

# VOCABULARY PROGRESSION

## RECEPTION TO YEAR 6

## **Contents page**

*Click to navigate to a section*

<b>Introduction</b>	<b>3</b>
How this booklet is organised	3
Problems with learning mathematical language	3
Ideas for teaching mathematical vocabulary	4
Step 1: Explicit instruction	4
Step 2: Building fluency and maintenance	5
Reception mathematical vocabulary	6

## **Index by year group**

<b>Reception</b>	<b>9</b>
<b>Year 1</b>	<b>11</b>
<b>Year 2</b>	<b>14</b>
<b>Year 3</b>	<b>16</b>
<b>Year 4</b>	<b>18</b>
<b>Year 5</b>	<b>20</b>
<b>Year 6</b>	<b>22</b>

## **Index by focus**

Number: Counting and number properties	25
Number: Place value, ordering and comparing	26
Number: Calculation	28
Fractions (including decimals and percentages)	30
Measurement: Time	31
Measurement: Mass	33
Measurement: Length	33
Measurement: Capacity	34
Measurement: Money	34
Measurement: Temperature	35
Measurement: Speed	35
Geometry: Shape properties	36
Geometry: Position and direction	37
Statistics	38
Ratio and proportion	39
Algebra	40
<b>Photocopiable resources</b>	<b>41</b>

# Introduction

Teaching and learning mathematical language are key to developing deep mathematical understanding. The ability to use words to explain, justify and communicate mathematically is important to help pupils clarify and organise their mathematical schema.

Fluency in mathematical language not only allows a pupil to communicate their understanding accurately but also relieves cognitive load, permitting more focus on the lengthier tasks. For example, procedural computations or multi-step problems.

## How this booklet is organised

To help teachers introduce the correct vocabulary at the appropriate time, this booklet is organised firstly into **year group focuses** and then into **strand focuses**. The booklet assumes that the pupils have been introduced to and have understood all the previous years' vocabulary and it is now in regular usage.

**Teachers should continue to use vocabulary from previous year groups and make explicit connections to new language.**

Words printed in red represent vocabulary introduced in ESSENTIALMATHS earlier than national curriculum requirements.

Words printed in blue represent vocabulary used in ESSENTIALMATHS which are in addition to national curriculum requirements.

Words printed in green represent vocabulary introduced in Reception ESSENTIALMATHS.

Words printed in purple represent vocabulary referenced in Development Matters (non-statutory curriculum guidance) but not explicitly referenced in Reception ESSENTIALMATHS.

## Problems with learning mathematical language

- 1) Words with different specific mathematical meanings and meanings in everyday life.
  - 'Product' as the result of multiplication and 'product' as the outcome of a manufactured process
  - 'Table' as a way to organise information / data and 'table' as a household furniture item
  - 'Cone' as a shape and 'cone' as something edible
- 2) Words that are homophones
  - Pi and pie
- 3) Words that are closely related but have specific meanings
  - Circumference and perimeter
- 4) Concepts that can be expressed in multiple ways
  - '15 minutes past' and 'quarter past'
  - Add, total, altogether, sum, combined, extended etc.
- 5) Informal words which are not mathematically correct
  - 'Diamond' is used to describe a shape rather than 'rhombus'
  - 'Sum' is used to describe any calculation rather than precisely an addition situation

## Ideas for teaching mathematical vocabulary

### Step 1. Explicit instruction

Pupils may naturally acquire new vocabulary through learning experiences. However, these experiences are not sufficient for many children. This is why the key first step in language teaching is explicit instruction. The new terminology needs to be introduced and explored in various ways by providing hands-on experiences if possible.

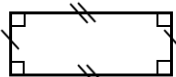
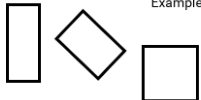
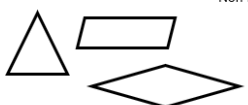
The second stage allows children to restate in their own words and connect it to their existing schema. This can be achieved in different ways. Such as:

- allowing pupils to rephrase it for someone else to understand. For examples, a younger child, a parent or the headteacher
- combining pictures, symbols and words using 'Frayer' type models can be helpful, like those shown below.

