



Kingsholm C of E Primary School and Nursery
Mathematics Overview

Nursery	Autumn Term	Key vocabulary	Spring Term	Key vocabulary	Summer Term	Key vocabulary
	Week 1 and 2 – Baselines and settling in Number: Place Value - Count out loud to 10, beginning at 0 - Count using 1:1 correspondence, using a nursery rhyme such as 5 little ducks or 5 currant buns. - To recognise that the number you ended on is the total you have – Cardinality Measurements: Space - To begin to respond to language of position and direction - To move safely within a given space - To create shapes in play within a given space Measurements: Weight and Height - Measures and talks about different lengths and heights - Uses the language of 'tall,' 'short,' 'long' - To respond to language of length and height "tall", "short", "long" - To begin to compare two different lengths and height Geometry: Pattern - To join in with a simple pattern in sounds, objects, colour - To copy a simple pattern in sounds, objects, colour - To begin to create their own patterns - To predict what comes next in a pattern	Counting up the number line Bigger Larger Adding One more than One Two Three Four Five Six Seven Eight Nine Ten How many Forwards Backwards Next to Behind On top Under Slow Fast Walk Run Sit Tall Short Long Tiny Wide Big Little Medium Gigantic Enormous Longest Shortest Compare Difference Repeating Pattern First Next Then Predict	Measurements: Space - To begin to respond to language of position and direction - To move safely within a given space - To create shapes in play within a given space Number: Place Value - Count out loud to 10, beginning at 0 - Count backwards from 10 out loud, starting at 10 - To recognise that the number you ended on is the total you have – Cardinality - To identify and represent numbers 0- 3 using objects and other representations such as tens frames - To explore different representations of the same numbers - To say one more than a given number to 3 - To say one less than a given number to 3 - Counting using 1:1 correspondence - Counting out from a large group Number: Addition and Subtraction - To say one less than a give number to 5 - To say one more than a given number to 5 - To begin to talk about different representations of the same number; 1 +1 = 2, 2 +0 = 2 Geometry: Shape - To begin to identify some common 2d shapes; circle and triangle - To recognise some 2d shapes in everyday objects - To show some awareness of the similarities and differences of shapes Measurements: Time - To begin to sequence key events in their day - To use the language of now and next when talking about events - To use language such as yesterday, today, tomorrow; when talking about what is happening - To use the days of the week names when talking about what is happening Measurements: Volume Measure and compare volume and capacity (less than, more than, full, empty, half full)	Forwards Backwards Next to Behind On top Under Slow Fast Walk Run Sit Counting up the number line Counting down the number line Bigger Larger Adding One more than One Two Three Four Five Six Seven Eight Nine Ten Zero One less than Digit Numeral Tens frame Count takeaway one more than one less than adding taking away altogether total equals plus more than circle triangle 2d Flat Sides Corners Point Round Continuous	Number: Place Value - Count out loud to 10, beginning at 0 - Count backwards from 10 out loud, starting at 10 - To recognise that the number you ended on is the total you have – Cardinality - To identify and represent numbers 0- 3 using objects and other representations such as tens frames - To explore different representations of the same numbers - To say one more than a given number to 5 - To say one less than a given number to 5 - Counting using 1:1 correspondence - Counting out a set amount from a larger group - To begin to use marks of your choosing to represent numbers; digit, lines, circles etc - To recognise the digits 0-5 Number: Addition and Subtraction - To say one less than a give number to 5 - To say one more than a given number to 5 - To begin to talk about different representations of the same number; 1 +1 = 2, 2 +0 = 2 Measurements: Space - To respond to language of position and direction - To move safely within a given space - To create shapes in play within a given space Measurements: Time - To sequence key events in their day - To use the language of now and next when talking about events - To use language such as yesterday, today, tomorrow; when talking about what is happening - To use the days of the week names when talking about what is happening	Counting up the number line Counting down the number line Bigger Larger Adding One more than One Two Three Four Five Six Seven Eight Nine Ten Zero One less than Digit Numeral Tens frame Count takeaway Takeaway Adding One more One less Less than More than Equals Total Altogether Plus Forwards Backwards Next to Behind On top Under Slow Fast Walk Run Sit Monday Tuesday Wednesday Thursday Friday Saturday Sunday Days of the week The weekend Now Next Then Yesterday Tomorrow Today
Reception	Autumn Term	Key vocabulary	Spring Term	Key vocabulary	Summer Term	Key vocabulary

