|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Foundation Stage** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Children use everyday language to talk about**  **position,**  **They recognise, create and describe patterns.** | **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-quarter turns (clockwise and anti-clockwise).**  **Order and arrange combinations of mathematical objects in patterns and sequences** |  | **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.** |

**Geometry – Position and Direction – National Curriculum 2014**