



Maths Skills Progression: Position and Direction

Please note that this progression framework has been taken from NCETM to support understanding of progression of the different maths strands. Skills may appear more than once as some skills support more than one area of progression.



	Position Direction and Movement			Pattern
EYFS	<p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing</p> <p>Describe a familiar route</p>	<p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’</p>		<p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf</p> <p>Notice and correct an error in a repeating pattern</p> <p>Continue, copy and create repeating patterns</p>
Year 1	<p>Describe position, direction and movement, including half, quarter and three-quarter turns</p>			
Year 2	<p>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)</p>			<p>Order and arrange combinations of mathematical objects in patterns and sequences</p>
Year 3				
Year 4	<p>Describe positions on a</p>	<p>Describe movements between positions as translations of a given</p>	<p>Plot specified points and draw sides to</p>	



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	2-D grid as coordinates in the first quadrant	unit to the left/right and up/down	complete a given polygon	
Year 5	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			
Year 6	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.		