	Week 1 and 2 – Baselines and settling in <u>Number: Place Value</u> - Count out loud to 10, beginning at 0 - Count using 1:1 correspondence, using a nursery rhyme such as 5 little ducks or 5 currant buns. - To recognise that the number you ended on is the total you have – Cardinality - To count out loud to 5, starting at a different place in the number line - To count backwards from 5 - To order numbers 0-5 <u>Number: Addition and Subtraction</u> - To recognise the digits 0-5 - Represent numbers 0-5 using the digit and other manipulatives; tens frames, numicon, dice, fingers - To begin to find different ways of grouping the same number; 2 + 1 = 3, 3 + 0 = 3 - To find one more or one less than a given number to 5 - To say one more or one less than a given number to 5 <u>Geometry: Shape</u> - To begin to identify some common 2d shapes; circle and triangle - To recognise some 2d shapes in everyday objects - To show some awareness of the similarities and differences of shapes <u>Measurements: Space</u> - To begin to respond to language of position and direction - To move safely within a given space - To create shapes in play within a given space <u>Geometry: Pattern</u> - To join in with a simple pattern in sounds, objects, colour - To copy a simple pattern in sounds, objects, colour - To begin to create their own patterns - To predict what comes next in a pattern <u>Measurements: Length, height and weight</u> - Measures and talks about different lengths and heights - Uses the language of 'tall,' 'short,' 'long' - To respond to language of length and height "tall", "short", "long" - To begin to compare two different lengths and height	Counting up the number line Bigger Larger Adding One more than One Two Three Four Five Six Seven Eight Nine Ten How many Adding Takeaway One more One less Less than More than Equals Altogether Total Plus Digit Tens frame Numicon Dice Groups Zero One Two Three circle triangle 2d Flat Sides Corners Point Round Continuous One Three Forwards Backwards Next to Behind On top Under Slow Fast Walk Run Repeating Pattern First Next Then Predict Tall Short Long Tiny Wide Big Little Medium Gigantic Enormous Longest Shortest Compare Difference	<u>Number: Addition and Subtraction</u> - To recognise the digits 0-6 - Represent numbers 0-6 using the digit and other manipulatives; tens frames, numicon, dice, fingers - To find one more or one less than a given number to 6 - To say one more or one less than a given number to 6 - To begin to recall number facts for some numbers 0-6 (2+2=4, 3+2=5, 1+1=2) - To write the digits that represent numbers 0-6 <u>Number: Place Value</u> - Count out loud to 10, beginning at 0 - Count using 1:1 correspondence, using a nursery rhyme such as 5 little ducks or 5 currant buns. - To recognise that the number you ended on is the total you have – Cardinality - To count out loud to 10, starting at a different place in the number line - To count backwards from 6 - To order numbers 0-6 - To count, read and write numbers to 6 in numerals <u>Geometry: Shape</u> - To identify some common 2d shapes; circle, triangle, square, rectangle - To recognise some 2d shapes in everyday objects - To draw a common 2d shape - To begin to recall some properties of common 2d shapes; a triangle has 3 sides, a square has 4 sides etc <u>Measurements: Space</u> - To begin to respond to language of position and direction - To move safely within a given space - To create shapes in play within a given space <u>Measurements: Time</u> - To begin to sequence key events in their day - To use the language of now and next when talking about events - To use language such as yesterday, today, tomorrow; when talking about what is happening - To use the days of the week names when talking about what is happening - To recognise digits 1-6 on a clock - To begin to use the language of time; "it's 3 o'clock" <u>Measurements: Volume</u> - Measure and compare volume and capacity (less than, more than, full, empty, half full)	Adding Takeaway One more One less Less than More than Equals Altogether Total Plus Digit Tens frame Numicon Dice Groups Zero One Two Three Counting up/down the number line Bigger Larger Adding One more than One Two Three Four Five Six Seven Eight Nine Ten How many Circle triangle 2d Flat Sides Corners Point Round Continuous One Three Forwards Backwards Next to Behind On top Under Slow Fast Walk Run Time Clock O'clock Big hand Little hand Now Next Yesterday Today Tomorrow Then Next First Full Half full Empty Fill More than Less than Similar different	<u>Number: Addition and Subtraction</u> - To recognise the digits - Represent numbers 0-10 using the digit and other manipulatives; tens frames, numicon, dice, fingers - To find one more or one less than a given number to 10 - To say one more or one less than a given number to 10 - To begin to recall number facts for some numbers 0-10 (5+5=10, 4+3=7, 8+1=9) - To write the digits that represent numbers 0-10 <u>Number: Place Value</u> - Count to 10, forwards or backwards beginning at 0 or 1, or any given place on the number line - Count out loud to 20, beginning at 0 - Confidently Count using 1:1 correspondence up to 10 and beyond - To recognise that the number you ended on is