



**Thomas Russell Infants' School**  
**Geometry: Properties of Shape Progression Document**

Key of Text Colours  
 EYFS Development Matters (DM) & NC Objectives  
 NC Objective appears elsewhere within the same topic progression document  
 NC Objective also appears in another topic progression document

| Nursery<br>3-4 year olds   | Reception  | Early Learning Goals                  | Year 1   | Year 2  | Year 3 |
|--|--|---------------------------------------|--|---|--------|
| <b>IDENTIFYING SHAPES AND THEIR PROPERTIES</b>   |  |                                       |  |   |        |
| <p>Talk about and explore 2D and 3D shapes (eg circles, rectangles, triangles, cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc</p> <p>Combine shapes to make new ones</p> | <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p> | <p>There is no ELG related to SSM</p> | <p>Recognise and name common 2D and 3D shapes, including:</p> <ul style="list-style-type: none"> <li>2D shapes (eg rectangles (including squares), circles and triangles)</li> <li>3D shapes (eg cuboids (including cubes), pyramids and spheres)</li> </ul> | <p>Identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line</p> <p>Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces</p> <p>Identify 2D shapes on the surface of 3D shapes (for example, a circle on a cylinder and a triangle on a pyramid)</p> |        |



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| DRAWING AND CONSTRUCTION   |  |                                       |  |  |   |
|--|--|---------------------------------------|--|--|---|
| <p>Understand position through words alone eg 'The bag is under the table' without pointing</p> <p>Select shapes appropriately: flat shapes for building eg a triangular prism for a roof.</p>   |  | <p>There is no ELG related to SSM</p> |  |  | <p>Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them</p> |
| COMPARING AND CLASSIFYING  |  |                                       |  |  |   |
| <p>Talk about and explore 2D and 3D shapes (eg circles, rectangles, triangles, cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</p> <p>Make comparisons between objects relating to size, length</p> | <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can</p> | <p>There is no ELG related to SSM</p> |  | <p>Compare and sort common 2D and 3D shapes and everyday objects</p> |   |