|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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**