

## Chiltern Primary School Maths Progression Document

Together, over time, we are proud to learn to make a difference, to ourselves and others.

### Our Curriculum Vision:

- Our curriculum community celebrates differences and diversity within a safe and nurturing environment.
- A curriculum, which engages and enriches.
- Has ambition for ALL moving on from their starting points, as they move from a novice to an expert, whether they are a child with SEN, EAL, PP or no additional need.

### What does this look like within Maths?

- **Diversity** - Our curriculum ensures our children explore and develop an understanding of new mathematical skills, recognising the importance of Mathematics in their communities and the wider world no matter what their starting points, needs and previous experiences are.
- **Enrichment** - We know that maths is an interconnected subject and look for links to develop our children's mathematical learning. We provide relevant, hands on experiences in a range of contexts to build engagement and enrichment for all.
- **Ambitious** - Our leavers will feel they are confident mathematicians who are able to reason mathematically and solve problems of increasing complexity.

### **Maths at Chiltern Primary:**

We follow a spiral curriculum (White Rose Maths and the Ready To Progress intervention units) in order for children to retrieve and build upon prior learning whilst acquiring new knowledge and understanding of mathematical skills and concepts.

We use the CPA (Concrete, Pictorial and Abstract) approach to secure and build upon children's mathematical knowledge and understanding.

We have a strong focus on the use of mathematical vocabulary to enable children to articulate what they have learnt both orally and in their books.

An integral part of every unit taught at Chiltern Primary School is the progression in skills, fluency and reasoning (application).

### **All children will leave Chiltern Primary School;**

As confident mathematicians with a secure understanding of the key mathematical concepts no matter whether they are SEN, EAL, PP or have no additional need.

Able to use concrete, pictorial and abstract methods to reason mathematically, making links to solve problems, thus enabling full enrichment of their mathematical knowledge and skills.

Able to articulate and apply their knowledge and understanding to solve problems of increasing complexity in a range of contexts, ensuring ALL children have reached their potential.

These key concepts are an integral part of every unit/lesson at Chiltern Primary School.

Ultimately, we want our children to develop curiosity and appreciation of the beauty and power of mathematics to take them from a novice to an expert.

## The National Expectations:

The National Curriculum for Mathematics in England was introduced by the Department of Education in 2014. The Purpose of Study recognises Mathematics as a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. The National Curriculum states that Mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Pupils should therefore be provided with a high-quality mathematics education as a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

The national curriculum for mathematics aims to ensure that all pupils: become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately; **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language; can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## EYFS Statutory Framework For The Early Years Foundation Stage Expectations

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

(The new Mathematics Early Learning Goals focus on number and numerical patterns. Although there is no longer a goal for shape, space and measure the [Government consultation response](#) states, 'Practitioners and teachers will still be required to teach children about shape, space and measures, as part of a well-rounded curriculum as set out in the revised mathematics educational programme.')

## Key Stage 1 National Curriculum Expectations

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

## Lower Key Stage 2 National Curriculum Expectations

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

## Upper Key Stage 2 National Curriculum Expectations

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

## Intent

We provide a structured coherent sequence of quality lessons, helping children to cover the skills required to meet the aims of the National Curriculum and to encourage excellence. As a school, we use White Rose Maths Curriculum to combine the best of both 'mastery' and 'spiral' approaches. Teachers will use White Rose Maths Schemes of Learning to plan lessons, choosing suitable resources from White Rose and other providers to help children take small steps to progression. The Schemes of learning make sure topics are introduced to children in a logical order and revisited throughout the year to encourage deep learning and ensure children have the foundational knowledge they need, before moving on to more advanced maths and concepts and tackling more challenging number problems.

Our key priorities as subject leads are as follows:

- Although we use White Rose to ensure the correct sequencing, we expect teachers to plan effectively to meet the needs of the children in their class. Therefore, we will monitor planning termly to check for consistency and challenge.
- To embed the use of the CPA approach in all year groups.
- To ensure that there is a strong focus on the correct use of mathematic vocabulary in lessons and that working walls are prominent and relevant.

## Implementation

- Daily maths lessons will begin with Flashback 4 to help the children revise and practice prior learning.
- Lessons will include teacher input, modelling of examples and opportunities to discuss misconceptions. The children will be encouraged to use the appropriate mathematical language to communicate their learning.
- Children will complete tasks that helps to develop their fluency and reasoning.
- In the EYFS, play-based activities will provide children with opportunities to develop a strong grounding in number.
- There will be an appropriate level of challenge for all pupils.
- Manipulatives should be available for children to access.
- For children who are not working at the expected level for their age, teachers will provide targeted work to close gaps and ensure rapid progress

Subject leads will:

- Identify training needs for teachers and support staff (providing training for all the use of the CPA approach).
- Carry out subject monitoring through learning walks, pupil voice questionnaires and book monitoring.
- Support with planning to ensure consistency and challenge.

Throughout all year groups, children will be encouraged to foster a love of Mathematics by developing their curiosity and resilience.

## Impact

Our aspiration is for every child to reach their age related expectation or above whilst recognising that some children will need additional support to reach their mathematical potential.

We aim to see:

Termly White Rose Progress Checks will show individual progress and evidence of curriculum coverage.

End of year Rising Star assessments will show progress for all children.

That children are confident in their use of the CPA approach (evidence of this seen during learning walks, book monitoring and pupil voice).

Teachers and children

An incremental improvement in our SATs results over time.

An improvement in the number of children achieving greater depth at the end of KS2.

## Note to teachers:

### Vocabulary

This document outlines the progression of vocabulary, (by unit), across all year groups, including EYFS. This comprehensive list of vocabulary is from Rising Stars, however, as this is a working document and we wish to make sure of its relevance to our school, as you teach each unit, please highlight the words you do use. Going forward, please also add any key words you think should be included.

### Curriculum Progression

Please follow the link below to access the White Rose Progression Document.

(See our Long Term Plan for EYFS objectives.)

[https://whiterosemaths.com/wp-content/uploads/2019/National-Curriculum-Progression-Primary\\_Nov2019.pdf](https://whiterosemaths.com/wp-content/uploads/2019/National-Curriculum-Progression-Primary_Nov2019.pdf)

