Progression in Geometry: Position and Direction

	Position, Direction and Movement	Pattern
R	-Develop spatial vocabulary and use the language of position and direction (e.g.) in, or, under, up, down, across -Develop spatial awareness and looking at objects/ shapes from different viewpoints. -Represent spatial relationships (e.g.) In front of, behind and on top.	• Continue and copy and AB pattern • Make their own AB pattern • Spot an error in an AB pattern. • Identify the unit of repeat • Continue and ABC pattern • Continue a pattern that end mid- unit • Make an ABB pattern and ABBC pattern • Spot an error in an ABB pattern • Symbolize the unit structure • Generalise structures to another context or mode • Make a pattern that repeats around a circle • Make a pattern around a border with a fixed number of shapes • • Spot • patterns in the environment
Y1	• describe position, direction and movement, including half, quarter, three quarter and whole turns.	
Y2	• 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)	• order and arrange combinations of mathematical objects in patterns and sequences
Y3	• 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) (Consolidation from Year 2)	
Y4	• 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	
Y5	• 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	
Y6	• describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	