

Geometry: Position and Direction



POSITION, DIRECTION AND MOVEMENT							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand position through words alone- for example “The bag is under the table” with no pointing	Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.	describe position, direction and movement, including half, quarter and three-quarter turns.	use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)		describe positions on a 2-D grid as coordinates in the first quadrant	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	describe positions on the full coordinate grid (all four quadrants)
Responds to and uses language of position and direction	Make enjoy making simple maps of familiar and imaginative environments, with land locks.				describe movements between positions as translations of a given unit to the left/right and up/down		draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Describes a familiar route Discuss route					plot specified points and draw sides to complete a given polygon		

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and locations, using words like 'in front of' and 'behind;							
PATTERN							
Creates their own spatial patterns showing some organisation or regularity							
Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy' 'spotty' 'blobs' etc	Spots patterns in the environment, beginning to identify the pattern "rule"		order and arrange combinations of mathematical objects in patterns and sequences				
Extend and create ABAB patterns- stick, leaf, stick, leaf	Chooses familiar objects to create and recreate repeating patterns beyond AB						

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Explores and adds to simple linear patterns of two or three repeating items (AB or ABC)	patterns and begins to identify the unit of repeat						
Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next	Continue, copy and create repeating patterns						
Notice and correct an error in a repeating pattern							