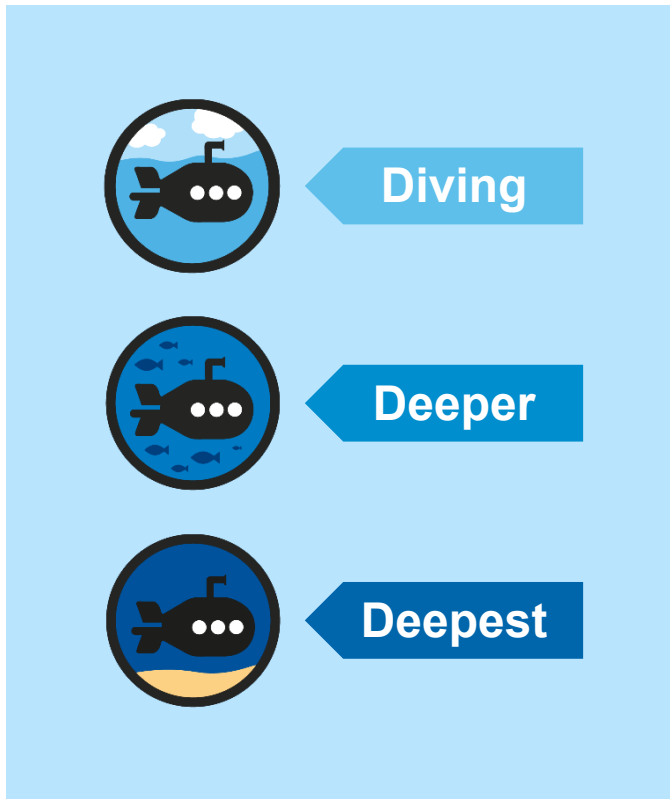




# Recognise and Describe 2D Shapes

# Diving into Mastery Guidance for Educators

Each activity sheet is split into three sections, diving, deeper and deepest, which are represented by the following icons:



These carefully designed activities take your children through a learning journey, initially ensuring they are fluent with the key concept being taught; then applying this to a range of reasoning and problem-solving activities.

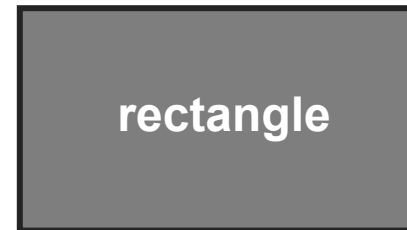
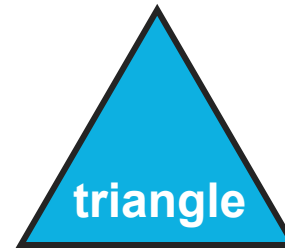
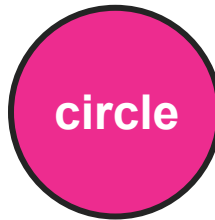
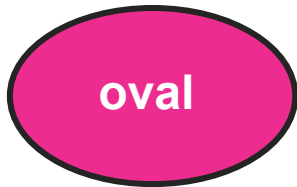
These sheets might not necessarily be used in a linear way. Some children might begin at the 'Deeper' section and in fact, others may 'dive straight in' to the 'Deepest' section if they have already mastered the skill and are applying this to show their depth of understanding.

# National Curriculum Objective

- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.



Describe one of the shapes below. Think about the sides and vertices (corners).





Which of these descriptions match this shape?

I have 5 straight sides. ✓

I have 6 angles.

I am a hexagon.

I have 6 straight sides.

