

Progression of Skills: Geometry: position and direction



Nursery	Reception	Y1	Y2
<p>Geometry: position and direction</p> <p>Pupils should be taught to:</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. Notice and correct an error in a repeating pattern.</p> <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>.</p>	<p>Geometry: position and direction</p> <p>Pupils should be taught to:</p> <p>Continue, copy and create repeating patterns.</p> <p>Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Draw information from a simple map.</p> <p>ELG Children use everyday language to talk about position, distance, to compare quantities and objects and to solve problems. They recognise, create and describe patterns using the language of position and direction</p>	<p>Geometry: position and direction</p> <p>Pupils should be taught to:</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p>	<p>Geometry: position and direction</p> <p>Pupils should be taught to:</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p> <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>