language.</li><li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li><li>• Shows interest of shapes in the environment.</li><li>• Uses shapes appropriately for tasks.</li><li>• Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li></ul>

Stage 1	<ul style="list-style-type: none"> <li>• I can randomly stack or join objects.</li> <li>• I can match big objects and small objects.</li> <li>• I can line up objects (awareness of position).</li> <li>• I can knock objects to make them move.</li> <li>• I can handle 2D shapes.</li> <li>• I can fill a container.</li> </ul>
Stage 2	<ul style="list-style-type: none"> <li>• I can indicate where objects belong.</li> <li>• I can find big/ small objects on request.</li> <li>• I can say which object is bigger/ smaller from a group of two objects.</li> <li>• I can explore the position of objects e.g. in/out.</li> <li>• I can use pictorial/symbol timetable for sequencing activities.</li> </ul>
Stage 3	<ul style="list-style-type: none"> <li>• I can manipulate 3D shapes in practical activities e.g. building towers, rolling tubes.</li> <li>• I can indicate to a sign, symbol or word that describes the preposition 'in/inside'.</li> <li>• I can respond to a request involving the preposition 'in/inside' e.g. put the Teddy in the box.</li> <li>• I can indicate to a sign, symbol or word that describes the preposition 'on'/'under'.</li> <li>• I can respond to a request involving the preposition 'on' .e.g put the Teddy on/under the box.</li> <li>• I can sort two sets of objects where the difference is not great e.g. 10p and 5p coins.</li> <li>• I can identify the bigger or smaller object when shown two objects where the difference is not great.</li> </ul>
Stage 4	<ul style="list-style-type: none"> <li>• I can move forwards and backwards.</li> <li>• I can indicate the shape which is the same as the shown shape, from a collection of simple 2D shapes with the same characteristics. (colour/size)</li> <li>• I can find objects with the same characteristics as a given example e.g. round.</li> <li>• I can begin to make comments on differences in size e.g. big/large, medium, small/little</li> <li>• I can use the language of 'heavy' or 'light', 'full' or 'empty', 'more' or 'less', 'enough' or 'not enough' in practical activities from a verbal request.</li> </ul>
Stage 5	<ul style="list-style-type: none"> <li>• I can compare two objects directly side by side using language of length/ height.</li> <li>• I can state a few significant times in my week e.g. Football on Saturday.</li> <li>• I can order up to three marked events that happen during my day e.g. Literacy, dinner, PE.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can identify a circle, square, triangle in a range of environments following a visual model.</li> <li>• I can identify shapes in pictures, models or patterns.</li> </ul>
Stage 6	<ul style="list-style-type: none"> <li>• I can use the names of the days of the week, in context.</li> <li>• I can order the days of the week.</li> <li>• I can say an activity/ activities for days of the week.</li> <li>• I can sequence the events of a day e.g. On a visual timetable.</li> <li>• I can order numbers on a clock (copied from a model).</li> <li>• I can understand that a clock has a 'big' hand and a 'little' hand.</li> <li>• I can sort and name coins into 1p, 2p, 5p, 10p &amp; 20p.</li> <li>• I can identify objects that are longer/shorter than a 1 metre rule.</li> <li>• I can make comparisons using non-standard measures using longer/shorter, heavier than/lighter than, taller/shorter.</li> <li>• I can recognise and name 2D shapes - square, rectangle, circle, triangle.</li> <li>• I can begin to refer to some features of shapes including 'side' and 'corner'.</li> <li>• I can use the positional language 'behind', 'in front of', 'next to' in a range of activities.</li> <li>• I can show my understanding of 'first', 'second', 'third' and 'last' in a range of situations e.g. lines of pupils, races and sequencing activities.</li> <li>• I can use the language of 'forwards', 'backwards' and 'turn' to give instructions.</li> <li>• I can recognise basic directional symbols - arrows and turns.</li> <li>• I can differentiate 2D and 3D shapes by sorting.</li> </ul>