Also view the Ready to Progress units to support the rapid closure of gaps for identified children during this on-going post recovery phase.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/897806/Maths\\_guidance\\_KS\\_1\\_and\\_2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
pattern	CPA concrete, pictorial, abstract	CPA concrete, pictorial,	CPA concrete, pictorial,	CPA concrete, pictorial, abstract	CPA concrete, pictorial,	CPA concrete, pictorial,
puzzle	Representation	abstract	abstract	Representation	abstract	abstract
what could we try next?	Tens frame	Representation	Representation	Tens frame	Representation	Representation
how did you work it out?	Number line	Tens frame	Tens frame	Number line	Tens frame	Tens frame
recognise	Whole, part, part model	Number line	Number line	Whole, part, part model	Number line	Number line
describe	Partition	Whole, part, part model	Whole, part, part model	Partition	Whole, part, part model	Whole, part, part model
draw	Bar model	Partition	Partition	Bar model	Partition	Partition
compare	Counters	Bar model	Bar model	Counters	Bar model	Bar model
sort	Place value chart	Counters	Counters	Place value chart	Counters	Counters
	pattern	Place value chart	Place value chart	pattern	Place value chart	Place value chart
	puzzle	pattern	pattern	puzzle	pattern	pattern
	problem, problem solving	puzzle	puzzle	problem, problem solving	puzzle	puzzle
	mental, mentally	problem, problem solving	problem, problem solving	mental, mentally	problem, problem solving	problem, problem solving
	what could we try next?	mental, mentally	mental, mentally	what could we try next?	mental, mentally	mental, mentally
	how did you work it out?	what could we try next?	what could we try next?	how did you work it out?	what could we try next?	what could we try next?
	explain your thinking	how did you work it out?	how did you work it out?	show how you ...	how did you work it out?	how did you work it out?
	recognise	show how you ...	show how you ...	explain your thinking	show how you...?	show how you...
	describe	explain your thinking	explain your thinking	explain your method	explain your thinking	explain your thinking
	draw	explain your method	explain your method	describe the pattern	explain your method	explain your method
	compare	describe the pattern	describe the pattern	describe the rule	describe the pattern	describe the pattern
	sort	describe the rule	describe the rule	investigate	describe the rule	describe the rule
		investigate	investigate	recognise	investigate	investigate
		recognise	recognise	describe	recognise	recognise
		describe	describe	draw	describe	describe
		draw	draw	compare	draw	draw
		compare	compare	sort	sort	compare
		sort	sort	greatest value, least value	greatest value, least value	sort
		mental calculation	greatest value, least value	mental calculation	mental calculation	greatest value, least value
		written calculation	mental calculation	written calculation	written calculation	mental calculation
			written calculation	statement	statement	written calculation
			statement	justify	justify	statement
				make a statement	make a statement	justify
						make a statement

						explain your reasoning	explain your reasoning
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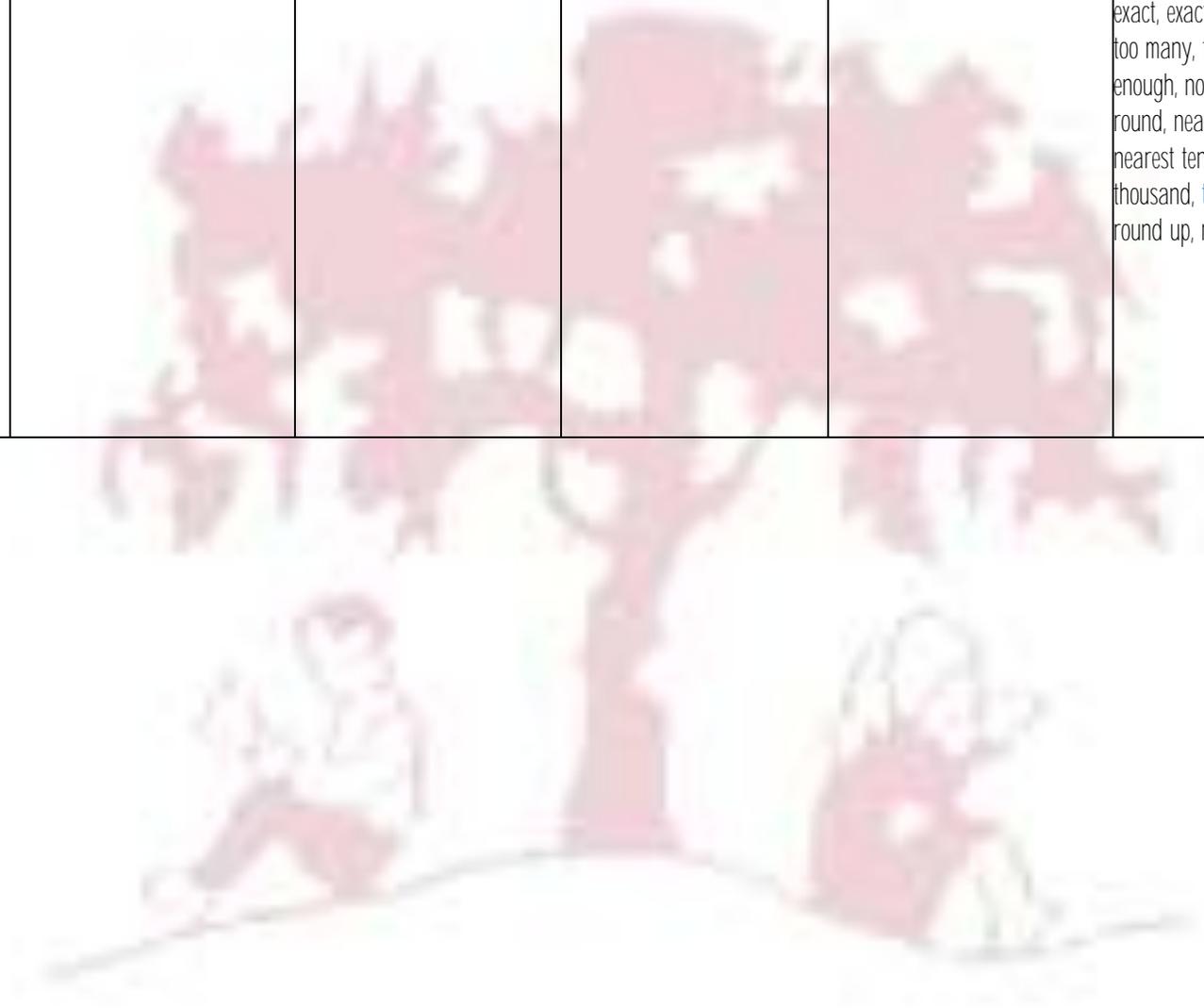


EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Zero, one, two, three to twenty, and beyond	<u>Number</u> number	<u>Number</u> number	<u>Number</u> number	<u>Number</u> number	<u>Number</u> number	<u>Number</u> number
Many, few, fewer, fewest, smallest, lesser	numeral zero	numeral zero	numeral zero	numeral zero	numeral zero	numeral zero
Equal to, the same as	one, two, three ... twenty	one, two, three ... twenty				
Odd, even	teens numbers, eleven, twelve ...	teens numbers, eleven, twelve ...				
Pair	twenty	... twenty	... twenty	twenty	... twenty	... twenty
Ten more/less	twenty-one, twenty-two ... one	... twenty-one, twenty-two ... one				
Digit	hundred	hundred, two hundred ... one	hundred, two hundred ... one	hundred, two hundred ... one	one hundred, two hundred	two ... one hundred, two hundred
Figure(s)	none	thousand	thousand	thousand, ten thousand, hundred	... one thousand ... ten thousand, hundred thousand	thousand, hundred thousand, million
Compare (In) order/a different order	how many ...? count, count (up) to, count on (from, to), count back (from, to)	how many ...? count, count (up) to, count on (from, to), count back (from, to)	how many ...? count, count (up) to, count on (from, to), count back (from, to)	how many ...? count, count (up) to, count on (from, to), count back (from, to)	how many ...? count, count (up) to, count on (from, to), count back (from, to)	how many? Count, count (up) to, count on (from, to), count back (from, to)
Size	forwards backwards	forwards backwards	forwards backwards	forwards backwards	forwards backwards	forwards backwards
Value	count in ones, twos, fives, tens	count in ones, twos, fives, tens,	count in ones, twos, fives, tens,			
Between, halfway between	equal to	equivalent to	equivalent to	equivalent to	equivalent to	equivalent to
Above, below	is the same as	is the same as				
Ones	more, less	more, less				
tens	most, least	most, least				
digit	many	many	many	many	many	many
the same number as, as many as	odd, even	odd, even				
more, larger, bigger, greater	multiple of	multiple of	multiple of, factor of	multiple of, factor of	multiple of, factor of	multiple of, factor of
fewer, smaller, less	few	tally	tally	tally	tally	tally
fewest, smallest, least	pattern	many	many	many	many	many
most, biggest, largest, greatest	pair	odd, even	odd, even	odd, even	odd, even	odd, even
one more, ten more	<u>Place value</u>	multiple of	multiple of, factor of	multiple of, factor of	multiple of, factor of	multiple of, factor of
one less, ten less	ones	sequence	sequence	sequence	sequence	sequence
compare	tens	continue	continue	continue	continue	continue
order	digit	predict	predict	continue	many	continue
		few	predict	continue		continue

