

SHCPS Progression in Geometry: Position and Direction

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Three and Four-Year-Olds Reception Early Learning Goals						
POSITION, DIRECTION & MOVEMENT	Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Draw information from a simple map.	describe position, direction and movement, including half, quarter and three-quarter turns <i>use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.</i>	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 describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon <i>draw a pair of axes in one quadrant, with equal scales and integer labels.</i> <i>read, write and use pairs of coordinates, including using coordinate plotting ICT tools</i>	identify, describe and represent the position of a shape following a reflection (<i>in lines that are parallel to the axes</i>) or translation, using the appropriate language, and know that the shape has not changed	describe positions on the full coordinate grid (all four quadrants) <i>draw and label a pair of axes in all four quadrants with equal scaling.</i> draw and translate simple shapes on the coordinate plane, and reflect them in the axes <i>Pupils draw and label rectangles (including squares), parallelograms and rhombuses, specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes. These might be expressed algebraically for example, translating vertex (a, b) to (a – 2, b + 3); (a, b) and (a + d, b + d) being opposite vertices of a square of side d.</i>

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PATTERNS	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. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Continue, copy and create repeating patterns.		order and arrange combinations of mathematical objects in patterns and sequences				