Stage 7	<ul style="list-style-type: none"> <li>• I can sequence the days of the week, in order, using before/after/next.</li> <li>• I can sequence the events of a day, in order, using morning/afternoon/evening.</li> <li>• I can estimate how many non-standard units of measure will be needed when measuring length, capacity and mass.</li> <li>• I can sort and name coins into 1p, 2p, 5p, 10p, 20p, 50p, Â£1 and Â£2.</li> <li>• I can order more than 2 objects by mass or capacity, using direct comparison.</li> <li>• I can find the heavier/lighter object when using a balance, e.g. The heavier one goes down.</li> <li>• I can use the comparative language related to time, e.g. Quicker/slower, earlier/later.</li> <li>• I can show that I am aware of the passage of time, e.g. Hands moving on a clock, sand through a sand timer.</li> <li>• I can make comparisons using more than/less than, hotter/colder.</li> <li>• I can identify how many sides and corners a 2D shape has.</li> <li>• I can recognise and name 3D shapes - cube, cuboid, sphere, pyramid, cylinder.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can refer to the features of 2D and 3D shapes as 'straight' and/or 'curved'.</li> <li>• I can refer to some features of 3D shapes including 'sides/edges' and 'corners'.</li> <li>• I can use the positional language 'top', 'middle', 'bottom', 'between' 'above' and 'below' in a range of activities.</li> <li>• I can describe an observed movement as a whole, a half turn in practical activities.</li> <li>• I can recognise the fraction of a <math>\frac{1}{2}</math> in a shape.</li> </ul>
Stage 8	<ul style="list-style-type: none"> <li>• I can identify the current day, date, month and year by using a class calendar.</li> <li>• I can name the day that is before, after, yesterday and tomorrow.</li> <li>• I can sequence events of several days, in chronological order, using appropriate language.</li> <li>• I can identify clock faces at o'clock.</li> <li>• I can draw hands onto a clock face to represent each o'clock.</li> <li>• I can say that there are 7 days in the week and 12 months in a year.</li> <li>• I can begin to use ? and p notation in a role play situation, e.g. Prices in a play shop.</li> <li>• I can order coins in terms of value.</li> <li>• I can add amounts up to 5p (using 1p, 2p and 5p coins).</li> <li>• I can show I understand the concept of 1 metre, 1 litre and 1 kilogram. (introducing standard units with basic equipment provided e.g. metre rule).</li> <li>• I can identify how many sides/edges and corners a 3D shape has.</li> <li>• I can recognise and name 2D shapes - square, triangle, rectangle, circle, pentagon, hexagon.</li> <li>• I can describe a range of 2D shapes using more than one property.</li> <li>• I can solve problems by sorting according to one stated property e.g. 3 corners, all of the shapes with straight sides.</li> <li>• I can identify left and right in a range of situations e.g. Which hand do you write with?</li> <li>• I can plan/design a simple route using directional arrows.</li> <li>• I can recall a simple route using directional arrows.</li> <li>• I can move myself or an object a whole, a half, a quarter turn on request.</li> <li>• I can describe an observed movement as a whole, a half or a quarter turn in practical activities.</li> <li>• I can recognise the fraction of a <math>\frac{1}{4}</math> in a shape</li> </ul>
Stage 9	<ul style="list-style-type: none"> <li>• I can begin to link seasons to months of the year, e.g. August in Summer, December in Winter, April in Spring.</li> <li>• I can identify clock faces at half-past.</li> <li>• I can recall the date of significant events in my year, in day and month format.</li> <li>• I can use practical measuring apparatus, to find objects that are heavier/lighter than 500g, holds more/less than <math>\frac{1}{2}</math> litre.</li> </ul>