<p>size first, second, third... twentieth last, last but one before, after next between</p> <p><u>Estimating</u> guess how many ...? estimate nearly close to about the same as just over, just under too many, too few enough, not enough</p>	<p>the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more one less, ten less equal to one more, ten more one less, ten less compare order size first, second, third... twentieth last, last but one before, after next next between half-way between above, below</p> <p><u>Estimating</u> guess how many ...? estimate nearly roughly close to about the same as just over, just under too many, too few enough, not enough</p>	<p>pattern pair rule &gt; greater than &lt; less than <u>Place value</u> ones tens, hundreds digit one-, two- or three-digit number place, place value stands for, represents exchange the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more one less, ten less equal to one more, ten more one less, ten less compare order size first, second, third... twentieth twenty-first, twenty-second ... last, last but one before, after next</p>	<p>few pattern pair, rule relationship &gt; greater than &lt; less than Roman numerals <u>Place value</u> ones tens, hundreds digit one-, two- or three-digit number place, place value stands for, represents exchange the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more, one hundred more one less, ten less, one hundred less equal to one more, ten more one less, ten less compare order size first, second, third... twentieth</p>	<p>predict few pattern pair, rule relationship next, consecutive &gt; greater than &lt; less than Roman numerals integer, positive, negative, above/below, minus, negative numbers <u>Place value</u> ones tens, hundreds digit one-, two- or three-digit number place, place value stands for, represents exchange the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more, one hundred more, one thousand more one less, ten less, one hundred less, one thousand less equal to one more, ten more one less, ten less compare</p>	<p>odd, even multiple of, factor of factor pair sequence continue predict few pattern pair, rule relationship next, consecutive &gt;greater than &lt;less than ≥ greater than or equal to ≤ less than or equal to Roman numerals integer, positive, negative above/below zero, minus negative numbers ≥ greater than or equal to ≤ less than or equal to Roman numerals integer, positive, negative above/below zero, minus negative numbers formula divisibility square number prime number factorise prime factor ascending/descending order digital total <u>Place value</u> ones tens, hundreds digit one-, two- or three-digit number place, place value stands for, represents exchange the same number as, as many as,</p>	<p>predict few pattern pair, rule relationship next, consecutive &gt;greater than &lt;less than ≥ greater than or equal to ≤ less than or equal to Roman numerals integer, positive, negative above/below zero, minus negative numbers formula divisibility square number prime number factorise prime factor ascending/descending order digital total <u>Place value</u> ones tens, hundreds digit one-, two- or three-digit number place, place value stands for, represents exchange the same number as, as many as,</p>
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		<p>between half-way between above, below</p> <p><u>Estimating</u> guess how many ...? estimate nearly roughly close to about the same as just over, just under too many, too few enough, not enough <u>exact, exactly</u></p>	<p>twenty-first, twenty-second ... last, last but one before, after next between half-way between above, below</p> <p><u>Estimating</u> guess how many ...? estimate nearly roughly close to <u>approximate, approximately</u> about the same as just over, just under too many, too few enough, not enough exact, exactly <u>round, nearest, round to the nearest ten, hundred round up, round down</u></p>	<p>order size first, second, third... twentieth twenty-first, twenty-second ... last, last but one before, after next between half-way between above, below</p> <p><u>Estimating</u> guess how many ...? estimate nearly roughly close to approximate, approximately about the same as just over, just under too many, too few enough, not enough exact, exactly round, nearest, round to the nearest ten, hundred, <u>thousand</u> round up, round down</p>	<p>the same number as, as many as more, larger, bigger, greater fewer, smaller, least most, biggest, largest, greatest one more, ten more, one hundred more, one thousand more one less, ten less, one hundred less, one thousand less equal to compare order size first, second, third ... twentieth twenty-first, twenty-second ... last, last but one before, after next between halfway between above, below</p> <p><u>Estimating</u> guess how many...? estimate nearly roughly close to approximate, approximately about the same as just over, just under exact, exactly</p>	<p>more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more, one hundred more, one thousand more one less, then less, one hundred less, one thousand less equal to compare order size first, second, third...twentieth twenty-first, twenty second... last, last but one before, after next between halfway between above, below</p> <p><u>Estimating</u> guess how many...? estimate nearly roughly close to approximate, approximately about the same as just over, just under exact, exactly</p>
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						<p>close to  approximate, approximately  about the same as  just over, just under  exact, exactly  too many, too few  enough, not enough  round, nearest, round to the  nearest ten, hundred,  thousand, <b>ten thousand</b>  round up, round down</p>	<p>too many, too few  enough, not enough  round, nearest, round to the  nearest ten, hundred,  thousand, ten thousand  round up, round down</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	add, more, and make, sum, total altogether double one more, two more ... ten more how many more to make ...? how many more is ... than ...? how much more is ...? take away how many are left/left over? how many have gone? one less, two less, ten less ... how many fewer is ... than ...? how much less is ...? difference between	addition add, more, and make, sum, total altogether double near double half, halve one more, two more ... ten more how many more to make ...? how many more is ... than ...? how much more is ...? take away how many are left/left over? how many have gone? one less, two less, ten less how many fewer is ... than ...? how much less is ...? difference between equals is the same as number bonds/pairs missing number	addition add, more, and make, sum, total altogether double near double half, halve one more, two more ... ten more...one hundred more how many more to make ...? how many more is ... than ...? how much more is ...? subtract take away how many are left/left over? how many have gone? one less, two less, ten less...one hundred less how many fewer is ... than ...? how much less is ...? difference between equals is the same as number bonds/pairs missing number Facts tens boundary	addition add, more, and make, sum, total altogether double near double half, halve one more, two more ... ten more...one hundred more how many more to make ...? how many more is ... than ...? how much more is ...? subtract take away how many are left/left over? how many have gone? one less, two less, ten less...one hundred less how many fewer is ... than ...? how much less is ...? difference between equals is the same as number bonds/pairs missing number facts tens boundary, hundreds boundary	addition add, more, and make, sum, total altogether double near double half, halve one more, two more ... ten more...one hundred more how many more to make ...? how many more is ... than ...? how much more is ...? subtract take away how many are left/left over? how many have gone? one less, two less, ten less...one hundred less how many fewer is ... than ...? how much less is ...? difference between equals is the same as number bonds/pairs missing number facts tens boundary, hundreds boundary inverse	addition add, more, and make, sum, total altogether double near double half, halve one more, two more ... ten more ... one hundred more how many more to make ...? how may more is ... than ...? how much more is? subtract take away how many are left/left over? how many have gone? one less, two less, ten less how many fewer is ... than ...? one hundred less how many fewer is ... than ...? how much less is ...? difference between equals is the same as number bonds/pairs/facts missing number tens boundary, hundreds boundary, ones boundary, tenths boundary, inverse	addition add, more, and make, sum, total altogether double near double half, halve one more, two more...ten more...one hundred more how many more to make...? how many more is...? subtract take away how many are left/left over? how many have gone? one less, two less, ten less...one hundred less how many fewer is...than...? how much less is...? difference between equals is the same as number bonds/pairs/facts missing number tens boundary, hundreds boundary, ones boundary, tenths boundary, inverse

