VOCABULARY PROGRESSION

RECEPTION TO YEAR 6

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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

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Ideas for teaching mathematical vocabulary

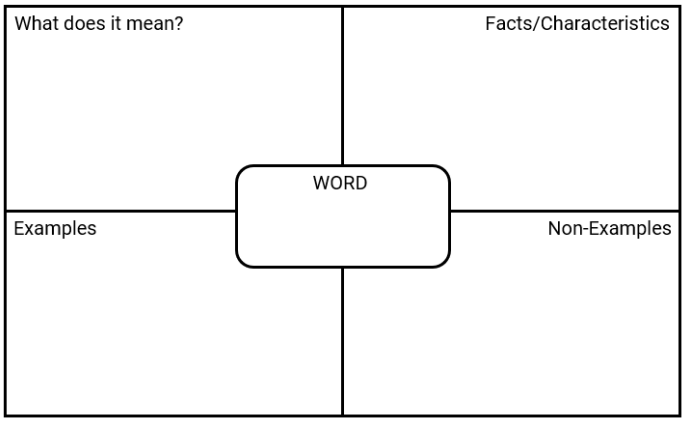
Step 1. Explicit instruction

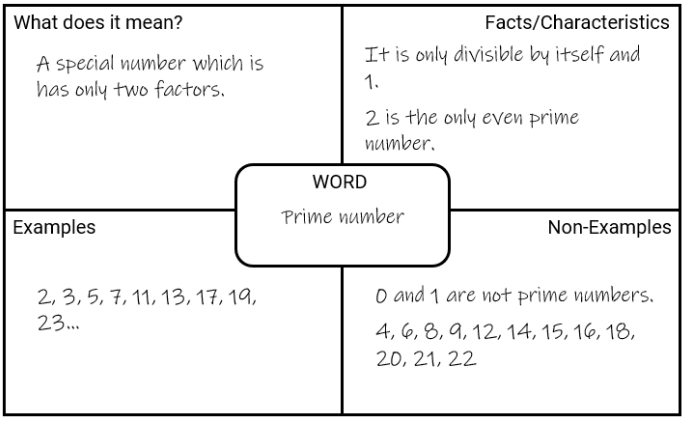
Pupils may naturally acquire new vocabulary through learning experiences. However, these experiences are not sufficient for many children. This is why the key first step in language teaching is explicit instruction. The new terminology needs to be introduced and explored in various ways by providing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

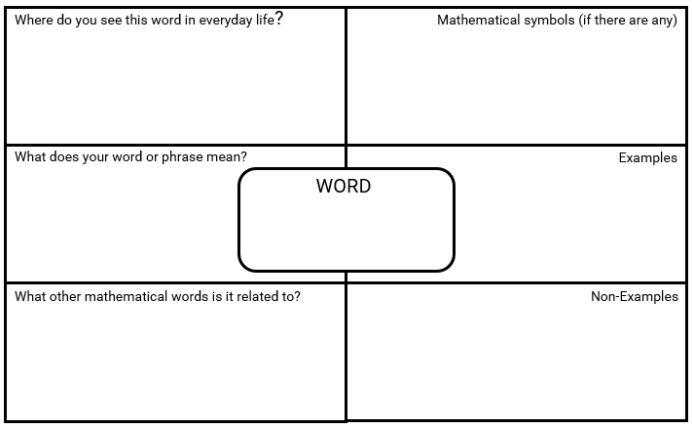
The second stage allows children to restate in their own words and connect it to their existing schema. This can be achieved in different ways. Such as:

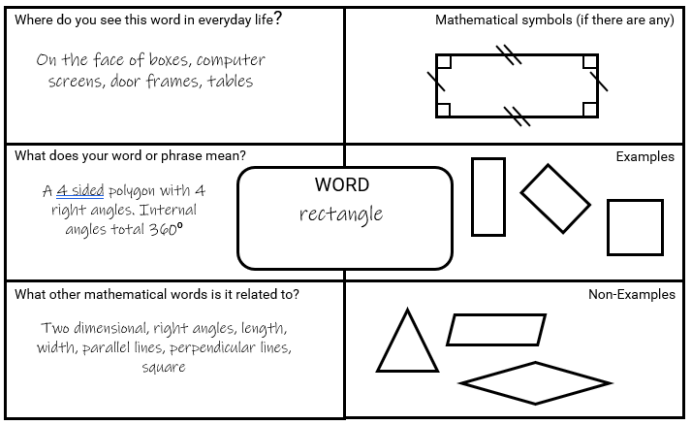
a) allowing pupils to rephrase it for someone else to understand. For examples, a younger child, a parent or the headteacher

b) combining pictures, symbols and words using 'Frayer' type models can be helpful, like those shown below.









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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.

half/halve	• partial • part • split • share

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.

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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.