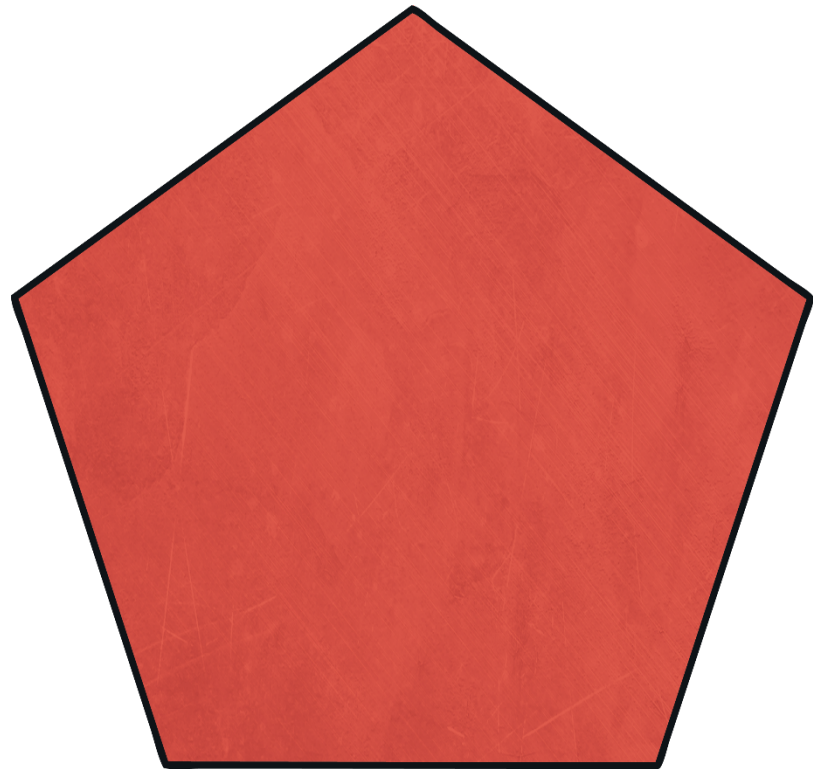
I have 8 angles.

I am a pentagon. ✓

I have 8 straight sides.

I have 5 angles. ✓

I am an octagon.





Which of these descriptions match this shape?

I have 5 straight sides.

I have 6 angles.

I am a hexagon.

I have 6 straight sides.

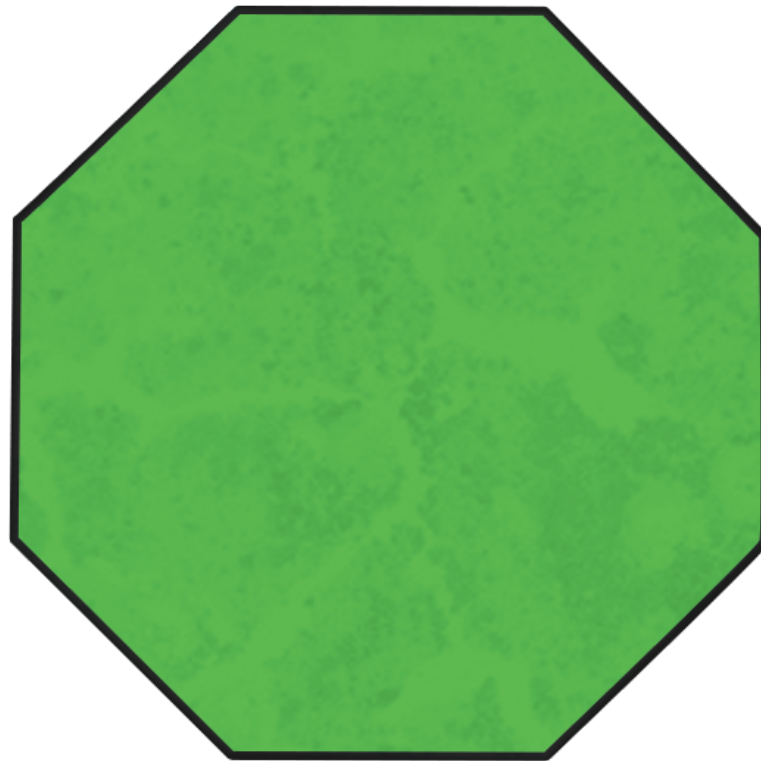
I have 8 angles. ✓

I am a pentagon.

I have 8 straight sides. ✓

I have 5 angles.