What does it mean?	Facts/Characteristics
WORD	
Examples	Non-Examples

What does it mean? <i>A special number which is has only two factors.</i>	Facts/Characteristics <i>It is only divisible by itself and 1. 2 is the only even prime number.</i>
WORD Prime number	
Examples <i>2, 3, 5, 7, 11, 13, 17, 19, 23...</i>	Non-Examples <i>0 and 1 are not prime numbers. 4, 6, 8, 9, 12, 14, 15, 16, 18, 20, 21, 22</i>

Where do you see this word in everyday life?	Mathematical symbols (if there are any)
What does your word or phrase mean?	Examples
WORD	
What other mathematical words is it related to?	Non-Examples

Where do you see this word in everyday life? <i>On the face of boxes, computer screens, door frames, tables</i>	Mathematical symbols (if there are any) 
What does your word or phrase mean? <i>A 4 sided polygon with 4 right angles. Internal angles total 360°</i>	Examples 
WORD rectangle	
What other mathematical words is it related to? <i>Two dimensional, right angles, length, width, parallel lines, perpendicular lines, square</i>	Non-Examples 

## Step 2. Building fluency and maintenance

Fluency in mathematics is often associated with base fact recall (such as times tables and number bonds) and procedural operations (such as column subtraction and long division).

Vocabulary should receive the same level of attention.

Like how fluency is achieved in other areas of mathematics, language fluency is achieved through carefully planned, purposeful and targeted practice.

### 1) Flashcards

The preparation of the flashcards is part of the process so do allow pupils to create their own. Using the flashcards in a traditional way allows immediate feedback. Pupils can sort the cards as they go allowing mastered vocabulary to be put to one side.

Flashcards have the disadvantage of disconnecting the word from the contexts in which it could be used.

### 2) Games

#### i) 'Don't say' / 'Forbidden' vocabulary

Played in a similar way to 'Taboo'.

Provide Pupil A with a keyword and four closely related words.

Pupil A must help Player B to guess the key word without saying the four closely related words.

The game can be adapted to provide more scaffolded support.

Player A is instructed to use all the provided words.

<b>half/halve</b>	<ul style="list-style-type: none"><li>• partial</li><li>• part</li><li>• split</li><li>• share</li></ul>
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#### ii) 'Headbands'

Played with keywords on cards.

Player A selects a card and places it on their forehead or on a headband so they cannot see it but the other players can.

Player A asks 'yes / no' questions until the key word is guessed.

The winner is the person who uses the fewest questions to guess their word.

#### iii) 'Charades'

Played with key word cards.

Players must act out the key word for the others to guess.

A version can be adapted and played by drawing pictures only.

iv) 'Go fish'

Played with cards which include at least 12 pairs of cards

Card 1: key word

Card 2: related definition

The cards are shuffled, and the same number of cards are dealt to each player. The players look to match key words with definitions. If, once dealt, they have matching pairs in their hands then these can be put aside.

Pupils take turns to ask the next player if they have either a key word or the definition for a key word. If the addressed player does have the requested card, then they must hand it over. If they do not have the requested card, they declare 'Go fish'.

The asking player then picks any card, unseen, from another player. The winner is the first player to have no cards left in their hand.

v) 'Memory game'

Played with cards like those in 'Go fish'; pairs of keywords and matching definitions.

The cards are shuffled and then laid out in an array.

Player A turns over two cards. They keep the cards if they match a key word with the correct definition.

If they do not match, then the cards are turned back over, and the next player has a go.

The winner is the player with the most matched pairs.

vi) 'Key word bingo'

Players select six key words from 12 possibilities and write them into a bingo card.

The teacher reads out definitions.

If a player has the matched keyword on their bingo board, they cross it out.

