

LEVEL 6

Learning Area Outcome: I can recognise and describe the properties of shapes. I can use these properties to construct shapes using appropriate mathematical instruments and to prove given geometric statements.

Subject Focus: Shape, Space & Measures – Euclidean Geometry

Lines & Line Segments		
	Year 5	Year 6
6.5.1	I can recognise and draw examples of horizontal and vertical lines.	
6.5.2	I can recognise examples of parallel and perpendicular lines. I can draw such lines on a square grid.	
	N.A.	I can recognise examples of parallel and perpendicular lines I can draw such lines on a square grid.
6.5.3	I can deduce that the angles on a straight line add up to 180° . I can also work out the size of missing angles in diagrams showing angles on a straight line.	
	N.A.	I can deduce that the angles on a straight line add up to 180° . I can also work out the size of missing angles in diagrams showing angles on a straight line.

	Year 5	Year 6
6.5.4	I can deduce that the angles around a point add up to 360°. I can also work out the size of missing angles in diagrams showing angles at a point.	
	I can deduce that the angles around a point add up to 360°.	I can deduce that the angles around a point add up to 360°. I can also work out the size of missing angles in diagrams showing angles at a point.
Triangles		
	Year 5	Year 6
6.5.5	I can classify triangles according to the length of their sides and the size of their angles (scalene, isosceles, equilateral and right-angled triangles).	
	<p>I can classify triangles according to the length of their sides (scalene, isosceles & equilateral).</p> <p>I can classify a right-angled triangle according to the length of its sides and the size of its angles.</p>	I can classify triangles according to the length of their sides and the size of their angles (scalene, isosceles, equilateral and right-angled triangles).
6.5.6	I can deduce that the sum of the angles of a triangle is 180°. I can also work out the size of missing angles in triangles.	
	N.A.	I can deduce that the sum of the angles of a triangle is 180°. I can also work out the size of missing angles in triangles.

Quadrilaterals		
	Year 5	Year 6
6.5.7	I can draw squares and rectangles given the lengths of the sides.	
Polygons		
	Year 5	Year 6
6.5.8	I can sort, name, classify polygons using properties such as the number of sides and the size of the interior angles.	
	I can sort, name and classify polygons using properties such as the number of sides.	I can sort, name and classify polygons using properties such as the number of sides and the size of the interior angles.
6.5.9	I can identify 'regular' and 'irregular polygons'.	
3D Shapes		
	Year 5	Year 6
6.5.10	I can recognise and name the simple 3D shapes: the cylinder, cone, triangular prism and square-based pyramid. (include: shapes carried out in previous years)	
	I can recognise and name the simple 3D shapes: the cylinder, cone, and square-based pyramid.	I can recognise and name the simple 3D shapes: the cylinder, cone, triangular prism and square-based pyramid.

	Year 5	Year 6
6.5.11	I can visualise the simple 3D shapes from 2D drawings.	
	I can visualise the simple 3D shapes (cube, cuboid, cylinder, cone & square-based pyramid) from 2D drawings.	I can visualise the simple 3D shapes (cube, cuboid, cylinder, cone, square-based pyramid & triangular prism) from 2D drawings.
6.5.12	I can identify and count faces, vertices and edges of simple 3D shapes.	
	I can identify and count faces, vertices and edges of simple 3D shapes (cube, cuboid, cylinder, cone & square-based pyramid).	I can identify and count faces, vertices and edges of simple 3D shapes (cube, cuboid, cylinder, cone, square-based pyramid & triangular prism).
6.5.13	I can identify possible and impossible nets for a closed and an open cube.	
	N.A.	I can identify possible and impossible nets for a closed and an open cube.
Circles		
6.5.14	I can recognise, name and draw the simple 2D shape : the circle.	
	I can recognise and name the simple 2D shape: the circle. Note: A circle is a plane (a flat surface) curve that is the locus of points which moves at a fixed distance (the radius) from a fixed point (the centre). It does not have a side.	I can recognise, name and draw the simple 2D shape: the circle. Note: A student can draw a circle using a template or using a compasses. While teachers are encouraged to introduce the compasses as a tool, however the student is not expected to be able to identify the radius and diameter at Year 6 level. That is a Level 7 learning outcome.

	Year 5	Year 6
Assistive Technology & Other Resources		
6.5.15	I can use assistive technology (e.g. tablets, computers and floor roamers) and other resources (e.g. geoboards, 2D and 3D plastic shapes, protractor, compass, tangrams...) appropriate to this level to learn about properties of shapes.	