|  |  | POSITION, DIRECTION AND MOVEMENT |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Understand position through words alone E.g. the bottle is under the table with no pointing. | Describes where an object is, using spatial language. | describe position, direction and movement, including half, quarter and threequarter turns. | use mathematical vocabulary to describe position, direction and movement including movement in a |  | 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 | describe positions on the full coordinate grid (all four quadrants) |
| Describe a familiar route E.g. how to get to the school hall. <br> Discuss routes and locations using words such as infront of and behind. | Follows a sequence of directions. |  | 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 movements between positions as translations of a given unit to the left/right and up/down | the appropriate language, and know that the shape has not changed | draw and translate simple shapes on the coordinate plane, and reflect them in the axes. |
| Uses trial and error to move and rotate objects to fit spaces. | Plans and discusses different routes. |  |  |  | plot specified points and draw sides to complete a given polygon |  |  |
| Physically rotate shapes to match a prototype shape. | Rotates and flips objects to make shapes fit, using spatial reasoning. |  |  |  |  |  |  |


|  |  | PATTERN |  |  |  |  |  |
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| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Talk about and identify patterns around them E.g. stripes and designs on clothes and objects. | Continue, copy and create repeating patterns. |  | order and arrange combinations of mathematical objects in patterns and sequences |  |  |  |  |
| Notice and correct an error in a repeating pattern. |  |  |  |  |  |  |  |
| Extend, create and duplicate A, B patterns E.g. circle, square, circle, square. |  |  |  |  |  |  |  |

