|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Geometry: Position and Direction | | | | | | | | |
| Nursery | Reception | Early Learning Goal | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  |  | Position, direction and movement | | |  |  |  |
| Understand position through words alone eg “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 | Select, rotate and manipulate shapes in order to develop spatial reasoning skills  To describe position, direction and movement including forwards, backwards, sideways, in front, behind, under, over, beside, next to, in between. To begin to introduce left and right. | **NO ELG** | 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  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 | 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)  draw and translate simple shapes on the coordinate plane, and reflect them in the axes. |
| Pattern | | | | | | | | |
| Stages of understanding repeated patterns - continue AB pattern - copy AB pattern - make own AB pattern - spot errors in an AB pattern - can identify the unit of repeat e.g. this is a red-blue pattern | Stages of understanding repeated patterns cont. - continue, copy, make own ABC pattern - continue a pattern that has ended mid-unit of repeat - can do the above with a range of patters e.g. ABB, ABBC, AABB can begin to symbolise unit structure of a pattern the letter R for the red dinosaur can begin to explain the rule of a pattern and then create another pattern with the same rule. Can begin to make patterns that are not linear e.g. around a circle, or a border with fixed number of spaces | ELG: They recognise, create and describe patterns. |  | order and arrange combinations of mathematical objects in patterns and sequences |  |  |  |  |