The first player to cross out all their key words wins.

## Reception mathematical vocabulary

The EYFS statutory framework states that mathematical language development is important (as emphasised throughout Reception ESSENTIALMATHS), but contains minimal specific statutory language requirements, apart from numbers to 10.

“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”

Early years foundation stage statutory framework, DfE, 2024<sup>1</sup>

**The key to developing strong mathematical language in EYFS is to ensure that children have lots of opportunities to talk to adults throughout the day, beyond any dedicated maths teaching slots.**

Throughout the daily routine, children should be exposed to mathematical language, both formal and informal (EEF, 2020, p.12)<sup>2</sup>, and adults should enthusiastically engage with children to extend their mathematical ideas and thinking.

Development Matters in the Early Years Foundation Stage<sup>3</sup>, the non-statutory curriculum guidance from the DfE, supports practitioners in implementing the statutory requirements. This document provides language suggestions; however, some of these become statutory in the Year 1 national curriculum and are explicitly taught in Year 1 to ensure that all children have equal exposure.

Some of Development Matters non-statutory language guidance is not explicitly included in Reception ESSENTIALMATHS. Therefore, **it’s essential for practitioners to actively create opportunities within the daily routine and seize chances to engage pupils in mathematical talk.** The proactive role of practitioners is crucial in fostering mathematical language development.

Words printed in green represent vocabulary introduced in Reception ESSENTIALMATHS.

Words printed in purple represent vocabulary suggested in Development Matters but is not explicitly taught in Reception ESSENTIALMATHS.

This colour-coding aims to help practitioners identify and differentiate between the vocabulary explicitly taught in Reception ESSENTIALMATHS and the vocabulary referenced in Development Matters but not explicitly taught in Reception ESSENTIALMATHS.

<sup>1</sup> Early years foundation stage statutory framework, DfE, 2024. Available here [https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS\\_statutory\\_framework\\_for\\_group\\_and\\_school\\_based\\_providers.pdf](https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf)

<sup>2</sup> Improving mathematics in the early years and Key Stage 1. EEF, 2021. Available here <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths>

<sup>3</sup> Development Matters in the Early Years foundation stage, DfE, revised 2023. Available here [https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE\\_Development\\_Matters\\_Report\\_Sep2023.pdf](https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf)

# INDEX BY YEAR GROUP



# Reception

## Number: Counting and number properties

backwards count / counting digit even forwards	none number numeral odd	one, two <i>up to and beyond</i> twenty pattern subitise zero
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## Number: Place value, ordering and comparing

after before compare different end equal to in between less / less than	many middle more / more than nearer next not equal one less one more	order pattern same sort start
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## Number: Calculation

add altogether difference double group	half left make part regroup	share take away total whole
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## Fractions

double equal half	not equal part	share whole
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## Measurement: Time

after afternoon before days of the week  Monday Tuesday Wednesday Thursday Friday Saturday Sunday	earlier evening every first in a minute later morning	night-time then tomorrow too late too soon yesterday
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## Measurement: Mass

heavier / heavier than heavy	light lighter / lighter than	weigh weight
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Measurement: Length		
bigger longer shorter	smaller taller thinner	wider / fatter / thicker
Measurement: Capacity		
empty full	half full volume	
Measurement: Money		

Geometry: Properties of shapes		
circle pattern rectangle square	triangle sides flat	corners cylinder cuboid
Geometry: Position and direction		
above backwards below behind beside between down	forwards in next to on on top of over over	through turn turn around turn towards under up

Words printed in green represent vocabulary introduced in Reception ESSENTIALMATHS.

Words printed in purple represent vocabulary suggested in Development Matters but is not explicitly taught in Reception ESSENTIALMATHS.