the total you have – Cardinality - To count out loud to 20, starting at a different place in the number line - To order numbers 0-10 - To count, read and write numbers to 10 in numerals - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least. <u>Geometry: Shape</u> - To identify some common 2d shapes; circle, triangle, square, rectangle - To recognise some 2d shapes in everyday objects - To draw a common 2d shape - To begin to recall some properties of common 2d shapes; a triangle has 3 sides, a square has 4 sides etc - To identify and name common 3d shapes (cube, pyramid, sphere, cuboid) - To talk about similarities and differences between 2d and 3d shapes <u>Measurements: Space</u> - To respond to language of position and direction - To move safely within a given space - To create shapes in play within a given space - To give instructions using the language of position and direction <u>Measurements: Time</u> - To begin to sequence key events in their day - To use the language of now and next when talking about events - To use language such as yesterday, today, tomorrow; when talking about what is happening - To use the days of the week names when talking about what is happening - To recognise digits 1-10 on a clock - To begin to use the language of time; "it's 3 o'clock" <u>Measurement: Money</u> - Recognise and begin to understand the value of different denominations of coins and notes.	Adding Takeaway One more One less Less than More than Equals Altogether Total Plus Digit Tens frame Numicon Dice Groups Zero One Two Three Counting up/down the number line Bigger Larger Adding One more than One Two Three Four Five Six Seven Eight Nine Ten How many Circle triangle 2d Flat Sides Corners Point Round Continuous One Three 3d Faces Edges Height Depth Cube. Cuboid Sphere cone pyramid Forwards Backwards Next to Behind On top Under Slow Fast Walk Run Time Clock O'clock Big hand Little hand Now Next Yesterday Today Tomorrow Then Next First £1. £2, 1p, 2p, 3p, 4p
Year 1	Autumn Term	Key vocabulary	Spring Term	Key vocabulary	Summer Term	Key vocabulary

	<u>Number: Place Value</u> - Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers to 10 in numerals and words. - Given a number, identify one more or one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least. <u>Number: Addition and Subtraction</u> - Represent and use number bonds and related subtraction facts within 10 - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. - Add and subtract one-digit numbers to 10, including zero. - Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. <u>Geometry: Shape</u> - Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) - Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.) <u>Number: Place Value</u> - Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. - Count, read and write numbers to 20 in numerals and words. - Given a number, identify one more or one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	Equal to More than, more, greater than Less than (fewer), less Most Least Zero Count Numeral Digit Place value T O - Tens and Ones Partition Tens frame Numicon Dienes Cubes – unifix Counters Equal to, the same as, altogether, total Part, part, whole model Take away, Minus Plus Symbol Sum Number sentence Difference Digit Number bond Operation Related facts (fact families) 3D Cube Cylinder Cuboid Pyramid Cone Sphere Prism 2D Triangle Square Rectangle Circle Oblong Property/ies Side Edge Corner Surface Number line One more One less	<u>Number: Addition and Subtraction</u> - Represent and use number bonds and related subtraction facts within 20 - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. - Add and subtract one-digit and two-digit numbers to 20, including zero. - Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ <u>Place Value</u> - Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. - Count, read and write numbers to 50 in numerals. - Given a number, identify one more or one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. - Count in multiples of twos, fives and tens. <u>Measurement: Length and Height</u> - Measure and begin to record lengths and heights. - Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) <u>Measurement: Weight and Volume</u> - Measure and begin to record mass/weight, capacity and volume. - Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	Addition, add, plus Subtraction, subtract, take away Equal to, the same as, altogether Zero See Autumn term vocabulary Pattern Number line More than Less than Order Compare See Autumn term vocabulary Smallest Greatest Length Height Double/half Long/short Longer/shorter Capacity Volume Compare Mass Weight Measure Measuring tools – ruler, metre stick, Volume	<u>Number: Multiplication and Division</u> - Count in multiples of twos, fives and tens. - 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. <u>Number: Fractions</u> - 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. - Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) - Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] <u>Geometry: position and direction</u> - Describe position, direction and movement, including whole, half, quarter and three-quarter turns <u>Number: Place Value</u> - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers to 100 in numerals. - Given a number, identify one more and one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. <u>Measurement: Money</u> - Recognise and know the value of different denominations of coins and notes. <u>Measurement: Time</u> - 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, describe and solve practical problems for time [for example, quicker, slower, earlier, later] - Measure and begin to record time (hours, minutes, seconds)	Array Row Multiple Share Multiply, lots of Common fraction Simple fraction Full/empty More than/less than Half quarter Whole turn, quarter turn, three-quarter turn, turn Rotation See Autumn and Spring term vocabulary Denomination 1p, 2p, 5p, 20p, 50p, £1, £5, £10 Time Analogue clock Digital clock direction Clockwise Anti-clockwise Chronological Hour Minute Seconds Infinite
Year 2		Key vocabulary		Key vocabulary		Key vocabulary

	<u>Time</u> (teach for 2/3 days then as continuous provision throughout year) - 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. Compare and sequence intervals of time <u>Place Value</u> - Read and write numbers to at least 100 in numerals and words - Recognise the place value of each digit in a two digit number - Identify, represent and estimate numbers using different representations including the number line. - Compare and order numbers from 0 up to 100 - Use < > = - Use place value and number facts to solve problems - Count in steps of 2, 3, 5 from 0 and in tens from any number backwards and forwards. <u>Addition and subtraction</u> - Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100 - Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers. - Show that the addition of two numbers can be done in any order and subtraction of one number from another cannot. - 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. - Recognise and use the inverse relationships between addition and subtraction and use this to check calculations and solve missing number problems. <u>Money</u> - 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 giving change	Quarter Quarter past Quarter to Interval Half Half past Centi-, Complement, estimate, inverse, relationship, Place value columns T O – Tens and Ones Greater than Less than Equal to Compare Order Groups of Addition, add Subtraction, subtract Equal to, equals Commutative (associative) Bridging Exchange Pence Pounds Coin	<u>Multiplication and division:</u> - Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. - Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. - Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. <u>Fractions</u> - Recognise, find, name and write fractions $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ of a length, shape, set of objects or quantity. - Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	Equal groups Sharing equally Unequal Lots of How many ___ go in to ___ Commutative (associative) Dividend, divisor, quotient (introduce) Multiplicand, multiplier, product (introduce) Inverse Numerator Denominator Equivalent Unit fraction Non-unit fraction	<u>Statistics:</u> - Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. - 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. <u>Shapes</u> - Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. - 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 and 3-D shapes and everyday objects. <u>Mass, capacity and temperature</u> - 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 =. <u>Position and Direction</u> - 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 anti-clockwise). - Order and arrange combinations of mathematical objects in patterns and sequences.	Bar chart Block graph Carrol diagram Pictogram Chart Column graph Diagram Data Frequency Graph Pentagon Hexagon Curved surface Symmetry Composite shape Vertex Vertices Symmetry Centi- Centimetre Metre Kilo- Kilograms Grams Temperature °C (degrees centigrade) Degrees Litres Millilitres Angles Right-angle Position
Year 3		Key vocabulary		Key vocabulary		Key vocabulary

	<u>Measurement – time</u> (teach for 2/3 days then as continuous provision throughout year) 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. <u>Place Value</u> - Identify, represent and estimate numbers using different representations. - Find 10 or 100 more or less than a given number. - Recognise the place value of each digit in a three -digit number (hundreds, tens and ones). - Compare and order numbers up to 1000. - Read and write numbers up to 1000 in numerals and in words. - Solve number problems and practical problems involving these ideas. <u>Addition and subtraction</u> - 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. - Estimate the answer to a calculation and use inverse operations to check answers. - Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <u>Multiplication and division</u> - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. - Count from 0 in multiples of 4, 8, 50 and 100	Analogue Hour, minute, second O'clock AM PM Decomposition Integer Multiple Th H T O Addend + Addend = Sum Addition, add Minuend – Subtrahend = Difference Subtraction, subtract