I am an octagon. ✓





Can you think of a shape which:

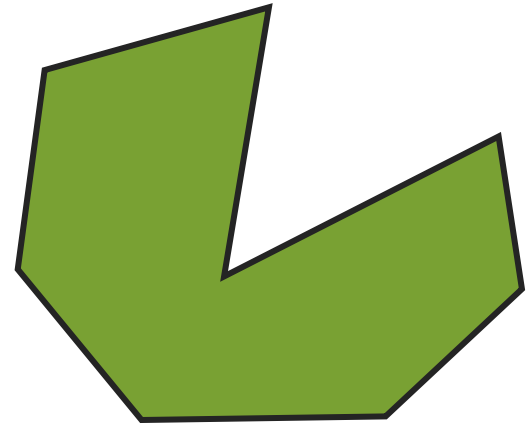
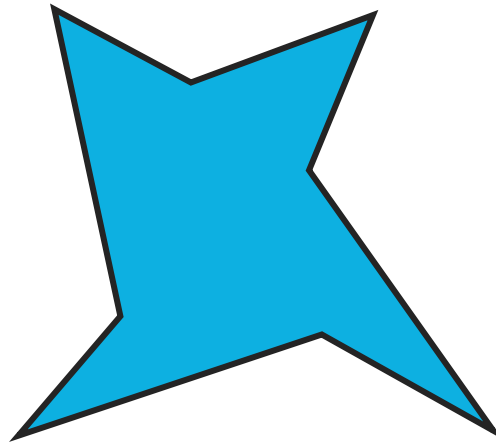
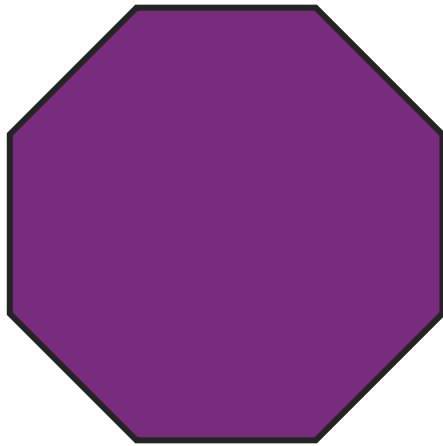
- has two pairs of equal sides;
- has four equal angles;
- is symmetrical?



rectangle



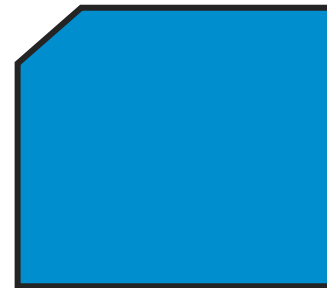
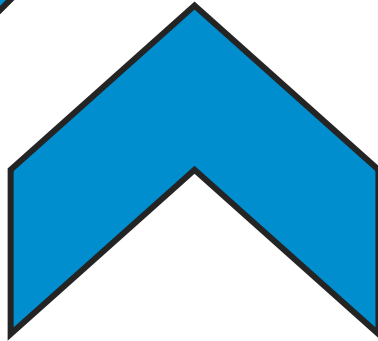
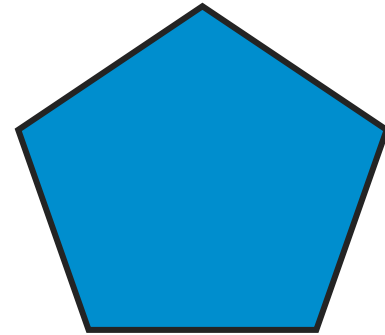
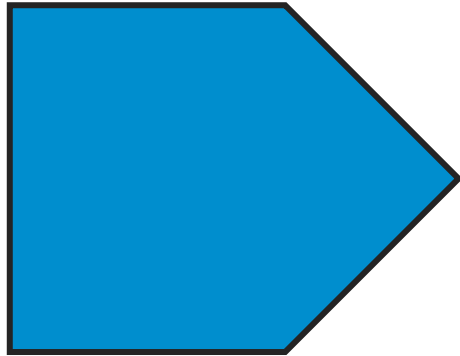
True or false? An octagon always has eight sides but doesn't always have eight angles.