# Year 1

## Number: Counting and number properties

number count / counting forwards backwards count on countback zero	twenty-one twenty-two twenty-three twenty-four <i>up to</i> ninety-nine odd	even pattern steps of multiple subitise
--------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	-----------------------------------------------------

## Number: Place value, ordering and comparing

value digit same different one / ones ten / tens hundred column one-digit two-digit more / more than less / less than fewer/ fewer than equal / equal to / = not equal most fewest least	first second third fourth fifth <i>up to</i> twentieth order amount size number line larger / largest bigger / biggest smaller / smallest estimate compare between above	below middle sort sequence equivalent greater than > less than < digit consecutive greatest benchmark near / nearer far close to
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## Number: Calculation

total / in total sum plus add / addition / + altogether combine number bond difference distance between subtract / subtraction / - minus take away / taken away how much how many bonds start / change/ result facts problems	missing number problems left / leftover part whole unknown number sentence equal equally unequal pair group / grouped grouping share / shared sharing double / doubling / doubles twice as each half / halving / halves	lots of groups of times array regroup / regrouping addend subtrahend minuend bar model remainder multiple / multiples
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## Fractions

half / halve / halves quarter / quarters one-quarter two-quarters three-quarters sharing group / groups	grouping part whole equal parts same size bar equal / equally	numerator denominator fraction notation:  $\frac{1}{2}$ $\frac{1}{4}$
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## Measurement: Time

year month week day weekday weekend chronological order days of the week Monday Tuesday Wednesday Thursday Friday Saturday Sunday months of the year January February March April	May June July August September October November December night hour minute second morning afternoon evening yesterday today tomorrow before after	old / older new / newer clock / clock face o'clock half past birthday watch hour minute minutes past / to quarter past / to half past fast / faster / fastest quick / quicker / quickest slow / slower / slowest early earlier late later time
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## Measurement: Mass

weigh weight heavy heavier / heavier than heaviest	light lighter / lighter than lightest balance (weighing) scales	ruler mass gram kilogram
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## Measurement: Length

height long / longer / longest tall / taller / tallest short / shorter / shortest	wide / wider / widest narrow/ narrower/ narrowest centimetre metre	far distance measure
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### Measurement: Capacity

volume full / fuller / fullest empty / emptier / emptiest	more than less than half full	half quarter capacity
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### Measurement: Money

coin / coins note / notes amount penny / p pound / £	one penny two pence five pence ten pence twenty pence	fifty pence combination money
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### Geometry: Properties of shapes

pattern 2-D rectangle / rectangles square / squares circle / circles kite / kites triangle / triangles 3-D cube / cubes cuboid / cuboids	pyramid / pyramids cylinder / cylinders sphere / spheres side / sides line straight curved flat open / closed shape corner	base point diagonal pentagon / pentagons hexagon / hexagons heptagon / heptagons octagon / octagons opposite
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### Geometry: Position and direction

left right top middle bottom	on top of in front of behind between	above below beneath around
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## Year 2

### Number: Counting and number properties

numeral hundreds	step counting	count in multiples
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### Number: Place value, ordering and comparing

place value partition place holder estimate estimation	half-way three-digit equivalent greater than > less than <	digit mid-point quartile
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### Number: Calculation

commutative inverse calculate multiplication division times tables multiplication table repeated addition	reordering mental method written method reduce increase combination multiply / multiplied fact family	calculation divide remainder multiple / multiples rebalancing product divisible
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### Fractions

two-quarters third one-third two-thirds equivalent / equivalence one whole one and a quarter	one and two-quarters one and a half one and three-quarters half as much twice as much numerator denominator	<b>fraction notation:</b>  $\frac{1}{3}$ $\frac{2}{4}$ $\frac{3}{4}$
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### Measurement: Time

analogue quarter past / to five / ten / past / to	clockwise anticlockwise noon	midday midnight intervals of time
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### Measurement: Mass

gram / g	kilogram / kg	scale
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### Measurement: Length

height width metre / m	centimetre / cm scale standard units	millimetre / mm
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### Measurement: Capacity

litre / l millilitre / ml	scale quarter full	three-quarters full
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### Measurement: Money