Approximation Written column addition Written column subtraction Divisible Inverse Operation Digit Exchange Inverse Operation <i>Dividend, divisor and quotient</i> Multiplicand, multiplier and product Digit	<u>Number – multiplication and division</u> - Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. - Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <i>n</i> objects are connected to <i>m</i> objectives. <u>Measurement - money</u> - Add and subtract amounts of money to give change, using both £ and p in practical contexts. <u>Statistics</u> - Interpret and present data using bar charts, pictograms and tables. - 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. <u>Measurement – length and perimeter</u> - Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). - Measure the perimeter of simple 2D shapes. <u>Number – fractions</u> - 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 and use fractions as numbers: unit fractions and non-unit fractions with small denominators. - Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. - Solve problems that involve all of the above.	Inverse Operation <i>Dividend, divisor and quotient</i> Multiplicand, multiplier and product Digit Pounds Pence Axis Bar chart Table Millimetres Centimetres Metres Kilograms Grams Litres Millilitres Numerator Denominator Unit fraction Non-unit fraction	<u>Number – fractions</u> - Recognise and show, using diagrams, equivalent fractions with small denominators. - Compare and order unit fractions, and fractions with the same denominators. - Add and subtract fractions with the same denominator within one whole [for example, $57 + 17 = 67$] - Solve problems that involve all of the above. <u>Measurement – time</u> - 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]. <u>Geometry – properties of shape</u> - 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. - Draw 2-D shapes and make 3-D shapes using modelling materials. - Recognise 3-D shapes in different orientations and describe them. <u>Measurement – mass and capacity</u> - Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	Numerator Denominator Equivalent fraction day month year Horizontal Vertical Parallel Perpendicular Prism Acute angle Right angle Obtuse angle Reflex angle Trapezium Rhombus Parallelogram Heptagon Octagon Nonagon Decagon Hendecagon Dodecagon Ruler Millimetres Centimetres Metres Kilograms Grams Litres Millilitres
Year 4		Key vocabulary		Key vocabulary		Key vocabulary
	<u>Time</u> (teach for 2/3 days then as continuous provision throughout year)		<u>Fractions</u> Recognise and show, using diagrams, families of common equivalent fractions	Equivalent fraction Tenths	<u>Time</u> Read, write and convert time between analogue and digital 12- and 24-hour clocks	

	• Read, write and convert time between analogue and digital 12- and 24-hour clocks <u>Place Value</u> • Count in multiples of 6, 7, 9, 25 and 1000 • Find 1000 more or less than a given number • Count backwards through zero to include negative numbers • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • Order and compare numbers beyond 1000 • Identify, represent and estimate numbers using different representations • 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 • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. <u>Addition and subtraction</u> • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • Estimate and use inverse operations to check answers to a calculation • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. <u>Multiplication and division</u> • 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 • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout • 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	negative number negative integer positive number round multiple TTh Th H T O	• Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • 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 • Add and subtract fractions with the same denominator <u>Decimals</u> • Recognise and write decimal equivalents of any number of tenths or hundredths • Recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • 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 • Solve simple measure and money problems involving fractions and decimals to two decimal places. <u>Measurements</u> • Convert between different units of measure [for example, kilometre to metre; hour to minute] • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • Find the area of rectilinear shapes by counting squares estimate, compare and calculate different measures, including money in pounds and pence	Hundredths Thousandths	• Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. <u>Geometry – properties of shape</u> • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • 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. <u>Geometry – position and direction</u> • 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 interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. <u>Statistics</u> • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	Quadrilateral
Year 5		Key vocabulary		Key vocabulary		Key vocabulary
