Mathematics Curriculum Progression Map

Number: Geometry – Position and Direction

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3-4 Year olds	Reception						
Position, Direction and Movement							
Understand position through words alone, e.g. "The bag under the table…" without pointing. Describe a familiar route.	Understand position and direction using: left, right, forward and backwords vocabulary and movement.	Describe position, direction and movement, including whole, 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-		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	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)

Discuss routes and locations using words like: in front of and behind. *Use spatial words in play including: in, on, under, up, down, besides, between*			quarter turns (clockwise and anti-clockwise)			
				Plot specified points and draw sides to complete a given polygon		Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Pattern						
Talk about and identify the pattern around them e.g. stripes on clothes, designs on rugs and wallpaper. Use informal language like: pointy, spotty, blobs Extend and create ABAB patterns – stick, leaf, stick, leaf Notice and correct an	Continue, copy and create repeating patterns of objects, colours, shapes, sounds and actions. *(Children make patterns with varying rules: AB, ABB and ABBC; they can identify mistakes and discuss how to fix it)*		Order and arrange combinations of mathematical objects in patterns and sequences			

error in a repeating pattern.						
Begin to describe a sequence of events, real or fictional, using words such as: first, then, after, before, every day we, every evening we…						