- I can measure and begin to record length/height, mass/weight, volume /capacity in standardised unit when given equipment.
- I can add amounts up to 10p (using 1p, 2p, 5p and 10p coins).
- I can give change from amounts up to 10p.
- I can record pence notation in a range of activities.
- I can recognise and name 3D shapes - cube, cuboid, sphere, pyramid, cylinder, cone, prism.
- I can sort mixed 2D and 3D shapes according to more than one criteria e.g. size, number of sides/edges.
- I can recognise the 2D representations of 3D objects.
- I can use the language of distance to describe 'close', 'near' and 'far'.
- I can draw/identify an approximate mirror image of a simple shape/picture.
- I can describe an observed movement as a whole, a half, a quarter or a three-quarter turn in practical activities.
- I can recognise fractions in shapes.

Stage  
10

- I can show that I know the relationship between units of time e.g. 1 minute = 60 seconds, 1 hour = 60 minutes, 1 day = 24 hours etc.
- I can draw/demonstrate hands on a clock face indicating an hour and 1/2 past the hour.
- I can make an approximate estimation of the amount of time a task will take, and test my estimation.
- I can link regular key events in my day to o'clock and half past using a numbered clock face.
- I can suggest appropriate standard equipment for measuring length (in any direction) and mass, capacity or volume, length and height (m/cm).
- I can choose and use appropriate standard units to estimate and measure.
- I can measure to the nearest standard unit.
- I can add amounts up to 50p (using 1p, 2p, 5p, 10p, 20p and 50p coins).
- I can find different combinations of coins that equal the same amounts of money.
- I can use my knowledge of the properties of shape to identify triangles and rectangles in their many forms.
- I can identify 2D shapes on the surface of 3D shapes e.g. a circle on a cylinder.
- I can identify the faces which make up 3D shapes.
- I can make a right and left turn on request.
- I can identify right angles in 2D shapes.
- I can identify a line of symmetry on regular 2D shapes.
- I can make a 'clockwise' turn and an 'anti-clockwise' turn using my body/object.
- I can identify 100% as the whole (rote learning) e.g. shapes, turns, marks in a test, attendance certificate.
- I can use fractions within shapes.

<p>Stage 11</p>	<ul style="list-style-type: none"> <li>• I can compare and order intervals of time e.g. seconds, minutes, hours.</li> <li>• I can recognise, tell and write the times of o'clock, half past and quarter past, and begin to recognise quarter to the hour.</li> <li>• I can measure time to five minute intervals.</li> <li>• I can identify, choose and use appropriate standard units to estimate and measure temperature (degrees C), mass and capacity (g/kg, ml/l)</li> <li>• I can record the notation of standard units when measuring.</li> <li>• I can use and understand the signs &lt;, &gt; and = and use these to order length, mass, volume and capacity.</li> <li>• I can reason about simple multiplicative relationships such as twice as long, 10 times as high etc.</li> <li>• I can combine amounts of coins which total ?1 or more and use appropriate notation e.g. ? and p.</li> <li>• I can solve money problems with same unit coins involving giving change up to 100p.</li> <li>• I can recognise right angles in every day objects.</li> <li>• I can recognise that a quarter turn is the same as a right angle.</li> <li>• I can describe the direction of a turn using the term 'clockwise'/ 'anti-clockwise'</li> <li>• I can describe the types of turn I need to make to face a requested object/person including clockwise and anticlockwise.</li> <li>• I can use the language of position, direction and movement to travel along a route to a finishing point.</li> </ul>
<p>Stage 12</p>	<ul style="list-style-type: none"> <li>• I can use whole metres and kilograms and I am beginning to use litres.</li> <li>• I can read scales to the nearest divisions.</li> <li>• I can tell the time in 5 minute intervals and work out time durations that do not go over the hour.</li> <li>• I can use km/m/cm, kg/g, l/ml and I know which units to use.</li> <li>• I can read scales to the nearest half division.</li> <li>• I can tell the time to the nearest minute.</li> <li>• I understand angle as a measure of turn and know 360 degrees is a whole turn.</li> <li>• I can use km/m/cm/mm, kg/g, l/ml and I know which units to use.</li> <li>• I can find the area of shapes by counting squares.</li> <li>• I am beginning to find the perimeter of squares and rectangles.</li> <li>• I can tell the time, know am/pm and I can calculate time intervals.</li> <li>• I can describe the properties of a circle, square, triangle, rectangle, pentagon, hexagon, octagon, cube, cylinder, sphere, cuboid, cone and pyramid, and sort them using more than one criterion.</li> <li>• I can recognise right angles in different orientations.</li> <li>• I can recognise the above shapes in different orientations.</li> <li>• I can give directions using left and right.</li> </ul>