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
sharing doubling halving number patterns	multiplication multiply multiplied by multiple division dividing grouping sharing doubling halving array number patterns	multiplication multiply multiplied by multiple groups of times once, twice, three times ... ten times repeated addition division dividing, divide, divided by, divided into grouping sharing, share, share equally left, left over one each, two each, three each ... ten each group in pairs, threes ... tens equal groups of doubling halving array row, column number patterns multiplication table multiplication fact, division fact	multiplication multiply multiplied by multiple, factor groups of times product once, twice, three times ... ten times repeated addition division dividing, divide, divided by, divided into grouping sharing, share, share equally left, left over, remainder one each, two each, three each ... ten each group in pairs, threes ... tens equal groups of doubling halving array row, column number patterns multiplication table multiplication fact, division fact	multiplication multiply multiplied by multiple, factor groups of times product once, twice, three times ... ten times repeated addition division dividing, divide, divided by, divided into grouping sharing, share, share equally left, left over, remainder one each, two each, three each ... ten each group in pairs, threes ... tens equal groups of doubling halving array row, column number patterns multiplication table multiplication fact, division fact inverse square, squared cube, cubed	multiplication multiply multiplied by multiple, factor groups of times product once, twice, three times ... ten times repeated addition division dividing, divide, divided by, divided into left, left over, remainder grouping sharing, share, share equally one each, two each, three each ... ten each group in pairs, threes ... tens equal groups of doubling halving array row, column number patterns multiplication table multiplication fact, division fact inverse square, squared cube, cubed	multiplication multiply multiplied by multiple, factor groups of times product once, twice, three times...ten times repeated addition division dividing, divide, divided by, divided into left, left over, remainder grouping sharing, share, share equally one each, two each, three each...ten each group in pairs, three, tens equal groups of doubling halving array row, column number patterns multiplication table multiplication fact, division fact inverse square, squared cube, cubed

Statistics Vocabulary Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
count, sort group, set list	count, sort, <a href="#">vote</a> group, set list, <a href="#">table</a>	count, sort, <a href="#">tally</a> , vote <a href="#">graph</a> , <a href="#">block graph</a> , <a href="#">pictogram</a> <a href="#">represent</a> group, set list, table label, title <a href="#">most popular</a> , <a href="#">most common</a> <a href="#">least popular</a> , <a href="#">least common</a>	count, sort, tally, vote <a href="#">graph</a> , <a href="#">block graph</a> , <a href="#">pictogram</a> <a href="#">represent</a> group, set list, table, chart, bar chart, frequency table <a href="#">Carroll diagram</a> , <a href="#">Venn diagram</a> label, title, <a href="#">axis</a> , <a href="#">axes</a> <a href="#">diagram</a> <a href="#">most popular</a> , <a href="#">most common</a> <a href="#">least popular</a> , <a href="#">least common</a>	count, sort, tally, vote <a href="#">survey</a> , <a href="#">questionnaire</a> , <a href="#">data</a> <a href="#">graph</a> , <a href="#">block graph</a> , <a href="#">pictogram</a> <a href="#">represent</a> group, set list, table, chart, bar chart, frequency table <a href="#">Carroll diagram</a> , <a href="#">Venn diagram</a> label, title, <a href="#">axis</a> , <a href="#">axes</a> <a href="#">diagram</a> <a href="#">most popular</a> , <a href="#">most common</a> <a href="#">least popular</a> , <a href="#">least common</a>	count, tally, sort vote survey, questionnaire, data, <a href="#">database</a> <a href="#">graph</a> , <a href="#">block graph</a> , <a href="#">pictogram</a> <a href="#">represent</a> group, set list, table, chart, bar chart, frequency table, <a href="#">bar line chart</a> <a href="#">Carroll diagram</a> , <a href="#">Venn diagram</a> <a href="#">line graph</a> <a href="#">diagram</a> label, title, <a href="#">axis</a> , <a href="#">axes</a> <a href="#">diagram</a> <a href="#">most popular</a> , <a href="#">most common</a> <a href="#">least popular</a> , <a href="#">least common</a> <a href="#">maximum/minimum value</a> <a href="#">outcome</a>	count, tally, sort, vote survey, questionnaire, data, <a href="#">database</a> <a href="#">graph</a> , <a href="#">block graph</a> , <a href="#">pictogram</a> <a href="#">represent</a> group, set list, table, chart, bar chart, frequency table, <a href="#">bar line chart</a> <a href="#">Carroll diagram</a> , <a href="#">Venn diagram</a> <a href="#">line graph</a> <a href="#">pie chart</a> label, title, <a href="#">axis</a> , <a href="#">axes</a> <a href="#">diagram</a> <a href="#">most popular</a> , <a href="#">most common</a> <a href="#">least popular</a> , <a href="#">least common</a> <a href="#">maximum/minimum value</a> <a href="#">outcome</a> <a href="#">mean (mode, median, range as estimates for this)</a> <a href="#">statistics</a> , <a href="#">distribution</a>