price cost	amount change	value
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### Measurement: Temperature

temperature degrees	Celsius / °C thermometer	scale
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### Geometry: Properties of shapes

vertical horizontal Vertex / vertices edge / edges face / faces quadrilateral / quadrilaterals polygon / polygons pentagon / pentagons	hexagon / hexagons heptagon / heptagons octagon / octagons prism / prisms cone / cones symmetry line of symmetry surface	mirror line properties classify opposite regular irregular
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### Geometry: Position and direction

sequence rotate rotation angle right angle	straight line arrange anticlockwise row column	north south east west compass
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### Statistics

pictogram tally chart tallies block diagram table data category / categories	key sorting totalling comparing horizontal vertical Venn diagram	Carroll diagram block graph scale title frequent survey axis / axes
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### Ratio and proportion

times as many  
for every

## Year 3

### Number: Counting and number properties

one hundred and one  
one hundred and two  
one hundred and three  
*up to*  
one thousand

integer / integers  
decimal / decimals  
decimal notation

ascending  
descending

### Number: Place value, ordering and comparing

round / rounding / rounded  
approximately /  $\approx$

nearest ten  
nearest hundred

nearest whole  
three-digit

### Number: Calculation

column addition  
column subtraction  
multiple(s)  
inverse operations  
remainder  
associative law  
short multiplication

base fact  
comparison  
long division  
correspondence  
scaling  
integer scaling  
quotient

statements  
derived facts  
formal written layout  
product  
divisible  
decomposition  
distributive law

### Fractions

fifths  
sixths  
sevenths  
eighths

ninths  
tenths  
order  
unit-fraction

non-unit fraction  
discrete  
continuous

### Measurement: Time

Roman numerals to XII  
am (*ante meridiem*)  
pm (*post meridiem*)  
duration

analogue clock  
digital  
digital clock  
12-hour clock

24-hour clock  
event  
leap year

### Measurement: Length

perimeter

length

millimetre / mm



### Geometry: Properties of shapes

orientation  
degree / degrees  
angle  
right angle  
perpendicular  
parallel  
horizontal

vertical  
quadrilateral  
polyhedron  
polyhedral  
acute angle  
obtuse angle  
reflection

orientation  
three-dimensions  
right-angle triangle  
internal angle  
congruent

### Geometry: Position and direction

north  
east

south  
west

compass

### Statistics

bar chart  
block graph  
scale  
title

interpret  
frequent  
survey  
discrete data

continuous data  
label  
inferring

# Year 4

## Number: Counting and number properties

thousands Roman Numerals (up to 100 / C)	negative numbers	positive numbers
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## Number: Place value, ordering and comparing

nearest thousand  
four-digit

## Number: Calculation

operation / operations methods	factor factor pairs	derive distributive law
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## Fractions

hundredths decimal equivalents decimal places	decimal point proportion Convert	proper fractions improper fractions
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## Measurement: Time

convert  
conversion

## Measurement: Length

rectilinear figure area	dimensions	kilometre / km
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## Geometry: Properties of shapes

classify nonagon / nonagons decagon / decagons isosceles scalene equilateral	parallelogram / parallelograms trapezium / trapeziums protractor adjacent regular irregular	rhombus / rhombuses geometric shapes internal angle congruent
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## Geometry: Position and direction

co-ordinates pairs of coordinates/coordinate pairs first quadrant plot	grid translate translation axis / axes	scale label x-axis y-axis
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## Statistics

label graph time graph	x-axis y-axis line graph	inferring variable
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## Algebra

variable rule
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## Year 5

### Number: Counting and number properties

ten thousand  
hundred thousand  
millions  
Roman numerals (up to 1000 / M)  
power / powers of

prime number  
complement  
composite (non-prime)  
square number  
square / squared / (d)<sup>2</sup>