**False!** A 2D shape made of straight lines always has the same number of angles as sides.



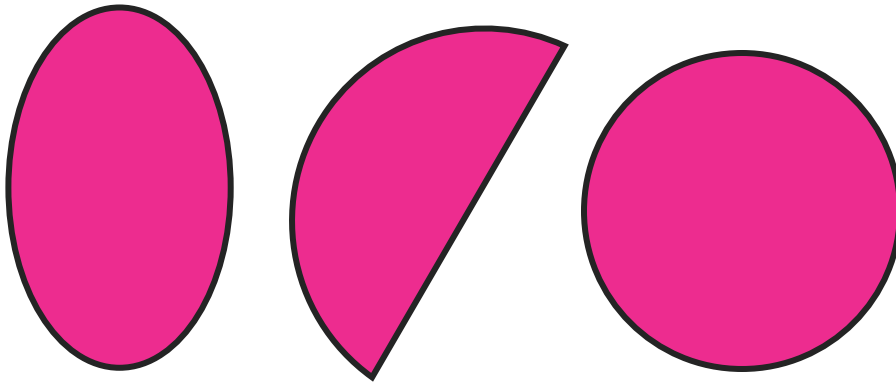
Which shapes below are pentagons?



How do you know?



What do these shapes have in common?



They all have  
a curved  
side.



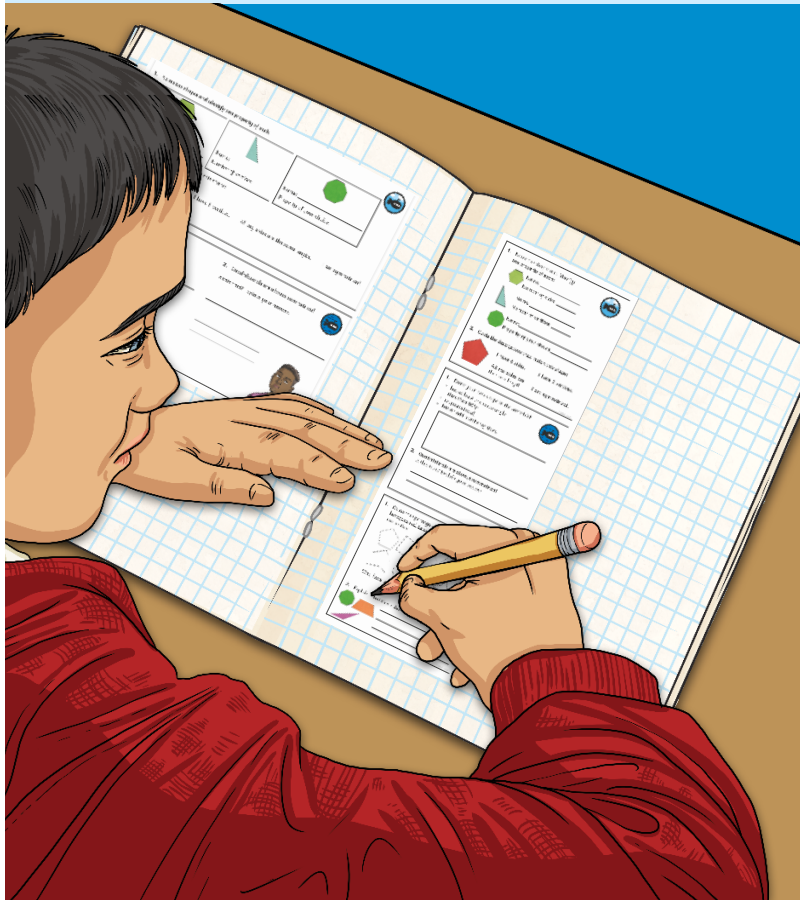
What are some differences between them?

- One has a straight side.
- Some are symmetrical even when they are turned round. (If they were made of paper, they could be folded exactly in half in more than one direction.)





# Recognise and Describe 2D Shapes


Dive in by completing your own activity!




