Vocabulary for numbers, place value and four rules of calculation.

|  | Numbers | Place Value | Addition | Subtraction | Multiplication | Division |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| EYFS | zero <br> number <br> one, two, three ... to twenty and beyond teens numbers, eleven, twelve ... <br> twenty <br> first, second, third... <br> twentieth <br> count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens (Exceeding) is the same as more, less odd, even <br> few <br> pattern <br> pair | ones <br> the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest <br> one more, ten more one less, ten less compare last, last but one before, after next between guess how many ...? about the same as just over, just under too many, too few enough, not enough teens balance equal | number sentence add, more, and make <br> total <br> altogether <br> double <br> one more <br> how many more to make ...? <br> how many more is ... than ...? <br> how much more is ...? <br> equals <br> balances | number sentence take away how many are left/left over? <br> how many have gone? <br> one less how many fewer is ... than ...? how much less is ...? <br> difference between equals balances | double <br> doubling <br> sets of <br> pairs <br> number patterns <br> objects <br> groups <br> count in twos, <br> fives and tens <br> (Exceeding) | half of halving share between sharing equal groups sets count in twos, fives and tens (Exceeding) |


|  | Numbers | Place Value | Addition | Subtraction | Multiplication | Division |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year 1 | twenty-one, twenty-two ... one hundred numeral thirty | digit <br> number/ numeral <br> same <br> tens and ones <br> more than/less than | Add <br> $+$ <br> addition <br> sum <br> total | how many more? leave how many left? two less. ten less | multiplication multiplied by multiply lots of groups of | share into division dividing grouping count back |

Maths vocabulary progression - EYFS to Year 6


|  | Numbers | Place Value | Addition | Subtraction | Multiplication | Division |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year 2 | two <br> hundred ... one thousand count on in 3s, tally twenty-first, twenty-second ... | greater than, > less than, < equal (to), = column partition most/greatest number pattern equivalent to | increase tens boundary commutative partition fact family regrouping partitioning bridging | difference between equals is the same as minus order exchanging partition | times table multiplication <br> row <br> column <br> fact family <br> odd <br> even <br> commutative | array row column fact family inverse divide, divided by, divided into left, left over |


|  |  | multiple of | empty box inverse ten more number bonds for 20 <br> number bonds within $20$ <br> check | ten less check inverse | multiplication fact multiplication <br> table <br> repeated addition <br> multiple of 2 <br> multiple of 5 <br> multiple of 10 <br> multiply | repeated subtraction |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |


|  | Numbers | Place Value | Addition | Subtraction | Multiplication | Division |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year 3 | ones <br> tens <br> hundreds <br> thousand <br> three digit number tenths. | exact <br> position <br> estimate <br> decimal <br> approximate <br> descending <br> ascending <br> integer <br> round <br> represent <br> ascending <br> descending | 100 more increase column digit columnar column addition mental method formal method adjusting estimate written method boundary adjust near double combine rounding empty box | 100 less decrease exchanging number sentence calculate column subtraction estimate mental method formal method fact family adjust empty box | missing number scaling multiplied by ... times larger/smaller product times table facts <br> fact family partition <br> grid empty box | missing number times table remainder partition fact family inverse operation empty box |


|  | Numbers | Place Value | Addition | Subtraction | Multiplication | Division |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year 4 | $\begin{array}{ll} \hline 1 & I \\ 2 & I I \\ 3 & \text { III } \\ 4 & I V \\ 5 & \mathrm{~V} \end{array}$ | Roman Numerals round negative convert positive | decimal addition | decimal subtraction | factor <br> factor pair <br> compact method <br> short <br> multiplication | quatient divisor dividend factors |

Maths vocabulary progression - EYFS to Year 6

|  | ```6 VI 7 VII 8 VIII q IX 10 X 50 L 100 C 500 D 1000 M``` 4 digit number thousand ten thousand hundred thousand hundredths | factor factor pair multiple |  |
| :---: | :---: | :---: | :---: |


|  | Numbers | Place Value | Addition | Subtraction | Multiplication | Division |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year 5 | millions thousandths 5 and 6 digit number mixed number decimal fraction square number cube number prime number composite number decimals with 2 and 3 decimal places | prime common factor common multiple squared <br> cubed <br> integer <br> decimal <br> improper fraction <br> mixed number <br> percentage <br> \% | approximate | approximate | prime number composite number multiple <br> common factor common multiple square number cube number squared, cubed long multiplication expanded method multiplier | compact short scale down test of divisibility |


|  | Numbers | Place Value | Addition | Subtraction | Multiplication | Division |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year 6 | millions billions | sequence pattern term | formula term oxder of | formula term oxder of | approximate formula term | brackets balance oxder of |


|  |  | first term etc. <br> rule <br> proportion <br> ratio <br> power <br> digital root | operations <br> precedence <br> mean <br> brackets <br> average | operations <br> precedence <br> brackets | oxder of <br> operations <br> precedence <br> brackets |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| precedence |  |  |  |  |  |

