



Geometry: Position and Direction Whole-School Curriculum Progression Map



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.	Draw information from a simple map.	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)
Describe a familiar route					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.
Discuss routes and locations, using words like ‘in front of’ and ‘behind’.					plot specified points and draw sides to complete a given polygon		
PATTERN							
Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper.	Continue, copy and create repeating patterns.		order and arrange combinations of mathematical objects in patterns and sequences				



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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.							

GREATER DEPTH

Learning can be transferred and applied in different contexts.
 Pupils can explain their understanding to others.
 Pupils can make connections with other areas of learning and new areas.