## GEOMETRY, POSITION AND DIRECTION: PROGRESSION MAP FOR FLUENCY, REASONING AND PROBLEM SOLVING

Geometry, Position and Direction: Statutory Requirements and Reasoning (from NCETM)

| POSITION, DIRECTION AND MOVEMENT |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| describe position, direction and movement, including half, quarter and threequarter 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 threequarter 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 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. |
|  |  |  | plot specified points and draw sides to complete a given polygon |  |  |
| Working backwards | Working backwards | Working backwards | Working backwards | Working backwards | Working backwards |
| The shape below was turned three quarter of a full turn and ended up looking like this. <br> What did it look like when it started? (practical) | If I face forwards and turn three quarter turns clockwise then a quarter turn anti-clockwise describe my finishing position. | If I make the two opposite sides of a square 5 cm longer the new lengths of those sides are 27 cm . <br> What was the size of my original square? <br> What is the name and size of my new shape? | Here are the co-ordinates of corners of a rectangle which has width of 5 . <br> $(7,3)$ and $(27,3)$ <br> What are the other two coordinates? | A square is translated 3 squares down and one square to the right. <br> Three of the coordinates of the translated square are: $(3,6) \quad(8,11) \quad(8,6)$ <br> What are the co-ordinates of the original square? | Two triangles have the following co-ordinates: Triangle A: $(3,5) \quad(7,5) \quad(4,7)$ <br> Triangle B : $(3,1)(7,1) \quad(4,3)$ <br> Describe the translation of triangle $A$ to $B$ and then from $B$ to $A$. |


| PATTERN |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  | order and arrange combinations of mathematical objects in patterns and sequences |  |  |  |  |
|  | What comes next? <br> Explain why |  |  |  |  |

## Geometry, Position and Direction: Key Performance Indicators

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |  |
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|  |  | Identify whether angles <br> are greater or less than a <br> right angle | Describe positions on a 2-D <br> grid using co-ordinates <br> Describe translations using <br> a given unit to the <br> left/right and up/down | Describe and represent the <br> result of a reflection or <br> translation | Describe positions on the <br> full co-ordinate grid |
| Translate shapes on a co- |  |  |  |  |  |
| ordinate grid and reflect in |  |  |  |  |  |
| the axes |  |  |  |  |  |

## Geometry, Position and Direction: Cross-curricular links

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
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## Geometry, Position and Direction: Vocabulary

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Underneath <br> Behind <br> Beside <br> Opposite <br> Left <br> Right <br> Whole turn <br> Half turn <br> Quarter turn <br> Three-quarter turn | Clockwise <br> Anticlockwise <br> Whole turn <br> Half turn <br> Quarter turn <br> Three-quarter turn <br> Right-angle <br> Straight line | Compass point <br> north (N) <br> south (S) <br> east (E) <br> west (W) <br> horizontal <br> vertical <br> diagonal <br> Whole turn <br> Half turn <br> Quarter turn <br> Three-quarter turn <br> Angle ... is a <br> greater/smaller angle than <br> Right angle <br> Acute angle <br> Obtuse angle | Position <br> compass <br> coordinate <br> north (N) <br> south (S) <br> east (E) <br> west (W) <br> north-east (NE) <br> south-east (SE) <br> north-west (NW) <br> south-west (SW) <br> translate <br> translation <br> rotate <br> rotation <br> degree <br> right angle <br> acute angle <br> obtuse angle <br> reflection <br> ruler <br> set square <br> angle measurer <br> compass | Clockwise <br> Anticlockwise <br> Compass point <br> north (N) <br> south (S) <br> east (E) <br> west (W) <br> north-east (NE) <br> south-east (SE) <br> north-west (NW) <br> south-west (SW) <br> horizontal <br> vertical <br> diagonal <br> translate <br> translation <br> coordinate <br> Whole turn <br> Half turn <br> Quarter turn <br> Three-quarter turn <br> Rotate <br> Rotation <br> Degree <br> right angle <br> acute angle <br> obtuse angle <br> reflection <br> straight line <br> angle measurer <br> compass | translate <br> translation <br> coordinate <br> right angle <br> acute angle <br> obtuse angle <br> reflex angle <br> reflection <br> angle measurer <br> compass <br> protractor |


|  |  |  |  | protractor |  |
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