

Geometry: Position and Direction

Key of text colours

EYFS Development Matters (DM) Objectives & NC Objectives

Key concepts that create solid foundations in EYFS to build upon for the NC Objectives

NC Objective appears elsewhere within the same topic progression document

NC Objective also appears in another topic progression document

POSITION, DIRECTION AND MOVEMENT							
EYFS	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
select, rotate and manipulate shapes in order to develop spatial reasoning skills 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		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 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							
<u>Stages of understanding repeated patterns cont.</u> – -continue, copy, make own ABC pattern - continue a			order and arrange combinations of mathematical objects in patterns and sequences				

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pattern that has ended mid-unit of repeat
- can do the above with a range of patterns e.g. ABB, ABBC, AABB

begin to symbolise unit structure of a pattern the letter R for the red dinosaur

begin to explain the rule of a pattern and then create another pattern with the same rule

begin to make patterns that are not linear e.g. around a circle, or a border with fixed number of spaces

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