



Curriculum Mapping and Progression Document

Maths



Vision for Maths

We provide a high quality mathematical education which will ensure children are numerate, confident and well-equipped. Through quality first teaching, we aim to unlock children's potential in maths and make it a fun, engaging subject which is accessible to all.

Our Maths Curriculum Will Enable Pupils to:

1. Everyone can be a mathematician
2. Commitment to the 'why', not just the 'how'
3. Always aiming for fluency with the unfamiliar
4. Relish and enjoy the challenge and exploration of the mathematical world
5. Engage the power of the learner, learning mathematics is a collaborative process
6. Mathematics is everywhere - it's a universal language
7. Celebrate and explore different approaches
8. Mathematics is a creative discipline; the answer is only the start

Intent

Pupils are taught a rich, balanced and progressive curriculum using Maths Mastery to reason, problem solve and develop fluent conceptual understanding. Lessons are child focused and maths is kept fun and current. Our curriculum allows children to better make sense of the world around them relating the pattern between mathematics and everyday life. The mapping of Mathematics across school shows clear progression and pupils are challenged whilst those who are identified as SEND or underachieving are supported completely, revisiting learning where needed.

Maths in the Early Years Foundation Stage

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
Development Matters and Statutory ELGs are not the EYFS curriculum. This outlined a top-level view of how children develop and learn. Children's early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child's level of development and make informed decisions about what a child needs to learn and be able to do next.	Recite numbers past 5. Say one number name for each item in order: 1, 2, 3, 4, 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides' 'corners'; 'straight', 'flat', 'round'. 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' Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.'	Count objects, actions and sounds. Count beyond ten. Link the number symbol (numeral) with its cardinal number value. Subitise (recognising quantities without counting) up to 5. Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10 Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity	Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Place Value: Count

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count numbers to 100 in numerals; count in multiples of twos, fives and tens	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	count in multiples of 6, 7, 9, 25 and 1000 count backwards through zero to include negative numbers	count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 count forwards and backwards with positive and negative whole numbers, including through zero	

Place Value: Use and Compare

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
given a number, identify one more and one less	recognise the place value of each digit in a two-digit number (tens, ones) compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs	recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000	find 1000 more or less than a given number recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000	(read, write) order and compare numbers to at least 1000000 and determine the value of each digit	(read, write), order and compare numbers up to 10 000 000 and determine the value of each digit

Place Value: Problems and Rounding

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	use place value and number facts to solve problems	solve number problems and practical problems involving these ideas	round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers	interpret negative numbers in context round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above	round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across zero solve number and practical problems that involve all of the above

Addition and Subtraction: Calculations National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
add and subtract one-digit and two-digit numbers to 20, including zero	add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ➤ a two-digit number and ones ➤ a two-digit number and tens ➤ two two-digit numbers ➤ adding three one-digit numbers	add and subtract numbers mentally, including: ➤ a three-digit number and ones ➤ a three-digit number and tens ➤ a three-digit number and hundreds add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers	perform mental calculations, including with mixed operations and large numbers use their knowledge of the order of operations to carry out calculations involving the four operations

Addition and Subtraction: Problems

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? + 9$	solve problems with addition and subtraction: ➤ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ➤ applying their increasing knowledge of mental and written methods	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why

Multiplication and Division: Recall / Use

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	recall multiplication and division facts for multiplication tables up to 12×12 use place value, known and derived facts to multiply and divide mentally, including: - multiplying by 0 and 1; dividing by 1; - multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations	identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 recognise and use square numbers and cube numbers, and the notation for squared and cubed	identify common factors, common multiples and prime numbers use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Multiplication and Division: Calculations National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	multiply two-digit and three-digit numbers by a one-digit number using formal written layout	multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two digit numbers multiply and divide numbers mentally drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers

Multiplication and Division: Problems

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	solve problems involving addition, subtraction, multiplication and division

Multiplication and Division: Combined National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	use their knowledge of the order of operations to carry out calculations involving the four operations

Fractions: Recognise and Write

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and nonunit fractions with small denominators recognise and use fractions as numbers: unit fractions and non unit fractions with small denominators	count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number	

Fractions: Compare National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	recognise and show, using diagrams, equivalent fractions with small denominators compare and order unit fractions, and fractions with the same denominators	recognise and show, using diagrams, families of common equivalent fractions	compare and order fractions whose denominators are all multiples of the same number	use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1

Fractions: Calculations

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	write simple fractions for example, $\frac{1}{2}$ of $6 = 3$	add and subtract fractions with the same denominator within one whole	add and subtract fractions with the same denominator	add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form divide proper fractions by whole numbers

Fractions: Solve Problems

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		solve problems that involve all of the above	solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number		

Decimals: Recognise, Write, Compare National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places	read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places	identify the value of each digit in numbers given to three decimal places