cube number  
cube / cubed / (d)<sup>3</sup>  
integer

### Number: Place value, ordering and comparing

nearest million  
nearest hundred thousand

linear sequence

equivalence

### Number: Calculation

prime factor  
common factor

short division  
long multiplication

dividend  
divisor

### Fractions

mixed numbers  
thousandths

per cent / %

percentages

### Measurement: Mass

pound / lb

### Measurement: Length

composite  
metric units  
imperial units  
inch / inches / in

foot / feet / ft  
yard  
mile  
centimetre squared (cm<sup>2</sup>)

metre squared (m<sup>2</sup>)  
compound shape

### Measurement: Capacity

pint / pt

centimetres cubed (cm<sup>3</sup>)

metres cubed (m<sup>3</sup>)

## Geometry: Properties of shapes

diagonal  
point  
reflection  
straight line ( $180^\circ$ )  
one whole turn ( $360^\circ$ )

reflex angle  
regular polygon  
irregular polygon  
angles around a point

missing angle  
diagonal  
net

## Geometry: Position and direction

x-axis  
y-axis

## Statistics

timetables  
two-way tables

axis

pie chart

## Ratio

per

## Algebra

equation

# Year 6

## Number: Counting and number properties

millions  
tens of millions

## Number: Place value, ordering and comparing

interval  
multi-digit

## Number: Calculation

long division  
common multiples  
order of operations

brackets  
abstract  
variables

BIDMAS

## Fractions

simplify  
degrees of accuracy

## Measurement: Mass

stones  
ounces

## Measurement: Length

millimetres cubed ( $\text{mm}^3$ )  
kilometres cubed ( $\text{km}^3$ )

## Measurement: Capacity

millimetres cubed ( $\text{mm}^3$ )  
centimetres cubed ( $\text{cm}^3$ )

metres cubed ( $\text{m}^3$ )

gallons

## Measurement: Speed

miles per hour (mph)

metres per second (m/s)

kilometres per hour (km/h)

### Geometry: Properties of shapes

dissect / dissection net radius diameter	circumference vertically opposite complementary angles dimensions	composite exterior angle intersect
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### Geometry: Position and direction

co-ordinate plan four quadrants		
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### Statistics

pie chart mean average	data set variable	conversion graph convert
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### Ratio

times as many per for every relative size	scale factor proportion ratio (a:b) comparison	scaling scale factor part to part part to whole
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### Algebra

symbol letter sequence algebraic / algebraically	equation unknown variable constant	generalise expression rule combinations
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# INDEX BY FOCUS



## Number: Counting and number properties

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
backwards count / counting digit even forwards none number numeral odd one, two <i>up to and beyond twenty</i> pattern subitise zero	count on countback twenty-one twenty-two twenty-three twenty-four <i>up to</i> ninety-nine steps of multiple	count in multiples hundreds numeral step counting	one hundred and one one hundred and two one hundred and three <i>up to</i> one thousand ascending decimal / decimals decimal notation descending integer / integers	negative numbers positive numbers Roman numerals (up to 100 / C) thousands	ten thousand hundred thousand millions complement composite (non-prime) cube / cubed / $(d)^3$ cube number integer power / powers of prime number Roman numerals (up to 1000 / M) square / squared / $(d)^2$ square number	millions ten million

## Number: Place value, ordering and comparing

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
after before compare different end equal to in between less / less than many middle more / more than nearer next not equal one less one more order pattern same sort start	above amount below benchmark bigger / biggest close to column consecutive different digit digit equal / equal to / = equivalent estimate far fewer/ fewer than fewest fifth first fourth greater than > greatest hundred larger / largest least less than < most near / nearer number line	digit equivalent estimate estimation greater than > half-way less than < mid-point partition place holder place value quartile three-digit	approximately / $\approx$ nearest hundred nearest ten nearest whole round / rounding / rounded three-digit	four-digit nearest thousand	equivalence linear sequence nearest hundred thousand nearest million	interval multi-digit

	one / ones one-digit order same second sequence size smaller / smallest sort ten / tens third twentieth two-digit <i>up to</i> value					
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## Number: Calculation