- I understand 'regular' and 'irregular'.
- I can name 'acute' and 'obtuse' angles.
- I can name 'right angled' and 'equilateral' triangles.
- I can draw the reflection of a shape in a mirror line.
- I am beginning to recognise the nets of a cone, cube, cuboid, triangular prism, triangular/square based pyramid.
- I can draw the reflection of a shape in a vertical/horizontal mirror line which does not touch the sides of the shape.
- I can give directions using clockwise and anti-clockwise.
- I can recognise the nets of a cone, cube, cuboid, triangular prism, triangular/square based pyramid.
- I can compare and order angles less than 180 degrees.
- I can reflect a shape in a diagonal mirror line which runs along the side of the shape.
- I can give directions using 90 degrees/quarter turns.

Stage  
13

- I know and can use the units of measure in length, mass and capacity. I can use decimal notation.
- I can use timetables and calendars.
- I can find the perimeter of simple shapes.
- I can use the 24 hour clock.
- I can draw and measure acute angles.
- I can calculate angles along a straight line.
- I can measure accurately in mm.
- I can draw and measure acute/obtuse angles.
- I can find the area of a shape that can be divided into small squares by counting the squares/part squares.
- I can name and draw polygons from 3 to 12 sides and can describe their properties.
- I can draw the nets of the cone, cube, cuboid, triangular prism, triangular/square based pyramid.
- I can draw polygons in different orientations on a grid.
- I can reflect a shape in a diagonal mirror line where the line does not touch the shape.
- I can recognise quadrilaterals - square, rectangle, trapezium, parallelogram, rhombus and kite and describe their properties.
- I can recognise right angled, isosceles, equilateral and scalene triangles and describe their properties.
- I know vertical, horizontal and congruent.
- I can complete a shape which has two sides drawn at an oblique angle on a grid.
- I can translate a shape horizontally and vertically.
- I can draw an oblique line of symmetry in a shape.
- I am beginning to rotate a shape about its centre or vertex.

Stage  
14

- I can draw and measure all angles, including reflex angles, accurately.
- I can draw a triangle accurately, given an angle and the lengths of two sides.
- I can use the formula  $L \times B$  to find the area of a square/ rectangle. I can solve problems using this formula.
- I can find the length of a rectangle given the perimeter and width.
- I can find the area of a right angled triangle given the lengths of the two perpendicular sides.
- I can read and interpret scales on a range of measuring equipment.
- I can convert imperial/metric units.
- I can find the area and perimeter of a composite shape comprising of squares/rectangle given some of the sides.
- I can find the surface area and volume of cubes and cuboids.
- I can understand parallel and perpendicular.
- I can classify quadrilaterals using their properties.
- I can rotate shapes through 90 to 180 degrees where the centre of rotation is the vertex/centre of the shape.
- I can reason about triangles/quadrilaterals.
- I can find unknown coordinates.
- I know that the sum of the angles in a triangle/along a straight line is 180 degrees and around a point is 360 degrees and I can calculate unknown angles.
- I can reflect a 2D shape in an oblique mirror line where the shape does/does not cross the mirror line.
- I can translate a shape along an oblique line.
- I can recognise order of rotational symmetry.
- I can draw a parallelogram/trapezium of a given area on a square grid.
- I can reflect a shape in two mirror lines where the shape is not parallel or perpendicular to either mirror.
- I can visualise a 3D shape from its net and match the vertices that will be joined.
- I can identify where patterns drawn on a 3D shape will occur on its net and vice versa.