## Vocabulary for Algebra

| Year 6 | formulae <br> linear sequence <br> express <br> unknowns | equations <br> equivalent expression <br> number pattern <br> express | generate <br> symbols <br> Nariables |
| :--- | :--- | :--- | :--- |

## Vocabulary for Fxactions, Decimals and Percentages

|  | Fxactions | Decimals | Percentages | Ratio and proportion |
| :---: | :--- | :--- | :--- | :--- |
| EYFS | Share |  |  |  |
| Year 1 | half <br> two quarters, quarter, three <br> quarters <br> equal parts <br> equal groups <br> quantity <br> object <br> one whate |  |  |  |
| Year 2 | third <br> equivalence | Sifth, sixth, seventh, eighth, <br> ninth, tenth <br> two thirds <br> tenths <br> divided by ten <br> unit fraction | Decimal point |  |

Maths nocabulary progression - EYFS to Year 6
$\left.\begin{array}{|l|l|l|l|l|}\hline & \begin{array}{l}\text { numerator } \\ \text { denominator } \\ \text { equivalent fraction } \\ \text { discrete set } \\ \text { diagram } \\ \text { add/subtract within one whole }\end{array} & & \\ \hline \text { Year 4 } & \begin{array}{l}\text { hundredth } \\ \text { divided by 100 } \\ \text { non- unit fraction } \\ \text { common equivalent fractions }\end{array} & \begin{array}{l}\text { decimal equivalent decimal } \\ \text { places rounding }\end{array} & \begin{array}{l}\text { decimal fraction } \\ \text { nearest whole number } \\ \text { mixed number } \\ \text { proper fractions } \\ \text { thousandths } \\ \text { convert }\end{array} & \begin{array}{l}\text { per cent symbol \% } \\ \text { number of parts per } \\ \text { hundred } \\ \text { percentage } \\ \text { percentage equivalent }\end{array} \\ \hline \text { Year 5 } & \begin{array}{l}\text { simplest form } \\ \text { Year 6 }\end{array} & \begin{array}{l}\text { simplest form }\end{array} & \begin{array}{l}\text { felative size quantity } \\ \text { scale factor comparison } \\ \text { satio/ proportion } \\ \text { unequal }\end{array} \\ \text { sharing/grouping similar } \\ \text { shapes }\end{array}\right]$

Vocabulary for Geometry

|  | 2-D shape | 3-D shape | Position and <br> direction | Angles | Cooxdinates |
| :--- | :--- | :--- | :--- | :--- | :--- |
| EYFS | square <br> circle <br> rectangle <br> triangle <br> side | cube <br> cuboid <br> sphere <br> pyramid | in front <br> behind <br> on top of <br> under <br> above <br> below <br> next to | underneath <br> oxientation <br> left | turn <br> whole turn <br> half a turn |
| Year I | pentagon <br> hexagon <br> edge | cylinder <br> square based <br> pyramid |  |  |  |

Maths vocabulary progression - EYFS to Year 6

|  | corner pattern sort | triangular based pyramid <br> face <br> soxt | right | quarter of a turn three quarters of $a$ turn |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Year 2 | vertices <br> heptagon <br> nonagon <br> octagon <br> decagon <br> semi-circle <br> line of symmetry <br> vertical line <br> reflection <br> symmetry <br> compare | vertices edges prism surface compare | clockwise anticlockwise rotation | right angle 90 degrees |  |
| Year 3 | perpendicular line parallel line <br> polygon <br> diagonal <br> axis of symmetry <br> regular / irregular | nets <br> base <br> dimensions <br> polyhedron | oxientation horizontal line vertical line | greater than less than protractor |  |
| Year 4 | geometric shapes <br> quadrilateral <br> tetragon (4 sided shape) <br> trigon (3 sided shape) <br> kite <br> trapezium <br> rhombus (lozenge) <br> parallelogram <br> isosceles triangle <br> scalene triangle <br> equilateral triangle <br> dodecagon <br> hendecagon <br> dissect <br> classify |  | translation congruent oblique | acute obtuse degrees | first quadrant coordinate points |