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
add altogether difference double group half left make part regroup share take away total whole	add / addition / + addend array bar model bonds combine distance between double / doubling / doubles each equal equally facts group / grouped grouping groups of half / halving / halves how many how much left / leftover lots of minuend minus missing number problems multiple / multiples number bond number sentence pair	calculate calculation combination commutative divide divisible division fact family increase inverse mental method multiple / multiples multiplication multiplication table multiply / multiplied product rebalancing reduce remainder reordering repeated addition times tables written method	associative law base fact column addition column subtraction comparison correspondence decomposition derived facts distributive law divisible formal written layout integer scaling inverse operations long division multiple(s) product quotient remainder scaling short multiplication statements	derive distributive law factor factor pairs methods operation / operations	common factor dividend divisor long multiplication prime factor short division	abstract BIDMAS brackets common multiples long division order of operations variables

	plus problems regroup / regrouping remainder share / shared sharing start / change/ result subtract / subtraction / - subtrahend sum take away / taken away times total / in total twice as unequal unknown					
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## Fractions

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
double equal half not equal part share whole	bar denominator equal / equally equal parts group / groups grouping half / halve / halves numerator one-quarter part quarter / quarters same size sharing three-quarters two-quarters whole fraction notation $\frac{1}{2}$ $\frac{1}{4}$	denominator equivalent / equivalence half as much numerator one and a half one and a quarter one and three- quarters one and two- quarters one whole one-third third twice as much two-quarters two-thirds fraction notation $\frac{1}{3}$ $\frac{2}{4}$ $\frac{3}{4}$	continuous discrete eighths fifths ninths non-unit fraction order sevenths sixths tenths unit-fraction	convert decimal equivalents decimal places decimal point hundredths improper fractions proper fractions proportion	mixed numbers per cent / % percentages thousandths	degrees of accuracy simplify

## Measurement: Time

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>after afternoon before days of the week     Monday     Tuesday     Wednesday     Thursday     Friday     Saturday     Sunday</p> <p>earlier evening every first in a minute later morning night-time then tomorrow too late too soon yesterday</p>	<p>after afternoon before birthday chronological order clock / clock face day Days of the week     Monday     Tuesday     Wednesday     Thursday     Friday     Saturday     Sunday</p> <p>evening fast / faster / fastest half past half past hour hour minute minute minutes past / to Month Months of the year     January     February     March     April     May     June     July</p>	<p>analogue anticlockwise clockwise five / ten / past / to intervals of time midday midnight noon quarter past / to</p>	<p>12-hour clock 24-hour clock am (<i>ante meridiem</i>) analogue clock digital digital clock duration event leap year pm (<i>post meridiem</i>) Roman numerals to XII</p>	<p>conversion convert</p>		

	August September October November December  morning new / newer night o'clock old / older quarter past / to quick / quicker / quickest second slow / slower / slowest today tomorrow watch week weekday weekend year yesterday early earlier late / later Time					
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### Measurement: Mass

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
heavier / heavier than heavy light lighter / lighter than weigh weight	balance gram heaviest kilogram lightest mass (weighing) scales	kilogram (kg) scale			pound (lb)	ounces stones

### Measurement: Length

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
bigger longer shorter smaller taller thinner wider / fatter / thicker	centimetre distance far height long / longer / longest measure metre narrow / narrower/ narrowest short / shorter / shortest tall / taller / tallest wide / wider / widest	centimetre (cm) metre (m) millimetre (mm) scale standard units width	length millimetre (mm) perimeter	area dimensions kilometre (km) rectilinear figure	centimetre squared (cm <sup>2</sup> ) composite compound shape foot / feet (ft) Imperial units inch / inches (in) metre squared (m <sup>2</sup> ) metric units mile yard	

