Ellingham C of E Primary School Year 5 Assessment Expectations Mathematics: Geometry		
End of Term 1	**End of Term 2**	**End of Term 3**
Geometry: Properties of Shapes		
I continue to draw and construct 2D / 3D shapes with increasing accuracy.	I continue to draw and construct 2D / 3D shapes with accuracy. I use conventional markings for parallel lines and right angles.	
I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	I distinguish between regular and irregular polygons based on reasoning about equal sides and angles. I explain reasoning using mathematical vocabulary.	
		I use the term diagonal and make conjectures about the angles formed between sides, and between diagonals and parallel sides, and other properties of quadrilaterals, e.g. through using dynamic geometry ICT tools.
I am starting to use the properties of rectangles to deduce related facts and find missing lengths and angles.	I can use the properties of rectangles to deduce related facts and find missing lengths and angles.	
I can identify 3D shapes, including cubes and other cuboids, from 2D representations.	I identify a wider range of 3D shapes, including cubes and other cuboids, from 2D representations.	
Position and Direction:		
I know angles are measured in degrees; I estimate and compare acute, obtuse and reflex angles.	I draw given angles and measure them in degrees (°).	I draw a wider range of given angles and measure them with consistent accuracy in degrees (°).
I am starting to identify: -angles at a point and one whole turn (total 360°) -angles at a point on a straight line and ½ a turn (total 180°) -other multiples of 90°.	I can identify: -angles at a point and one whole turn (total 360°) -angles at a point on a straight line and ½ a turn (total 180°) -other multiples of 90°.	I use angle sum facts and other properties to make deductions about missing angles and relate these to missing number problems.
I continue to confidently describe movements between positions as translations of a given unit to the left/right and up/down.	I identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	I identify, describe and represent the position of more complex shapes following a reflection or translation, using the appropriate language fluently, and know that the shape has not changed.
I recognise and use translation in a variety of diagrams including a 2D grid and coordinates in the first quadrant.	I recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2D grid and coordinates in the first quadrant. Reflection should be in lines that are parallel to the axes.	I recognise and use reflection and translation in a wider variety of diagrams, including continuing to use a 2D grid and coordinates in the first quadrant or beyond if appropriate. Reflection should be in lines that are parallel to the axes.
Problem Solving:		
I solve problems, involving reasoning about shapes and their properties, position and direction.		I solve more complex problems, involving reasoning about shapes and their properties, position and direction.