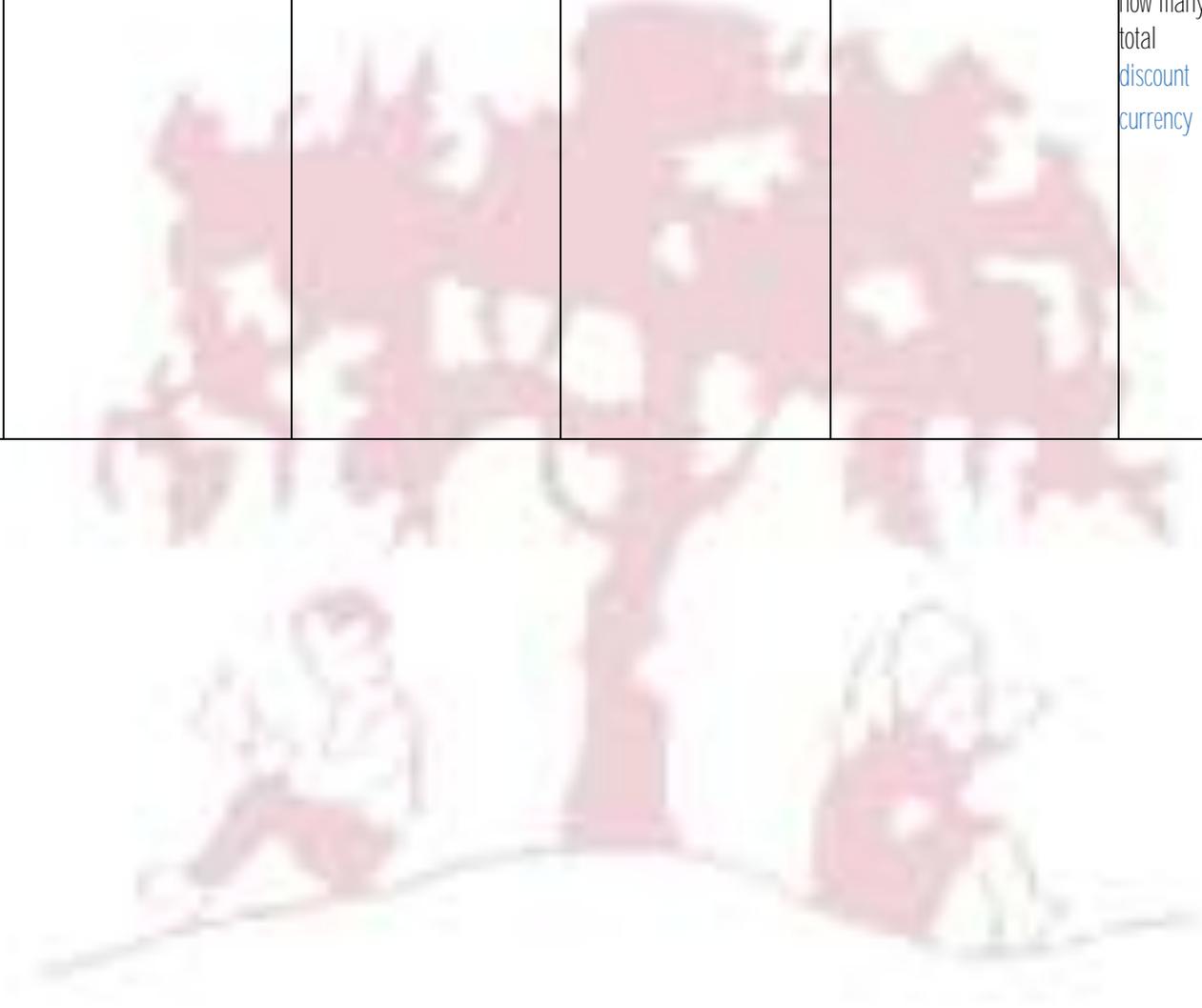
	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	measure size compare guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as just over, just under <u>Length</u> metre length, height, width, depth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, near, close <u>Weight</u> weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lightest scales	measure measurement size compare guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as just over, just under <u>Length</u> centimetre, metre length, height, width, depth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, near, close <u>ruler</u> metre stick <u>Weight</u> kilogram, half kilogram weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lightest	measure measurement size compare measuring scale guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as roughly just over, just under <u>Length</u> centimetre, metre length, height, width, depth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, further, furthest, near, close ruler metre stick, tape measure <u>Weight</u> kilogram, half kilogram, gram weigh, weighs, balances heavy, light heavier than, lighter than	measure measurement size compare measuring scale, division guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as, approximately roughly just over, just under <u>Length</u> millimetre, centimetre, metre, kilometre, mile length, height, width, depth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, further, furthest, near, close distance apart ...between...to...from perimeter ruler metre stick, tape measure <u>Weight</u>	measure measurement size compare unit, standard unit metric unit measuring scale, division guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as, approximately roughly just over, just under <u>Length</u> millimetre, centimetre, metre, kilometre, mile length, height, width, depth, breadth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, further, furthest, near, close distance apart ...between...to...from edge, perimeter area, covers	measure measurement size compare unit, standard unit metric unit, imperial unit measuring scale, division guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as approximately roughly just over, just under <u>Length</u> Millimetre, centimetre, metre, kilometre, mile length, height, width, depth, breadth long, short, tall high, low wide, narrow thick, this longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, further, furthest, near, close distance apart ... between ...	measure measurement size compare unit, standard unit metric unit, imperial unit measuring scale, division guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as approximately roughly just over, just under <u>Length</u> centimetre, metre, millimetre, kilometre, mile, yard, foot, feet, inch, inches length, height, width, depth, breadth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher...and so on longest, shortest, tallest, highest...and so on far, further, furthest, near, close