1. Name the shapes and identify one property of each:

 Name: \_\_\_\_\_  
Number of sides: \_\_\_\_\_

 Name: \_\_\_\_\_  
Number of vertices: \_\_\_\_\_

 Name: \_\_\_\_\_  
Property of your choice: \_\_\_\_\_

2. Circle the descriptions that match :

I have 6 sides.  I have 5 vertices.  All my sides are the same length.  I am symmetrical.

1. Draw your own shape in the box which:

- has at least one acute angle (less than 90°);
- is symmetrical;
- has an odd number of sides.




2. Quadrilaterals are always symmetrical. Is this true? Explain your answer.

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

1. Name the shapes and identify one property of each:

		
Name: _____	Name: _____	Name: _____
Number of sides: _____	Number of vertices: _____	Property of your choice: _____

2. Circle the descriptions that match this shape:

 I have 6 sides.  I have 5 vertices.  All my sides are the same length.  I am symmetrical.

1. Draw your own shape in the box which:

- has at least one acute angle (less than 90°);
- is symmetrical;
- has an odd number of sides.










2. Quadrilaterals are always symmetrical. Is this true? Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. Colour the pentagons blue and the hexagons red. Leave any blank that are neither.














Why have you left these particular shapes blank?

\_\_\_\_\_

\_\_\_\_\_










2. Explain what these shapes have in common:

\_\_\_\_\_

\_\_\_\_\_

1. Colour the pentagons blue and the hexagons red. Leave any blank that are neither.














Why have you left those particular shapes blank?

\_\_\_\_\_

\_\_\_\_\_

2. Explain what these shapes have in common:

\_\_\_\_\_

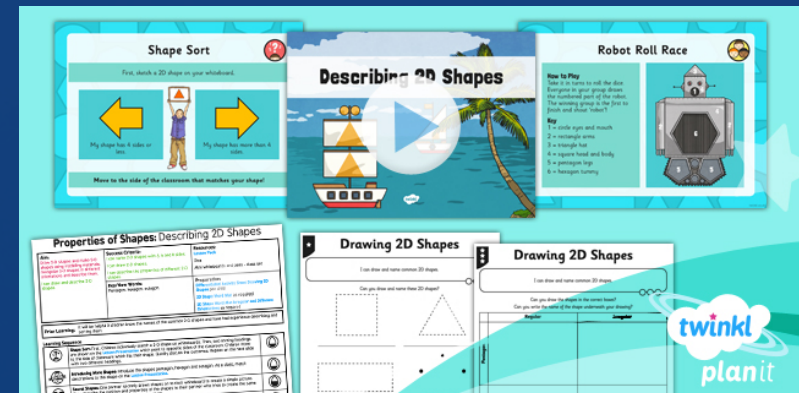
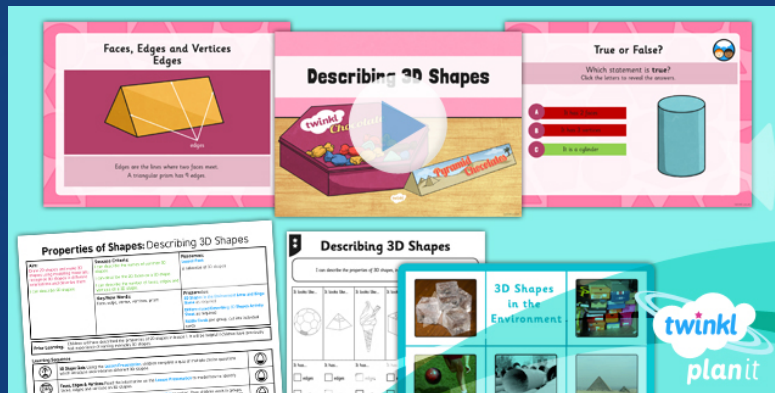
\_\_\_\_\_

# Need Planning to Complement this Resource?

National Curriculum Aim

Draw 2-D shapes and make 3-D shapes using modelling materials;  
recognise 3-D shapes in different orientations and describe them.

For more planning resources to support this aim, [click here](#).



Twinkl Planit is our award-winning scheme of work  
with over 4000 resources.