Fractions, Decimals and Percentages

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			solve simple measure and money problems involving fractions and decimals to two decimal places	recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25	associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Ratio and Proportion

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts solve problems involving the calculation/use of percentages for comparison solve problems involving similar shapes where the scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Algebra

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? + 9$	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	solve problems, including missing number problems			use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables

Using Measure

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
compare, describe and solve practical problems for: ➤ lengths and heights ➤ mass/weight ➤ capacity and volume ➤ time measure and begin to record the following: ➤ lengths and heights ➤ mass/weight ➤ capacity and volume ➤ time (hours, minutes, seconds)	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and =	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Convert between different units of measure [for example, kilometre to metre; hour to minute] estimate, compare and calculate different measures	convert between different units of metric measure understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 d.p. convert between miles and kilometres

Money

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
recognise and know the value of different denominations of coins and notes	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including	add and subtract amounts of money to give change, using both £ and p in practical contexts	estimate, compare and calculate different measures, including money in pounds and pence	use all four operations to solve problems involving measure [for example, money]	

Time

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12- hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or tasks]	read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	solve problems involving converting between units of time	use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa

Perimeter, Area and Volume

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		measure the perimeter of simple 2-D shapes	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares	measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes estimate volume [for example, using blocks to build cuboids] and capacity	recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units

Geometry

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D shapes and everyday objects	draw 2-D shapes	compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify lines of symmetry in 2-D shapes presented in different orientations	distinguish between regular and irregular polygons based on reasoning about equal sides and angles. use the properties of rectangles to deduce related facts and find missing lengths and angles	draw 2-D shapes using given dimensions and angles compare and classify geometric shapes based on their properties and sizes illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

3D Shape National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres] compare and sort common 3- D shapes and everyday objects	make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them		identify 3-D shapes, including cubes and other cuboids, from 2-D representations	recognise, describe and build simple 3- D shapes, including making nets

Angles and Lines

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines	identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry	know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees identify: ➤ angles at a point and one whole turn (total 360°) ➤ angles at a point on a straight line and $1/2$ a turn (total 180°) ➤ other multiples of 90°	find unknown angles in any triangles, quadrilaterals, and regular polygons recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Position and Direction

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
describe position, direction and movement, including whole, half, quarter and three-quarter turns	order and arrange combinations of mathematical objects in patterns and sequences 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 anticlockwise)		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	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) draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Present and Interpret Data

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	interpret and construct simple pictograms, tally charts, block diagrams and simple tables	interpret and present data using bar charts, pictograms and tables	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	complete, read and interpret information in tables, including timetables	interpret and construct pie charts and line graphs and use these to solve problems

Solving Statistical Problems

National Curriculum and Progression Mapping

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data	solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	solve comparison, sum and difference problems using information presented in a line graph	calculate and interpret the mean as an average

Progression in Vocabulary

	Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry – Shape	Geometry – Position and direction	Statistics
EYFS	Number; zero; numbers to 20; count, forwards, backwards; how many, more, fewer, equal, group; order, largest, smallest, less; even, odd.	One more, one less, altogether, how many are left? Same, different, number bond, part-whole, add, take-away	Double, half, halve, halving, pairs, twice as many, share, equal, unequal, group, left over	Half, halve, halving	Now, before, soon, later, after, next, fastest; time, yesterday, today, tomorrow, day, week, weekend, month, year; Days of the week: Monday, Tuesday, etc. Seasons: spring, summer, autumn, winter; birthday, holiday; Morning, afternoon, evening, night, midnight bedtime, dinner/lunch time, playtime; length, height, breadth, tall, short	Shape, circle, triangle, rectangle, square, side, straight, curved, cylinder, cube, cuboid, cone, sphere, pyramid, face, same, different, pattern.	On, next to, over, under, around, through.	

Progression in Vocabulary

	Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry – Shape	Geometry – Position and direction	Statistics
Year 1	Numbers to 100; place value; digit, integer; symbol; compare; equal to, more, less, greater than, fewer, less than, greatest, smallest; first, second, third...last; ones, tens, partition, exchange; order, largest, smallest, biggest, least, most	Number bonds, part, whole; plus; fact family, addition sentence, number sentence; how many more; number line; commutative; addition, more, make, sum, total, add together, altogether; calculation; Inverse equals, is the same as (including equals sign); subtract, subtraction, take away difference between, what is the difference? how many more?, how many less? how much more is? how many fewer is?, how much less is?	How many altogether? How many are there?; groups, groups of, equal groups, unequal groups; row, column, array; number sentence; double, doubles; equal groups of 2, equal groups of 5, equal groups of 10; share, sharing, equally, odd, even	Whole, parts, equal parts, the same; split; groups; share; equally; quarter; four equal parts One half, two halves A quarter, two quarters	Length, measure, measuring; ruler, cm; mass; balance, scale; volume, full, half full, quarter full, empty; capacity; holds, Container; money; value; coin; note; amount; 1p, 2p, 5p, 10p, 20p, 50p, £1, £2, £5, £10; hour, o'clock, half past, clock, watch, hands; hour, minute, second; before, after next, last now, soon, early, late, quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly old, older, oldest, new, newer, newest	Polygon, 2D, 3D, group, sort, corner (point, pointed) Face, side, edge Make, build, draw.	Turn, full, half, quarter, three quarter; direction; movement, move; position; left, right, up, down; top, bottom, middle, above, below, between; in front, behind	