<p><u>Capacity and volume</u></p> <p>full</p> <p>empty</p> <p>half full</p> <p>holds</p> <p>container</p> <p><u>Time</u></p> <p>time</p> <p>days of the week,</p> <p>Monday, Tuesday ...</p> <p>day, week</p> <p>birthday, holiday</p> <p>morning, afternoon,</p> <p>evening, night</p> <p>bedtime, dinner time,</p> <p>playtime</p> <p>today, yesterday,</p> <p>tomorrow</p> <p>before, after</p> <p>next, last</p> <p>now, soon, early, late</p> <p>quick, quicker, quickest,</p> <p>quickly</p> <p>slow, slower, slowest,</p> <p>slowly</p> <p>old, older, oldest</p> <p>new, newer, newest</p> <p>takes longer, takes less</p> <p>time</p> <p>hour, o'clock</p> <p>clock, watch, hands</p>	<p>scales</p> <p><u>Capacity and volume</u></p> <p>litre, half litre</p> <p>capacity</p> <p>volume</p> <p>full</p> <p>empty</p> <p>more than</p> <p>less than</p> <p>half full</p> <p>quarter full</p> <p>holds</p> <p>container</p> <p><u>Time</u></p> <p>time</p> <p>days of the week, Monday,</p> <p>Tuesday ...</p> <p>months of the year (January,</p> <p>February ...)</p> <p>seasons: spring, summer, autumn</p> <p>winter</p> <p>day, week, weekend, month, year</p> <p>birthday, holiday</p> <p>morning, afternoon, evening,</p> <p>night</p> <p>bedtime, dinner time, playtime</p> <p>today, yesterday, tomorrow</p> <p>before, after</p> <p>earlier, later</p> <p>next, first, last</p> <p>midnight</p> <p>date</p> <p>now, soon, early, late</p>	<p>heaviest, lightest</p> <p>scales</p> <p><u>Capacity and volume</u></p> <p>litre, half litre, millilitre</p> <p>capacity</p> <p>volume</p> <p>full</p> <p>empty</p> <p>more than</p> <p>less than</p> <p>half full</p> <p>quarter full</p> <p>holds</p> <p>container</p> <p><u>Temperature</u></p> <p>temperature</p> <p>degree</p> <p><u>Time</u></p> <p>time</p> <p>days of the week, Monday,</p> <p>Tuesday ...</p> <p>months of the year (January,</p> <p>February ...)</p> <p>seasons: spring, summer,</p> <p>autumn, winter</p> <p>day, week, weekend, fortnight</p> <p>month, year</p> <p>birthday, holiday</p> <p>morning, afternoon, evening,</p> <p>night</p> <p>bedtime, dinner time, playtime</p> <p>today, yesterday, tomorrow</p> <p>before, after</p>	<p>kilogram, half kilogram, gram</p> <p>weigh, weighs, balances</p> <p>heavy, light</p> <p>heavier than, lighter than</p> <p>heaviest, lightest</p> <p>scales</p> <p><u>Capacity and volume</u></p> <p>litre, half litre, millilitre</p> <p>capacity</p> <p>volume</p> <p>full</p> <p>empty</p> <p>more than</p> <p>less than</p> <p>half full</p> <p>quarter full</p> <p>holds</p> <p>container</p> <p><u>Temperature</u></p> <p>temperature</p> <p>degree</p> <p>centigrade</p> <p><u>Time</u></p> <p>time</p> <p>days of the week, Monday,</p> <p>Tuesday ...</p> <p>months of the year (January,</p> <p>February ...)</p> <p>seasons: spring, summer,</p> <p>autumn, winter</p> <p>day, week, weekend, fortnight</p> <p>month, year, century</p> <p>birthday, holiday</p>	<p>square centimetre</p> <p>ruler</p> <p>metre stick, tape measure</p> <p><u>Weight</u></p> <p>Mass: big, bigger, small, smaller</p> <p>Weight: heavy/light,</p> <p>heavier/lighter, heaviest/lightest</p> <p>kilogram, half kilogram, gram</p> <p>weigh, weighs, balances</p> <p>heavy, light</p> <p>heavier than, lighter than</p> <p>heaviest, lightest</p> <p>scales</p> <p><u>Capacity and volume</u></p> <p>litre, half litre, millilitre</p> <p>capacity</p> <p>volume</p> <p>full</p> <p>empty</p> <p>more than</p> <p>less than</p> <p>half full</p> <p>quarter full</p> <p>holds</p> <p>container, measuring cylinder</p> <p><u>Temperature</u></p> <p>temperature</p> <p>degree</p> <p>centigrade</p> <p><u>Time</u></p> <p>time</p> <p>days of the week, Monday,</p> <p>Tuesday ...</p>	<p>to ... from</p> <p>edge, covers</p> <p>square centimetre (cm2),</p> <p>square metre (m2), square</p> <p>millimetre (mm2)</p> <p>ruler</p> <p>metre stick, tape measure</p> <p><u>Weight</u></p> <p>mass: big, bigger, small,</p> <p>smaller</p> <p>weight: heavy/light,</p> <p>heavier/lighter,</p> <p>heaviest/lightest</p> <p>kilogram, half kilogram,</p> <p>gram</p> <p>weigh, weighs, balances</p> <p>heavy, light</p> <p>heavier than, lighter than</p> <p>heaviest, lightest</p> <p>scales</p> <p><u>Capacity and volume</u></p> <p>litre, half litre, millilitre</p> <p>capacity</p> <p>volume</p> <p>full</p> <p>empty</p> <p>more than</p> <p>less than</p> <p>half full</p> <p>quarter full</p> <p>holds, contains</p> <p>container, measuring</p> <p>cylinder</p>	<p>distance</p> <p>apart...between...to...from</p> <p>edge, perimeter,</p> <p>circumference</p> <p>area, covers</p> <p>square centimetre (cm2),</p> <p>square metre (m2), square</p> <p>millimetre (mm2)</p> <p>ruler</p> <p>metre stick, tape measure</p> <p><u>Weight</u></p> <p>mass: big, bigger, small,</p> <p>smaller</p> <p>weight: heavy/light,</p> <p>heavier/lighter,</p> <p>heaviest/lightest</p> <p>tonne, kilogram, half kilogram,</p> <p>gram, pound, ounce</p> <p>weigh, weighs, balances</p> <p>heavy, light</p> <p>heavier than, lighter than</p> <p>heaviest, lightest</p> <p>scales</p> <p><u>Capacity and volume</u></p> <p>litre, half litre, millilitre,</p> <p>centilitre cubic centimetres</p> <p>(cm3), cubic metres (m3),</p> <p>cubic millimetres (mm3), cubic</p> <p>kilometres (km3)</p> <p>capacity</p> <p>volume</p> <p>full</p> <p>empty</p>
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<p><u>Money</u> money coin penny, pence, pound price, cost buy, sell spend, spent pay</p>	<p>quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time <u>how long ago?</u> <u>how long will it be to ...?</u> <u>how long will it take to ...?</u> <u>how often?</u> always, never, often, sometimes usually once, twice <u>hour, o'clock, half past, quarter past, quarter to</u> clock, clock face, watch, hands timer <u>hour hand, minute hand</u> <u>hours, minutes,</u> <u>Money</u> money coin penny, pence, pound price, cost buy, sell spend, spent pay <u>change</u> <u>dear, costs more</u> <u>cheap, costs less, cheaper</u> costs the same as <u>how much ...?</u> <u>how many ...?</u> total</p>	<p>earlier, later next, first, last midnight date now, soon, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time how long ago? how long will it be to ...? how long will it take to ...? how often? always, never, often, sometimes usually once, twice <u>hour, o'clock, half past,</u> quarter past, quarter to <u>5, 10, 15 ... minutes past</u> clock, clock face, watch, hands <u>digital/analogue clock/watch,</u> timer hour hand, minute hand hours, minutes, <u>seconds</u> <u>Money</u> money coin penny, pence, pound price, cost buy, <u>bought</u>, sell, <u>sold</u> spend, spent pay</p>	<p>morning, afternoon, evening, night bedtime, dinner time, playtime today, yesterday, tomorrow before, after earlier, later next, first, last midnight <u>calendar, date</u> now, soon, early, late, <u>earliest,</u> <u>latest</u> quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time how long ago? how long will it be to ...? how long will it take to ...? how often? always, never, often, sometimes usually once, twice <u>hour, o'clock, half past,</u> quarter past, quarter to <u>5, 10, 15 ... minutes past</u> <u>a.m ... p.m.