

Subject Specific-Skills: Age-related expectations in maths – Position and Direction

Year	Position, direction and movement	Pattern
N	<ul style="list-style-type: none"> Use positional language 	
R	<ul style="list-style-type: none"> Use everyday language to talk about position and compare objects 	<ul style="list-style-type: none"> Recognise, create and describe patterns
1	<ul style="list-style-type: none"> describe position, direction and movement, including half, quarter and three-quarter turns 	
2	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns and sequences
3		
4	<ul style="list-style-type: none"> 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 	
5	<ul style="list-style-type: none"> 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 	
6	<ul style="list-style-type: none"> 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. 	