






















Colourful Semantics Planning Support

MATHS (Position & Direction)		
	Objective	Supporting Colourful Semantics Coding
EYFS (3 & 4 year-olds)	Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.	  
EYFS (Reception)	Select, rotate and manipulate shapes to develop spatial reasoning skills.	  
Year 1	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	  
Year 2	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).	  
Year 3	Recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.	  
Year 4	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.	  
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.	