</u> clock, clock face, watch, hands digital/analogue clock/watch, timer hour hand, minute hand hours, minutes, seconds <u>Money</u></p>	<p>months of the year (January, February ...) seasons: spring, summer, autumn, winter day, week, weekend, fortnight month, year, <u>leap year,</u> century, <u>millennium</u> birthday, holiday morning, afternoon, evening, night bedtime, dinner time, playtime today, yesterday, tomorrow before, after earlier, later next, first, last <u>noon, midnight</u> <u>calendar, date, date of birth</u> now, soon, early, late, earliest, latest quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time how long ago? how long will it be to ...? how long will it take to ...? how often? always, never, often, sometimes usually once, twice <u>hour, o'clock, half past, quarter past, quarter to</u></p>	<p><u>pint, gallon</u> <u>Temperature</u> temperature degree centigrade <u>Time</u> time days of the week, Monday, Tuesday ... months of the year (January, February ...) seasons: spring, summer, autumn, winter day, week, weekend, fortnight, month, year, leap year, century, millennium birthday, holiday morning, afternoon, evening, night bedtime, dinner time, playtime today, yesterday, tomorrow before, after earlier, later next, first, last noon, midnight <u>calendar, date, date of birth</u> now, soon, early, late, earliest, latest quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest</p>	<p>more than less than half full quarter full holds, contains container, measuring cylinder pint, gallon <u>Temperature</u> temperature degree centigrade <u>Time</u> time days of the week, Monday, Tuesday... months of the year (January, February...) seasons: spring, summer, autumn, winter day, week, weekend, fortnight, month, year, leap year, century, millennium birthday, holiday morning, afternoon, evening, night, bedtime, dinner time, playtime today, yesterday, tomorrow before, after earlier, later next, first, last noon, midnight <u>calendar, date, date of birth</u> now, soon, early, late, earliest,</p>
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			<p>change  dear, costs more  cheap, costs less, cheaper  costs the same as  how much ...?  how many ...?  total</p>	<p>money  coin  penny, pence, pound  price, cost  buy, bought, sell, sold  spend, spent  pay  change  dear, costs more  cheap, costs less, cheaper  costs the same as  how much ...?  how many ...?  total  Roman numerals  12-hour clock time, 24-hour clock time.</p>	<p>5, 10, 15 ... minutes past  a.m ... p.m.  clock, clock face, watch, hands  digital/analogue clock/watch,  timer  hour hand, minute hand  hours, minutes, seconds  timetable, arrive, depart  <b>Money</b>  money  coin  penny, pence, pound  price, cost  buy, bought, sell, sold  spend, spent  pay  change  dear, costs more  cheap, costs less, cheaper  costs the same as  how much ...?  how many ...?  total  Roman numerals  12-hour clock time, 24-hour clock time.</p>	<p>new, newer, newest  takes longer, takes less time  how long ago? H  how long will it be to ...?  how long will it take to ...?  How often?  always, never, often,  sometimes  usually  once, twice  hour, o'clock, half past,  quarter past, quarter to  5, 10, 15 ... minutes past  a.m., p.m.  clock, clock face, watch,  hands  digital/analogue clock/watch  timer  hour hand, minute hand  hours, minutes, seconds  timetable, arrive, depart  Roman numerals  12-hour clock time, 24-hour clock time  <b>Money</b>  money  coin  penny, pence, pound  price, cost  buy, bought, sell, sold  spend, spent  pay  change</p>	<p>latest  quick, quicker, quickest,  quickly  slow, slower, slowest, slowly  old, older, oldest  new, newer, newest  takes longer, takes less time  how long ago?  how long will it be to...?  how long will it take to...?  how often?  always, never, often,  sometimes  usually  once, twice  hour, o'clock, half past,  quarter past, quarter to  5, 10, 15...minutes past  a.m. p.m.  clock, clock face, watch,  hands  digital/analogue clock/watch,  timer  hour hand, minute hand  hours, minutes, seconds  timetable, arrive, depart  Roman numerals  12-hour clock time, 24-hour clock time  Greenwich Mean Time, British Summer Time, International Date Line  <b>Money</b></p>
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						dear, costs more cheap, costs less, cheaper costs the same as how much ...? how many ...? total discount currency	money coin penny, pence, pound price, cost buy, bought, sell, sold spend, spent pay change dear, costs more cheap, costs less, cheaper costs the same as how much...? how many...? total discount
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Properties of Shapes</u>	<u>Properties of Shapes</u>	<u>Properties of Shapes</u>	<u>Properties of Shapes</u>	<u>Properties of Shapes</u>	<u>Properties of Shapes</u>	<u>Properties of shape</u>
shape, pattern	shape, pattern	shape, pattern	shape, pattern	shape, pattern	shape, pattern	shape, pattern
flat	flat	flat	flat	flat, <b>line</b>	flat, line	flat, line
curved, straight	curved, straight	curved, straight	curved, straight	curved, straight	curved, straight	curved, straight
round	round	round	round	round	round	round
hollow, solid	hollow, solid	hollow, solid	hollow, solid	hollow, solid	hollow, solid	hollow, solid
sort	sort	sort	sort	sort	sort	sort
make, build, draw	make, build, draw	make, build, draw	make, build, draw	make, build, <b>construct</b> , draw,	make, build construct, draw,	make, build construct, draw,
size	size	<b>surface</b>	<b>perimeter</b>	<b>sketch</b>	sketch	sketch
bigger, larger, smaller	bigger, larger, smaller	size	surface	perimeter	perimeter	perimeter
symmetrical	<b>symmetry</b> , symmetrical,	bigger, larger, smaller	size	<b>centre</b>	<b>centre</b> , <b>radius</b> , <b>diameter</b>	centre, radius, diameter
pattern, repeating pattern	<b>symmetrical pattern</b>	symmetry, symmetrical,	bigger, larger, smaller	surface	surface	<b>circumference</b> , <b>concentric</b> ,
match	pattern, repeating pattern	symmetrical pattern	symmetry, symmetrical,	<b>angle</b> , <b>right-angled</b>	angle, right-angles	<b>arc</b> , <b>net</b> , <b>open</b> , <b>closed</b>
<u>2-D shape</u>	match	<b>line symmetry</b>	symmetrical pattern	<b>base</b> , <b>square-based</b>	<b>congruent</b>	surface
corner, side	<u>2-D shape</u>	pattern, repeating pattern	line symmetry	size	base, square-based	angle, right-angled
rectangle (including square)	corner, side	match	pattern, repeating pattern	bigger, larger, smaller	size	congruent
circle	<b>point</b> , <b>pointed</b>	<u>2-D shape</u>	match	symmetry, symmetrical,	bigger, larger, smaller	<b>intersecting</b> , <b>intersection</b>
triangle	rectangle (including square)	corner, side	<u>2-D shape</u>	symmetrical pattern	symmetry, symmetrical,	<b>plane</b>
<u>3-D shape</u>	circle	point, pointed	corner, side	line symmetry	symmetrical pattern	base, square-based
face, edge, vertex, vertices	triangle	rectangle (including square),	point, pointed	<b>reflect</b> , <b>reflection</b>	line symmetry	size
cube	<u>3-D shape</u>	<b>rectangular</b>	rectangle (including square),	pattern, repeating pattern	reflect, reflection	bigger, larger, smaller
pyramid	face, edge, vertex, vertices	circle, <b>circular</b>	rectangular	match	<b>axis of symmetry</b> , <b>reflective</b>	symmetry, symmetrical,
sphere	cube, <b>cuboid</b>	triangle, <b>triangular</b>	circle, circular	<b>regular</b> , <b>irregular</b>	<b>symmetry</b>	symmetrical pattern
cone	pyramid	<b>pentagon</b>	triangle, triangular	<u>2-D shape</u>	pattern, repeating pattern	line symmetry
<u>Position and Direction</u>	sphere	<b>hexagon</b>	pentagon, <b>pentagonal</b>	<b>2-D</b> , <b>two-dimensional</b>	match	reflect, reflection
position	cone	<b>octagon</b>	hexagon, <b>hexagonal</b>	corner, side	regular, irregular	axis of symmetry, reflective
over, under	<b>cylinder</b>	<u>3-D shape</u>	octagon, <b>octagonal</b>	point, pointed	<u>2-D Shape</u>	symmetry
above, below	<u>Position and direction</u>	face, edge, vertex, vertices	<b>quadrilateral</b>	rectangle (including square),	2-D, two dimensional	pattern, repeating pattern
top, bottom, side	position	cube, cuboid	<b>right-angled</b>	rectangular	corner, side	match
	over, under, <b>underneath</b>	pyramid	<b>parallel</b> , <b>perpendicular</b>	<b>oblong</b>	point, pointed	regular, irregular
	above, below	sphere	<u>3-D shape</u>	<b>rectilinear</b>	rectangle (including square),	<u>2-D shape</u>
					rectangular, oblong	2-D, two-dimensional

