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| **Progression of Skills in: Geometry-Position and Direction** |

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|  | | **POSITION, DIRECTION AND MOVEMENT** | | | | | | |
| **Skill** | **Reception** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **POSITION, DIRECTION AND MOVEMENT** | Develop spatial vocabulary position: 'in', 'on', 'under' direction: 'up', 'down', 'across'. | | 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) |
| use terms which are relative to the viewpoint:’in front of', 'behind', 'forwards',' backward's ('left' and 'right' to be used later on as ideas develop). | |  |  |  | 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. |
|  | |  |  |  | plot specified points and draw sides to complete a given polygon |  |  |
|  | **PATTERN** | | | | | | | |
| **PATTERN** | **Reception** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| to see a pattern, to talk about what they can see, and to continue a pattern.  To create and describe own patterns with two or 3 elements. | |  | order and arrange combinations of mathematical objects in patterns and sequences |  |  |  |  |
| Making patterns:  AB pattern and spotting error within  Continuing an ABC pattern  Making own ABB and ABBC patterns  Continuing a pattern which ends mid unit | |  |  |  |  |  |  |
| Record simple patterns | |  |  |  |  |  |  |
| Make patterns around a pace | |  |  |  |  |  |  |
| Study patterns within our environment | |  |  |  |  |  |  |
| gain experience of symbolising patterns, develop experience of pattern structure and identify the unit of repeat and express it Use this knowledge to create a pattern in a different medium, which follows the same structure. | |  |  |  |  |  |  |