

# Geometry: Position and Direction

POSITION, DIRECTION AND MOVEMENT						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Positional language used to describe objects in relation to others - on, in, inside, under, below, above, next to, behind, in front, between.	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		
				plot specified points and draw sides to complete a given polygon		
PATTERN						
<p>They will see examples of, and replicate patterns (AB, ABB, ABBC)</p> <p>Children explore repeating and growing patterns (Stairs) increasing and decreasing.</p> <p>Provision allows for children to make random or irregular patterns. It is important that children are free to invent their own patterns, this will help</p>		order and arrange combinations of mathematical objects in patterns and sequences				



# Geometry: Position and Direction

them develop reasoning skills.						
--------------------------------	--	--	--	--	--	--



Leading education  
and social research  
Institute of Education  
University of London