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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[1]

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)[2], and adults should enthusiastically engage with children to extend their mathematical ideas and thinking.

Development Matters in the Early Years Foundation Stage[3], 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.

[1] 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
[2] Improving mathematics in the early years and Key Stage 1. EEF, 2021. Available here https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths
[3] 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

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INDEX BY YEAR GROUP

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Reception

Number: Counting and number properties		
backwards count / counting digit even forwards	none number numeral odd	one, two *up to and beyond* twenty pattern subitise zero
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
Number: Calculation		
add altogether difference double group	half left make part regroup	share take away total whole

Fractions		
double equal half	not equal part	share whole

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
Measurement: Mass		
heavier / heavier than heavy	light lighter / lighter than	weigh weight

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

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Year 1

Number: Counting and number properties		
number	twenty-one	even
count / counting	twenty-two	pattern
forwards	twenty-three	steps of
backwards	twenty-four	multiple
count on	*up to*	subitise
countback	ninety-nine	
zero	odd	

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

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

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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: $\frac{1}{2}$ $\frac{1}{4}$

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
Measurement: Mass		
weigh weight heavy heavier / heavier than heaviest	light lighter / lighter than lightest balance (weighing) scales	ruler mass gram kilogram
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
Measurement: Money		
coin / coins note / notes amount penny / p pound / £	one penny two pence five pence ten pence twenty pence	fifty pence combination money

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
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

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

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

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	fraction notation: $\frac{1}{3}$ $\frac{2}{4}$ $\frac{3}{4}$

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

Measurement: Mass		
gram / g	kilogram / kg	scale

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
Measurement: Money		
price cost	amount change	value
Measurement: Temperature		
temperature degrees	Celsius / ºC thermometer	scale

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
Geometry: Position and direction		
sequence rotate rotation angle right angle	straight line arrange anticlockwise row column	north south east west compass

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

Ratio and proportion
times as many for every

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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 / ≈	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

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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

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Year 4

Number: Counting and number properties		
thousands Roman Numerals (up to 100 / C)	negative numbers	positive numbers

Number: Place value, ordering and comparing
nearest thousand four-digit

Number: Calculation		
operation / operations methods	factor factor pairs	derive distributive law

Fractions		
hundredths decimal equivalents decimal places	decimal point proportion Convert	proper fractions improper fractions

Measurement: Time
convert conversion

Measurement: Length		
rectilinear figure area	dimensions	kilometre / km

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

Statistics		
label graph time graph	x-axis y-axis line graph	inferring variable

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 / $(d)^2$	cube number cube / cubed / $(d)^3$ 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^2)	metre squared (m^2) compound shape
Measurement: Capacity		
pint / pt	centimetres cubed (cm^3)	metres cubed (m^2)

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Geometry: Properties of shapes		
diagonal point reflection straight line (180º) one whole turn (360º)	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

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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 (mm^3) kilometres cubed (km^3)

Measurement: Capacity		
millimetres cubed (mm^3) centimetres cubed (cm^3)	metres cubed (m^3)	gallons

Measurement: Speed		
miles per hour (mph)	metres per second (m/s)	kilometres per hour (km/h)

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Geometry: Properties of shapes		
dissect / dissection net radius diameter	circumference vertically opposite complementary angles dimensions	composite exterior angle intersect
Geometry: Position and direction		
co-ordinate plan four quadrants		

Statistics		
pie chart mean average	data set variable	conversion graph convert

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

Algebra		
symbol letter sequence algebraic / algebraically	equation unknown variable constant	generalise expression rule combinations

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INDEX BY FOCUS

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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 *up to and beyond* twenty pattern subitise zero	count on countback twenty-one twenty-two twenty-three twenty-four *up to* ninety-nine steps of multiple	count in multiples hundreds numeral step counting	one hundred and one one hundred and two one hundred and three *up to* 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	above	digit	approximately / ≈	four-digit	equivalence	interval
before	amount	equivalent	nearest hundred	nearest thousand	linear sequence	multi-digit
compare	below	estimate	nearest ten		nearest hundred thousand	
different	benchmark	estimation	nearest whole		nearest million	
end	bigger / biggest	greater than >	round / rounding / rounded			
equal to	close to	half-way	three-digit			
in between	column	less than <				
less / less than	consecutive	mid-point				
many	different	partition				
middle	digit	place holder				
more / more than	digit	place value				
nearer	equal / equal to / =	quartile				
next	equivalent	three-digit				
not equal	estimate					
one less	far					
one more	fewer/ fewer than					
order	fewest					
pattern	fifth					
same	first					
sort	fourth					
start	greater than >					
	greatest					
	hundred					
	larger / largest					
	least					
	less than <					
	most					
	near / nearer					
	number line					

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	one / ones one-digit order same second sequence size smaller / smallest sort ten / tens third twentieth two-digit *up to* value					

