Unit 26. 2-D Shapes

National Curriculum Requirement

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

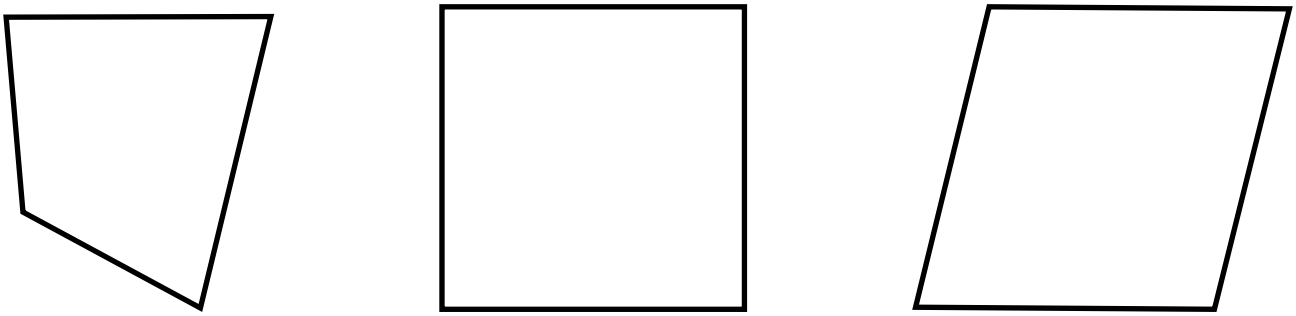
Notes

Pupils need to know the shapes of the basic 2-D shapes and be able to identify these shapes. It may be that the word ‘oblong’ is easier for pupils to use than ‘rectangle’. It is also worth pointing out that all squares are rectangles. The word ‘square’ can be used to define a right angle and it is worth pointing out that a triangle can have a square angle.

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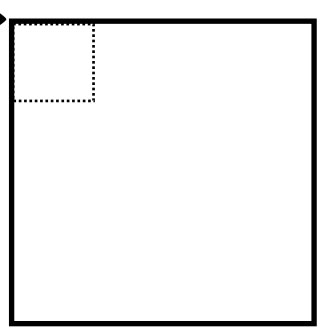
Squares

Shade in the shape below which is a square.



You need to be able to explain what is special about all squares. To do this, use the words - ***square, sides, corners, same*** - to fill in the blanks shaded grey.

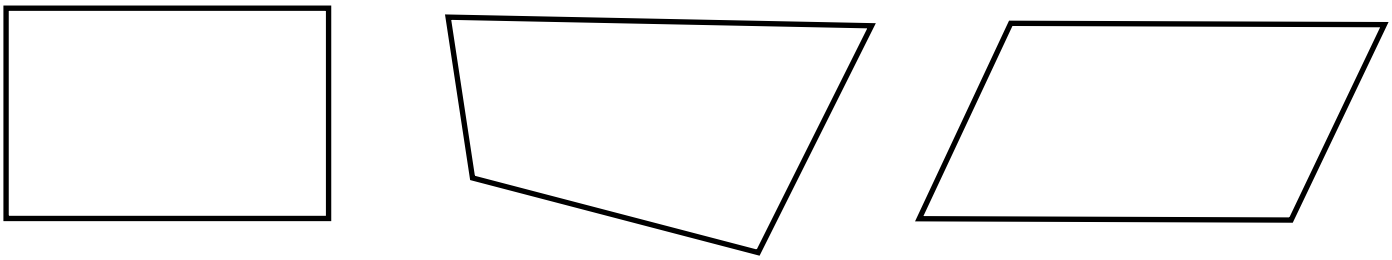
All of the _____ are _____



A square is a special rectangle which has _____ which are all the _____ length

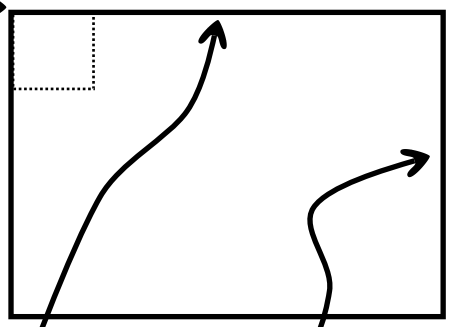
Squares and Rectangles

Shade in the shape below which is a rectangle (oblong).



