Our Lady & St. Edward's Catholic Primary School

Geometry: Position and Direction

POSITION, DIRECTION AND MOVEMENT							
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand position through words alone e.g. "The bag is under the table" with no pointing	Select, rotate and manipulate shapes in order to develop spatial reasoning skills	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 a familiar route	To describe position, direction and movement including forwards, backwards, sideways, in front, behind, under, over, beside, next to, in between				describe movements between positions as translations of a given unit to the left/right and up/down		draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Discuss routes and locations, using words like in front of and behind	To begin to introduce left and right.				plot specified points and draw sides to complete a given polygon		
	ELG: There is no ELG for SSM						
PATTERN							
<u>Stages of understanding repeated patterns</u> - continue AB pattern - copy AB pattern - make own AB pattern - spot errors in an AB	<u>Stages of understanding repeated patterns</u> - continue, copy, make own ABC pattern - continue a pattern that has		order and arrange combinations of mathematical objects in patterns and sequences				

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pattern - can identify the unit of repeat e.g. this is a red-blue pattern	ended mid-unit of repeat - can do the above with a range of patters e.g. ABB, ABBC, AABB						
	Can begin to symbolise unit structure of a pattern the letter R for the red dinosaur						
	Can begin to explain the rule of a pattern and then create another pattern with the same rule						
	Can begin to make patterns that are not linear e.g. around a circle, or a border with fixed number of spaces						
	ELG: They recognise, create and describe patterns						