Progression in Vocabulary

	Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry – Shape	Geometry – Position and direction	Statistics
Year 2	2-digit; base 10; pattern; sequence; Numbers to one hundred Hundreds Partition, recombine Hundred more/less	Bar model; operation, inverse operation; column; exchange; bridge; method	Times-table; facts; multiples; repeated addition; lots of; of; multiply; multiplied by; times; commutative; twos, fives, tens, threes; array; go into; divide, divide between, division, dividing; grouping, sharing;	Two quarters, three quarters, one third, two thirds; unit fraction, numerator, denominator, vinculum; equivalence, equivalent.	Change, total; distance; metres; g/kg; ml/l; temperature, thermometer, degrees Celsius, increase, decrease, warmer, colder; quarter past/to, 5 past, 10 past, twenty to etc, start, duration, end, interval, how long...? When did it start /end /finish...?, seconds;	Pentagon, hexagon, octagon, quadrilateral; prism; vertices, vertex; rotate; Symmetry, symmetrical, line of symmetry; horizontal, vertical; Fold; pattern, repeating pattern.	Direction, forwards, backwards; right angle; rotation, Clockwise, anticlockwise	Count, tally, tally chart, table; data, represent, sort; pictogram, symbol; block diagram, axis; label, title, scale; most popular, most common, least popular, least common; Venn diagram, Carroll diagram

Progression in Vocabulary

	Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry – Shape	Geometry – Position and direction	Statistics
Year 3	Numbers to one thousand; 3-digit; thousand; ascending, descending	Column, column addition and subtraction; regroup; efficient; estimate	Fours, eights; remainder; divisor, dividend, quotient	Non-unit fraction; tenths, two tenths, three tenths etc; two thirds; fifth, sixth, ninth; decimal, decimal point;	mm; perimeter; leap year; minutes past/to; a.m., p.m.; analogue, digital; twelve-hour /twenty-four hour clock; Roman numerals I to XIII.	Parallel, perpendicular; surface; acute angle, obtuse angle.	North, South, East, West; angle, point, acute, obtuse; ninety degrees Orientation (same orientation, different orientation)	Chart, bar chart; frequency table, Carroll diagram,

Progression in Vocabulary

	Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry – Shape	Geometry – Position and direction	Statistics
Year 4	Numbers to ten thousand; Roman numerals to one hundred; round, nearest; approximately; negative, minus, count through zero; tenths, hundredths, 0.25, 0.5, 0.75.	Formal method.	Sixes, sevens, nines; produce, product; associative law; commutativity; factor, factor pair; formal method	Proper fraction, improper fraction, mixed number; hundredths; Gattegno chart.	Km; rectilinear; area, square centimetres; warmest, coldest	Isosceles, scalene, equilateral; rhombus, parallelogram, trapezium; regular polygon; mirror line, reflect.	Coordinates, translation, first quadrant, x-axis, y-axis.	Continuous data, discrete data; line graph, x-axis, y-axis.

Progression in Vocabulary

	Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry – Shape	Geometry – Position and direction	Statistics
Year 5	Numbers to a million; Roman numerals to one thousand; powers of 10.	Place holder.	Common factor, prime number, composite number, prime factor, square number, cubed number; round up/down.	Common denominator; thousandths; simplify, simplified; convert; per cent, percentage, per hundred;	Km; rectilinear; area, square centimetres; warmest, coldest	Degrees, protractor, reflex angle; irregular polygon, dimensions; net.	Reflection, reflect.	

Progression in Vocabulary

	Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry – Shape	Geometry – Position and direction	Statistics
Year 6	Algebra, Function, input, output; algebra, algebraic, rule; expression ; substitute; formula, formulae; equation; value, possible values, enumerate .		Order of operation, BIDMAS, common multiple , lowest common multiple	Cancel, highest common factor, common numerator Ratio, proportion; enlargement, scale factor.	Tonnes, ounces, stone, miles	Vertically opposite (angles), internal angles; circumference , radius, diameter, centre	Four quadrants.	Mean, pie chart.