You need to be able to explain what is special about all rectangles (oblongs) To do this, use the words - ***square, sides, corners, same*** - to fill in the blanks shaded grey.

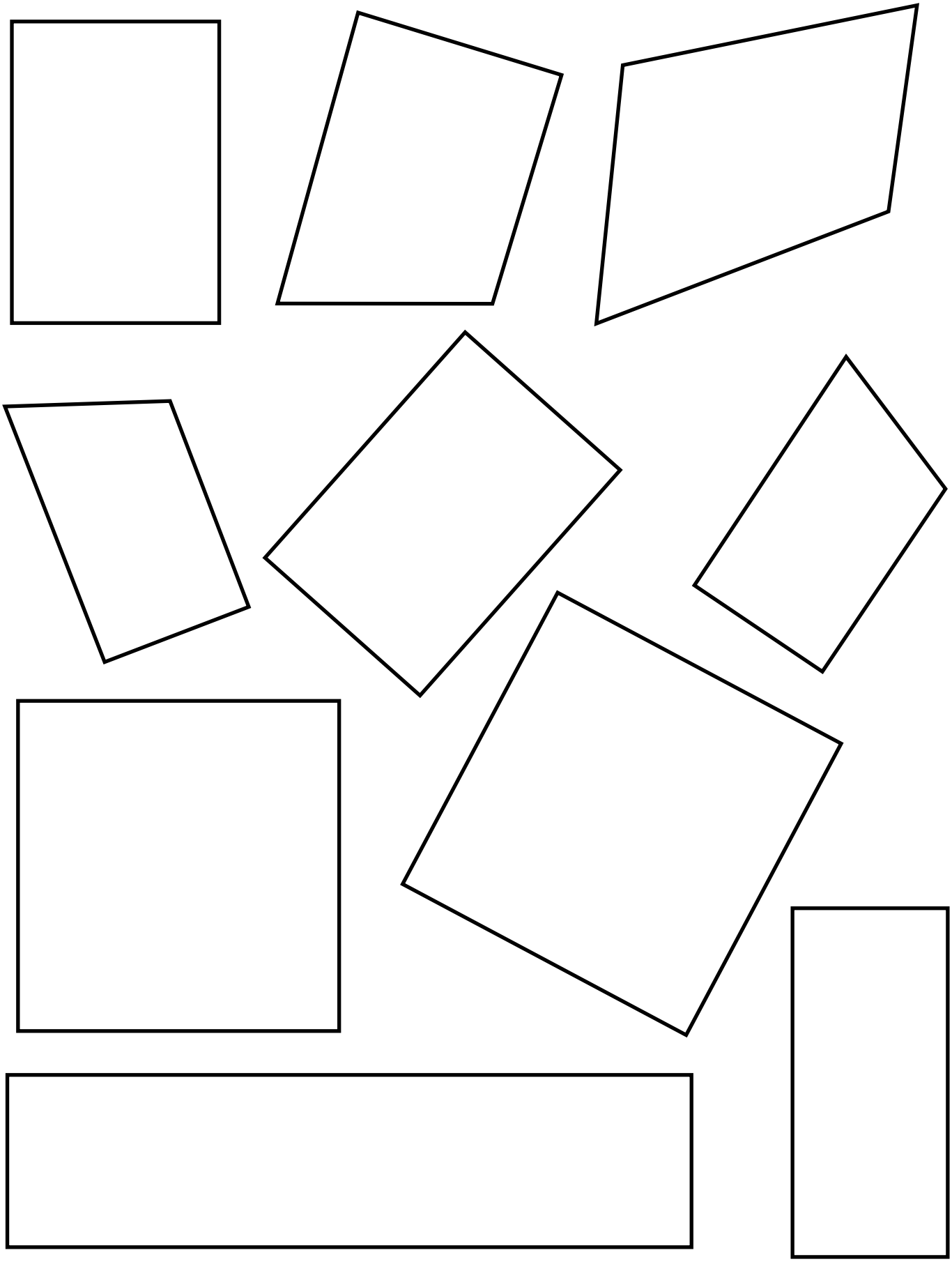
All of the _____ are _____



The opposite pairs of _____ are the _____ length

Rectangles and Squares

Put a tick against all the shapes that are rectangles and then put another tick against all the rectangles that are



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Symmetry

Draw a line of symmetry through the shapes below which are symmetrical. The first one has been done for you. Remember, it is not possible to draw a line of symmetry for every shape.

