



**Bierton CE Combined School**  
**Maths Curriculum Map: Geometry – Direction, position and movement**

**Progression of knowledge & skills**

Year 1	Year 2	Year 3
<p style="text-align: center;"><u><b>N.C. Link</b></u></p> <ul style="list-style-type: none"> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul>	<p style="text-align: center;"><u><b>N.C. Link</b></u></p> <ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> <li>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)</li> </ul>	<p style="text-align: center;"><u><b>N.C. Link</b></u></p>
<p><b><u>When is this topic taught in our school?</u></b>  <b>Autumn:</b> Week 8-9 (total 1 and a half week)  <b>Summer:</b> Week 10 (total 1 week)</p>	<p><b><u>When is this topic taught in our school?</u></b>  <b>Workbook 2B – Chapter 11</b></p>	<p><b><u>When is this topic taught in our school?</u></b></p>
<p><b><u>Curriculum Prioritisation:</u></b>  This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery Professional Development Materials</p>	<p><b><u>Curriculum Prioritisation:</u></b>  • This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery Professional Development Materials</p>	<p><b><u>Curriculum Prioritisation:</u></b>  • This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery Professional Development Materials</p>
Year 4	Year 5	Year 6
<p style="text-align: center;"><u><b>N.C. Link</b></u></p> <ul style="list-style-type: none"> <li>describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>plot specified points and draw sides to complete a given polygon</li> </ul>	<p style="text-align: center;"><u><b>N.C. Link</b></u></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p style="text-align: center;"><u><b>N.C. Link</b></u></p> <ul style="list-style-type: none"> <li>describe positions on the full coordinate grid (all 4 quadrants)</li> <li>draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li> </ul>



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Summer: Week 10 (total 1 week)	Summer: Week 1 (total 1 week)	Summer: Weeks 1 (total 1 week) Summer: Week 9 (total 1 week)
<p><b>Curriculum Prioritisation:</b></p> <ul style="list-style-type: none"> <li>This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery Professional Development Materials</li> </ul>	<p><b>Curriculum Prioritisation:</b></p> <ul style="list-style-type: none"> <li>This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery Professional Development Materials</li> </ul>	<p><b>Curriculum Prioritisation:</b></p> <ul style="list-style-type: none"> <li>This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery Professional Development Materials</li> </ul>
<b>Cultural Capital opportunities</b>		
Year 5 – Space – Hidden Figures (Black Mathematicians)		
Year 6 – WW2 – Alan Turing and the enigma code		
<b>Achievement for All</b>		
<p>As stated in our vision and pedagogy, at Bierton CE Combined School, we aspire for all children to achieve and ‘keep up’ rather than ‘catch up’. In order to promote this, we implement a range of strategies throughout the school.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> <li>○ Live marking and feedback within each lesson identifies children who require support and clarification of misconceptions</li> <li>○ Pre-teaching interventions at the start of the school day</li> <li>○ Interventions during the school day</li> <li>○ Focused support in class</li> <li>○ Additional opportunities provided to help children make connections and consolidate their learning</li> <li>○ Continued use of concrete manipulatives to embed core facts</li> </ul> <p>Class teachers respond to the needs of the children in their class. The Maths No Problem approach includes ‘white space’ days, which allow teachers to provide additional teaching opportunities if a topic is not yet secure. As a result, some objectives covered may differ from the weeks stated in this document.</p>		
<b>Opportunities beyond the National Curriculum</b>		
<ul style="list-style-type: none"> <li>• Children in Early Years and Key Stage 1 have access to Numbots.</li> <li>• Children in Year 2 begin to use Times Table Rock Stars in the Spring Term.</li> <li>• Children in Key Stage 2 have access to Numbots and Times Table Rock Stars.</li> <li>• Maths Medley / Fun with Numbers after school clubs offer enrichment activities.</li> <li>• Maths No Problem provides ‘white space’ days to explore topics in further detail.</li> </ul>		



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- Cross-curricular opportunities provided in other subjects (e.g. statistics in Science and topic).
- Children throughout the school celebrate Number Day
- Challenges provided throughout the year to promote enthusiasm and engagement.
- Year 6 children participate in Young Enterprise.

Please refer to our long term plan for reference to possible alterations for when certain objectives will be taught.