Maths vocabulary progression - EYFS to Year 6
$\left.\begin{array}{|l|l|l|l|l|}\hline & \begin{array}{l}\text { breadth } \\ \text { width }\end{array} & \begin{array}{l}\text { regular polygon irregular } \\ \text { polygon } \\ \text { bisect } \\ \text { congruent } \\ \text { dimension } \\ \text { quindecagon } \\ \text { rotational symmetry }\end{array} & \begin{array}{l}\text { radius } \\ \text { diameter } \\ \text { circumference }\end{array} & \begin{array}{l}\text { adjacent } \\ \text { intersection } \\ \text { rotational } \\ \text { on a line }\end{array}\end{array} \begin{array}{l}\text { reflex } \\ \text { base angles interior } \\ \text { exterior }\end{array}\right\}$

## Vocabulary for Measures

|  | Money | Time | Length and height | Weight and mass | Volume and capacity | Area and perimeter |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| EYFS | coin <br> note one pence | quicker slower before after <br> next <br> first <br> today <br> morning <br> afternoon <br> evening <br> clock <br> Monday <br> Tuesday <br> Wednesday <br> Thursday <br> Fxiday <br> Saturday | long short tall/shoxt longest shortest | heavy light | full empty more less |  |

Maths vocabulary progression - EYFS to Year 6

|  |  | Sunday |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year 1 | pound pence $2 p, 5 p, 10 p$ | long hand shoxt hand hour o'clock half past half hour months of the year quicker than slower than quickest quicker than slower than slowest tomorrow yesterday day week month year minute second calendar chronalagical order tell the time | longer than shorter than taller than smaller than double/half ruler tape measure metre stick trundle wheel scale | heavier than lighter than hot cold hotter than colder than temperature thermometer scales scale | half full half empty more than less than quarter half <br> jug measuring cylinder scale |  |
| Year 2 | $\begin{aligned} & 20 p, 50 p, £ 1, £ 2, £ 5, £ 10 \\ & \text { total cost } \\ & \text { change } \end{aligned}$ | minute hand hour hand quarter past quarter to 5 past, 10 past, 20 past, 25 past 5 to, 10 to, 20 to, 25 to | standard unit cm <br> metre <br> half a metre quarter of a metre estimate measure length | standard unit kilogram half a kilogram quarter of a kilogram <br> grams degrees positive/negative estimate | standard unit litre half a litre quarter of a litre estimate measure millilitre measuring vessel |  |

Maths vocabulary progression - EYFS to Year 6

|  |  | 24 hours in a day |  | measure |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year 3 | decimal notation of money | 12 hour <br> 24 hour <br> decade <br> leap year <br> century <br> noon <br> midnight <br> am <br> pm <br> Roman numerals <br> Estimate <br> duration | metric millimetre kilometre perimeter breadth width convert | metric convert difference | metric convert | centimetre perimeter millimetre metre |
| Year 4 |  | analogue digital 24 hour |  |  |  | area <br> square <br> centimetres <br> rectilinear shape counting |
| Year 5 |  |  | imperial <br> inches <br> feet <br> approximate | imperial pounds ounces stones approximate | imperial pints approximate cuboids cubic centimetres | standard units square metres compound area |
| Year 6 |  |  | miles |  | formulae cubic kilometres cubic millimetres | formulae |

Vocabulary for Statistics

| EYFS | chart <br> tally |
| :--- | :--- |
| Year I | tally chart <br> pictogram <br> sort |


| Maths vocabulary progression - EYFS to Year 6 |  |
| :--- | :--- |
| Year | block graph/bar charts Venn diagram Carroll diagram <br> table <br> category <br> total <br> compare scale <br> calendar <br> How many more? <br> How many fewer? |
| Year 3 | axis <br> interpret <br> key subset <br> timetable <br> information <br> graph |
| Year 4 | discrete data continuous data time graphs <br> comparison <br> sum <br> difference |
| Year 5 | frequency chart <br> line graph |
| Year 6 | mean, average <br> median, mode <br> pie chart <br> scatter graph |

## Common words and Phrases within Problem Solving.

Approximately, accurately, calculate, check, coxrect, difference, efficient, equal, equally, equivalent, explain how you know, inverse operation, make an estimate, missing, not to scale, show your workings, to the nearest one decimal point

All of these woxds are used in a xange of contexts however, depending on the type of problem you are asked to solve, the interpretation of the word is different.