### Measurement: Capacity

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
empty full half full volume	capacity empty / emptier / emptiest full / fuller / fullest half half full less than more than quarter	litre (l) millilitre (ml) quarter full scale three-quarters full			centimetres cubed (cm <sup>3</sup> ) metres cubed (m <sup>3</sup> ) pint (pt)	centimetres cubed (cm <sup>3</sup> ) gallons metres cubed (m <sup>3</sup> ) millimetres cubed (mm <sup>3</sup> )

### Measurement: Money

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	amount coin / coins combination fifty pence five pence money note / notes one penny penny (p) pound (£) ten pence twenty pence two pence	amount change cost price value				

Measurement: Temperature

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Celsius (°C) degrees scale temperature thermometer				Celsius (°C) degrees temperature thermometer

Measurement: Speed

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						kilometres per hour (km/h) metres per second (m/s) miles per hour (mph)

## Geometry: Shape properties

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
circle pattern rectangle square triangle sides flat corners cylinder cuboid	2-D / two-dimensional 3-D / three-dimensional base circle / circles corner cube / cubes cuboid / cuboids curved / flat cylinder / cylinders diagonal heptagon / heptagons hexagon / hexagons kite / kites line octagon / octagons open / closed shape opposite pentagon / pentagons point pyramid / pyramids rectangle / rectangles side / sides sphere / spheres square / squares straight triangle / triangles	classify cone / cones edge / edges face / faces heptagon / heptagons hexagon / hexagons horizontal irregular line of symmetry mirror line octagon / octagons opposite pentagon / pentagons polygon / polygons prism / prisms properties quadrilateral / quadrilaterals regular surface symmetry vertex / vertices vertical	acute angle angle congruent degree / degrees horizontal internal angle obtuse angle orientation orientation parallel perpendicular polyhedral polyhedron quadrilateral reflection right angle right-angle triangle three-dimensions vertical	adjacent classify congruent decagon / decagons equilateral geometric shapes internal angle irregular isosceles nonagon / nonagons parallelogram / parallelograms protractor regular rhombus / rhombuses scalene trapezium / trapeziums	angles around a point diagonal diagonal irregular polygon missing angle net one whole turn (360°) point reflection reflex angle regular polygon straight line (180°)	circumference complementary angles composite diameter dimensions dissect / dissection exterior angle intersect net radius vertically opposite

## Geometry: Position and direction

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
above backwards below behind beside between down forwards in next to on on top of over over through turn turn around turn towards under up	anticlockwise around beneath bottom clockwise close column direction far full turn half-turn in front of inside left middle movement near next outside position quarter turn repeated right row three-quarter turn to the side top underneath whole turn	angle anticlockwise arrange column compass east north right angle rotate rotation row sequence south straight line west	compass east north south west	axis / axes co-ordinates first quadrant grid label pairs of coordinates/ coordinate pairs plot scale translate translation x-axis y-axis	x-axis y-axis	co-ordinate plane four quadrants

## Statistics

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		axis / axes block diagram block graph Carroll diagram category / categories comparing data frequent horizontal key pictogram scale sorting survey table tallies tally chart title totalling Venn diagram vertical	bar chart block graph continuous data discrete data frequent inferring interpret label scale survey title	graph inferring label line graph time graph variable x-axis y-axis	axis pie chart timetables two-way tables	average conversion graph convert data set mean pie chart variable

## Ratio and proportion

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		for every times as many			per	comparison for every part to part part to whole per proportion ratio (a:b) relative size scale factor scale factor scaling times as many

## Algebra

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				rule variable	equation	algebraic / algebraically combinations constant equation expression generalise letter rule sequence symbol unknown variable



# Photocopiable resources

What does it mean?

Facts / Characteristics

Word

Examples

Non-Examples

Where do you see this word in everyday life?	Mathematical symbols (if there are any)
What does your word or phrase mean?	<p data-bbox="1055 592 1178 635">Word</p> <p data-bbox="1924 564 2130 608">Examples</p>
What other mathematical words is it related to?	Non-Examples