<p>on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge corner direction left, right up, down forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from movement slide roll turn stretch, bend whole turn, half turn</p>	<p>top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge centre corner direction journey left, right up, down forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from movement slide roll turn stretch, bend whole turn, half turn, quarter turn, three-quarter turn</p>	<p>cone cylinder <b><u>Position and direction</u></b> position over, under, underneath above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge centre corner direction journey, route left, right up, down higher, lower forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from sideways clockwise, anticlockwise movement</p>	<p>face, edge, vertex, vertices cube, cuboid pyramid sphere, hemisphere cone cylinder prism, triangular prism <b><u>Position and direction</u></b> position over, under, underneath above, below top, bottom, side on, in outside, inside around in front, behind</p>	<p>circle, circular triangle, triangular equilateral triangle, isosceles triangle, scalene triangle pentagon, pentagonal hexagon, hexagonal heptagon octagon, octagonal quadrilateral parallelogram, rhombus, trapezium polygon right-angled parallel, perpendicular <b><u>3-D shape</u></b> 3-D, three-dimensional face, edge, vertex, vertices cube, cuboid pyramid sphere, hemisphere, spherical cylinder, cylindrical prism, triangular prism tetrahedron, polyhedron <b><u>Position and direction</u></b> position over, under, underneath above, below top, bottom, side on, in outside, inside around in front, behind</p>	<p>rectilinear circle, circular triangle, triangular equilateral triangle, isosceles triangle, scalene triangle pentagon, pentagonal hexagon, hexagonal heptagon octagon, octagonal quadrilateral parallelogram, rhombus, trapezium polygon right-angles parallel, perpendicular x-axis, y-axis, quadrant <b><u>3-D shape</u></b> 3-D, three dimensional face, edge, vertex, vertices cube, cuboid pyramid sphere, hemisphere, spherical cylinder, cylindrical prism, triangular prism tetrahedron, polyhedron octahedron <b><u>Position and direction</u></b> position, over, under, underneath above, below top, bottom, side on, in</p>	<p>Corner, side Point, pointed Rectangle (including square), rectangular, oblong rectilinear circle, circular triangle, triangular equilateral triangle, isosceles triangle, scalene triangle pentagon, pentagonal hexagon, hexagonal heptagon octagon, octagonal quadrilateral parallelogram, rhombus, trapezium, kite polygon right-angled parallel, perpendicular x-axis, y-axis, quadrant <b><u>3-D shape</u></b> 3-D, three dimensional face, edge, vertex, vertices cube, cuboid pyramid sphere, hemisphere, spherical cone cylinder, cylindrical prism, triangular prism tetrahedron, polyhedron octahedron dodecahedron net, open, closed</p>
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		<p>slide roll turn stretch, bend whole turn, half turn, quarter turn, three-quarter turn right angle straight line</p>	<p>along through to, from, towards, away from clockwise, anticlockwise compass point north, south, east, west, N, S, E, W horizontal, vertical, diagonal movement slide roll turn stretch, bend whole turn, half turn, quarter turn, three-quarter turn angle ... is a greater/smaller angle than right angle acute angle obtuse angle straight line</p>	<p>front, back beside, next to opposite apart between middle, edge centre corner direction journey, route left, right up, down higher, lower forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from clockwise, anticlockwise compass point north, south, east, west, N, S, E, W north-east, north-west, south-east, south-west, NE, NW, SE, SW horizontal, vertical, diagonal translate, translation movement slide roll turn stretch, bend</p>	<p>outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge centre, corner direction journey, route left, right up, down higher, lower forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from clockwise, anticlockwise compass point north, south, east, west, N, S, E, W north-east, north-west, south-east, south-west, NE, NW, SE, SW horizontal, vertical, diagonal translate, translation coordinate</p>	<p><i><u>Position and direction</u></i> position over, under, underneath above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge centre, corner direction journey, route left, right up, down higher, lower forwards, backwards, sideways across direction journey, route left, right up, down higher, lower forwards, backwards, sideways across next to, close, near, far along through to, from towards, away from clockwise, anticlockwise compass point north, south, east, west, N.S.E.W</p>
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					<p>whole turn, half turn, quarter turn, three-quarter turn  rotate, rotation  angle ... is a greater/smaller angle than  degree  right angle  acute angle  obtuse angle  reflection  straight line  ruler, set square  angle measurer, compass</p>	<p>movement  slide  roll  turn  stretch, bend  whole turn, half turn, quarter turn, three-quarter turn  turn  rotate, rotation  angle, is a greater/smaller angle than  degree  right angle  acute angle  obtuse angle  reflection  straight line  ruler, set square  angle measurer, compass,  protractor</p>	<p>north-east, north-west, south-east, south-west, NE, NW, SE, SW  horizontal, vertical, diagonal  translate, translation  coordinate  movement  slide  roll  turn  stretch, bend  whole turn, half turn, quarter turn, three-quarter turn  rotate, rotation  angle, is a greater/smaller angle than  degree  right angle  acute angle  obtuse angle  reflex angle  reflection  straight line  ruler, set square  angle measurer, compass,  protractor</p>
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
parts of a whole half quarter	fraction equal part equal grouping equal sharing parts of a whole half one of two equal parts quarter one of four equal parts	fraction equal part equal grouping equal sharing parts of a whole half one of two equal parts quarter one of four equal parts	fraction equivalent fraction mixed number numerator, denominator equal part equal grouping equal sharing parts of a whole half, two halves one of two equal parts quarter, two quarters, three quarters one of four equal parts one third, two thirds one of three equal parts sixths, sevenths, eighths, tenths...	fraction equivalent fraction mixed number numerator, denominator equal part equal grouping equal sharing parts of a whole half, two halves one of two equal parts quarter, two quarters, three quarters one of four equal parts one third, two thirds one of three equal parts sixths, sevenths, eighths, tenths... hundredths decimals, decimal fraction, decimal point, decimal place, decimal equivalent, proportion	fraction, proper/improper fraction equivalent fraction mixed number numerator, denominator equivalent, reduced to, cancel equal part equal grouping equal sharing parts of a whole half, two halves one of two equal parts quarter, two quarters, three quarters one of four equal parts one third, two thirds one of three equal parts sixths, sevenths, eights, tenths... hundredths, thousandths decimal, decimal fraction, decimal point, decimal place, decimal equivalent decimal point, decimal place, decimal equivalent proportion, in every, for every every percentage, per cent, %	fraction, proper/improper fraction equivalent fraction mixed number numerator, denominator equivalent, reduced to, cancel equal part equal grouping equal sharing parts of a whole half, two halves one of two equal parts quarter, two quarters, three quarters one of four equal parts sixths, sevenths, eighths, tenths... hundredths, thousandths decimal, decimal fraction, decimal point, decimal place, decimal equivalent proportion, in every, for every every percentage, per cent, %

Algebra Vocabulary Progression	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u> formula, formulae equation unknown variable

Ratio Vocabulary Progression

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

*See Fractions vocab*

