• **Move toy vehicles, people & animals around large-scale picture play mats of different types of local environment, using roads & paths and talk about what they are doing** • **Create layouts of environments using toys, which are imaginary but increasingly imitative of 'real-world' lay-outs and use toys such as model furniture to make generalised layouts of familiar small-scale areas such as rooms** • **Draw routes between objects laces on large sheets of paper, such as a road between buildings, and navigate a vehicle along them** • **Identify a variety of features on large-scale vertical aerial photographs of a familiar area & places they do not know** • **Talk about features and activities on, and trace journeys around, an area shown in a picture map.** • **Recognise a few features on a large-scale, full-colour abstract map of a small area about which they are talking with older children or adults.** • **Make journeys within their familiar environment & take others on these routes. Talking about the features or landmarks they are passing** • **Retrace routes along which they have walked and been able to observe landmarks and directions** • **Use a large-scale map, drawn as a vertical view of the features, of a room or open space with a limited number of features in it, to find features they are shown on the map in that environment, especially when they have been helped to orient the map to the area**	• Follow & give directions such as 'left', 'right', 'forward', 'back' • Describe the relatice location of of features of environments they are in, using terms like 'in front of', 'nearby', 'behind'. • Sort objects by their shapes and relative sizes • Draw round the base of toy & life-size objects, remove the object & recognise that the shape left is its plan view • Make a model layout showing some of the features in an area they are familiar with and navigate a vehicle around the area. • Draw picture maps & maps using symbols of routes or small area with which they are familiar • Make a tracing of features on a large scale vertical aerial photograph and identify those features when the photograph is no longer present • Use a large scale map of their own familiar environment to identify features and routes • Use a large scale map of a small familiar environment to find their way around & identify named features • Give location on a grid system using alpha-numeric coordinates • Estimate relative distances using terms such as 'nearer than', 'further away', and relative sizes, using terms like 'larger', and 'smaller'.	• Draw a moderately accurate free-hand map of such features as a table, a room and an outside aarea they can see • Draw a free-hand map of an area or route that cannot be seen from one site • Relate a large scale map of a building room or grounds to a familiar environment to find where features are and the way around • Use a large scale map and a street map of a familiar areathat cannot be viewed at once toidentify features and routes in the environment • Use a large scale vertical aerial photograph with a map of the same familiar area tot identify features and routes • Add features using pictures or symbols to a large scale map of a room or the school grounds • Begin the use some conventional symbols in making their own maps of real or imaginary places, and ass a key • Measure distance in a room and in an open space using metre rules, tape measures and trundle wheels with reasonable accuracy • Measure straight line distances on a large scale map using a scale bar • Give locations on a grid system using 4-figure coordinates • Use a compass to find and give the 4 cardinal compass directions and the 4 intermediate directions • Use the points of a compass when giving directions on a map when there is a compass rose present	• Use plan shapes & symbols to show specific features on maps they draw, and include a key • Draw a reasonably accurate freehand map of a familiar area?or a route that cannot be seen from one site • Use the 16 points of the compass to give and follow dirctions • Inficate compass directions in the neighbourhood • Align a large scale map of the school and neighbourhood using landmarks and compass points • Use a conventional large scale map to find the way around an areaand relate position on the ground to location on the map • Understand the purpose of the information that surrounds a map, including the title, key, scale bar, grid co-ordinates & compass. • Begin to use 6-figure grid referencesto locate points on maps • Begin too have some sense of the real-distance meaning of measurements made on large scale maps of familiar areas • Begin to draw reasonably accurate scaled maps of familiar areas, such a s the classroom or school grounds using measurements they have made • Begin to make a moderately accurate scaled model of part of the local area showing features of the area • Measure the straight -ine distance between two points on on maps of progressively smaller scales and begin to measure the winding distances along roads on maps • Compare symbols for the same features on maps of progressively smaller scales • Begin to recognise that the generalisation on maps increases with the decrease in scale • begin to appreciate that some symbols on small-scale maps are disproportionate in size to the features they represent • begin to describe a route on a map from statements of direction & distance • recognise from the layer tinting & contour lines that the landscape shown is not flat • annotate a sketch map of an area shown in a vertical aerial photograph to show the variety of features • begin to search for locations on atlas maps using longitude & latitude