



Progression in Maths:

Geometry: Position and Direction

Progression statements taken from NCETM Progression Maps for KS1 and KS2

EYFS statements taken from EYFS Development Matters. Statements in **red** taken from NCETM EYFS Progression charts.

EYFS 30-50 mths	EYFS 40-60 mths	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
POSITION, DIRECTION AND MOVEMENT							
Uses positional language	<p>Can describe their relative position such as 'behind' or 'next to'</p> <p>ELG: Children use everyday language to talk about size... position, distance... to compare quantities and objects and to solve problems.</p>	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)		<p>describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>-----</p> <p>Describe movement between positions as translations of a given unit to the left/ right and up/ down</p> <p>-----</p> <p>Plot specified points and draw sides to complete a given polygon</p>	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	<p>describe positions on the full coordinate grid (all four quadrants)</p> <p>-----</p> <p>Draw and translate simple shapes on the coordinate plane and reflect them in the axes.</p>



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PATTERN							
<p><u>Exploring re-peating patterns:</u> continue and copy an AB pattern</p> <p>Pattern spotting in the environment</p>	<p><u>Exploring repeating patterns</u> Make own AB pattern. Spot errors in a AB pattern.</p> <p>Identify the unit of repeat within a pattern</p> <p>Extend above to ABC patterns then more complex patterns eg ABB, ABBC AABB - continue a pattern that has ended mid-unit of repeat</p> <p>Begin to symbolise the unit structure eg using the letter R to represent a red dinosaur</p> <p>Describe the rule of a pattern then create another pattern with the same rule.</p> <p>Make patterns that repeat around a circle (non linear) or around a border with a fixed number of spaces,</p> <p>ELG: They recognise, create and describe patterns</p>		<p>order and arrange combinations of mathematical objects in patterns and sequences</p>				