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					

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

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Measurement: Time						
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
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	after afternoon before birthday chronological order clock / clock face day Days of the week Monday Tuesday Wednesday Thursday Friday Saturday Sunday 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	analogue anticlockwise clockwise five / ten / past / to intervals of time midday midnight noon quarter past / to	12-hour clock 24-hour clock am (ante meridiem) analogue clock digital digital clock duration event leap year pm (post meridiem) Roman numerals to XII	conversion convert		

	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					

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^2) composite compound shape foot / feet (ft) Imperial units inch / inches (in) metre squared (m^2) metric units mile yard	

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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^3) metres cubed (m^3) pint (pt)	centimetres cubed (cm^3) gallons metres cubed (m^3) millimetres cubed (mm^3)

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

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

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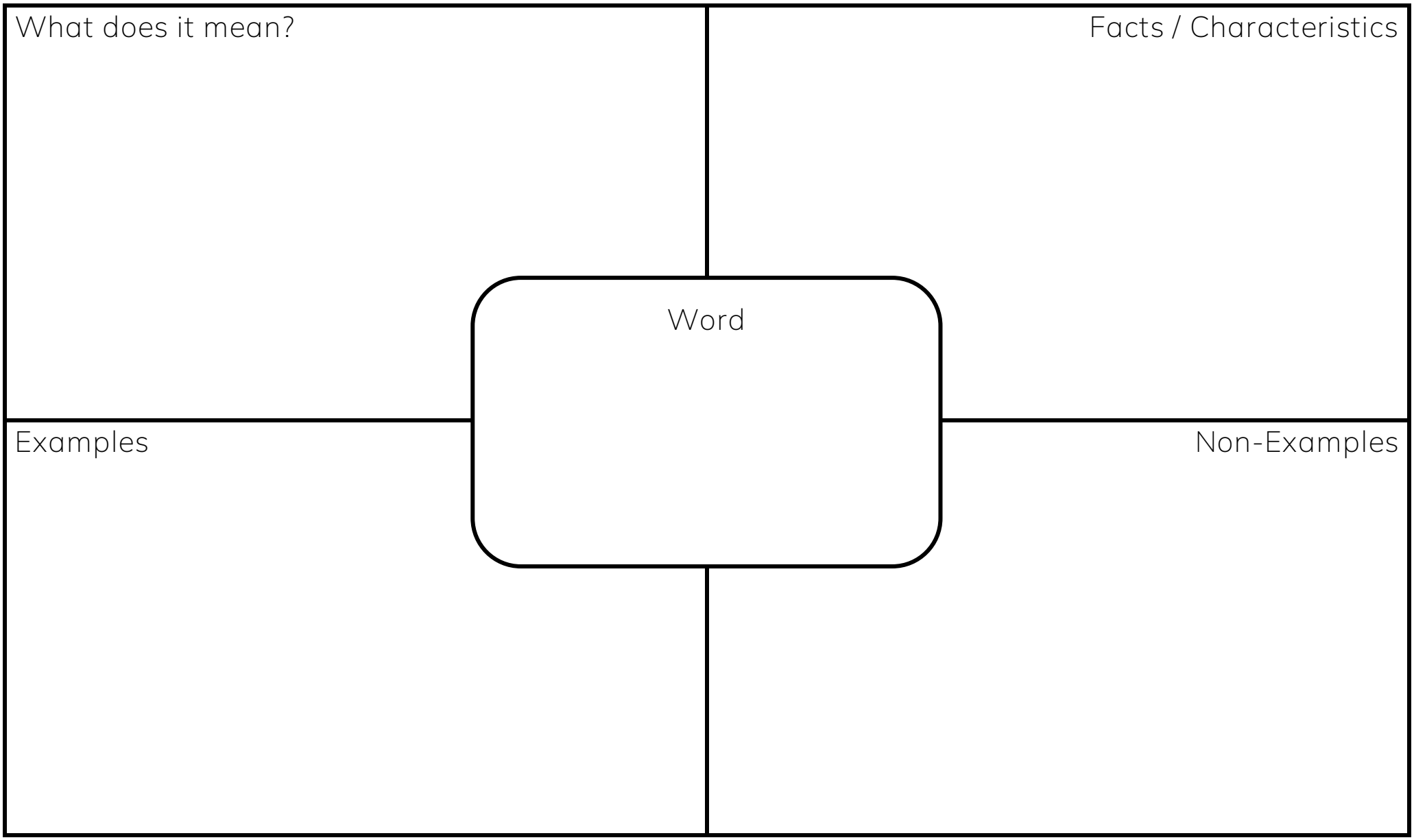

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Where do you see this word in everyday life?		Mathematical symbols (if there are any)
What does your word or phrase mean?	Word	Examples
What other mathematical words is it related to?		Non-Examples

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