	<u>Place Value</u> • Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.	M HTh TTh Th H T O . $\frac{1}{10}$ $\frac{1}{100}$ $\frac{1}{1000}$	<u>Number – Multiplication and Division</u> • Multiply and divide numbers mentally drawing upon known facts. • Multiply numbers up to 4 digits by a one or two-digit number using a formal written	Short multiplication Recurring (decimals) Long multiplication Short division Remainder	<u>Number: Decimals</u> • Solve problems involving number up to three decimal places. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	

	- Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. - Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 - Solve number problems and practical problems that involve all of the above. - Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <u>Addition and subtraction</u> - Add and subtract numbers mentally with increasingly large numbers. - Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <u>Statistics</u> - Solve comparison, sum and difference problems using information presented in a line graph. - Complete, read and interpret information in tables including timetables. <u>Multiplication and division</u> - Multiply and divide numbers mentally drawing upon known facts. - Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. - Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. - Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3) - Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. - Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. - Establish whether a number up to 100 is prime and recall prime numbers up to 19 <u>Perimeter and area</u> - Measure and calculate the perimeter of composite rectilinear shapes in cm and m. - Calculate and compare the area of rectangles (including squares), and including using standard units, cm²,m², estimate the area of irregular shapes.	Powers of Square number Square root Cube number Cube root Prime number Prime factor Common factor Common multiple Composite shape Square metre Square centimetre Square millimetre	method, including long multiplication for 2-digit numbers. - 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. - Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign. <u>Number: Fractions</u> - Compare and order fractions whose denominators are multiples of the same number. - 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 [for example $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$] - 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. - Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$] - Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <u>Number: Decimals and Percentages</u> - Read, write, order and compare numbers with up to three decimal places. - 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. - Solve problems involving number up to three 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.	Cancel a fraction (simplify) Proper fraction Improper fraction (vulgar fraction) Mixed number (mixed fraction) Percentage %	- Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. <u>Geometry- Properties of Shapes and Angles</u> - Identify 3D shapes, including cubes and other cuboids, from 2D representations. - Use the properties of rectangles to deduce related facts and find missing lengths and angles. - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. - 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 $\frac{1}{2}$ a turn (total 180o) other multiples of 90° <u>Geometry- position and direction</u> - 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. <u>Measurement- converting units</u> - Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml] - Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. - Solve problems involving converting between units of time. <u>Measures Volume</u> - Estimate volume [for example using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] - Use all four operations to solve problems involving measure.	Angle at a point (around a point = 360°) Angle at a point on a straight line (on a straight line= 180°) Octahedron Polyhedron Tetrahedron Irregular Net Reflection Metric units of measure Imperial units of measure – inch, feet, yard, miles, ounce, pound Volume Cubic metre Cubic centimetre Cubic millimetre
Year 6		Key vocabulary		Key vocabulary		Key vocabulary
	<u>Number: Place Value</u> •Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. •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.	TM M HTh TTh Th H T O . $\frac{1}{10} \frac{1}{100} \frac{1}{1000}$	Number: Decimals • Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. • Multiply one-digit numbers with up to 2 decimal places by whole numbers.		Geometry properties of shapes • Draw 2-D shapes using given dimensions and angles • Recognise, describe and build simple 3-D shapes, including making nets • Compare and classify geometric shapes based on their properties and sizes and find unknown	Circumference Radius Cross-section Vertically opposite (opposing) angles

	<u>Number: Addition, subtraction, multiplication & division</u> •Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. •Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. •Divide numbers up to 4 digits by a 2-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 2-digit number using the formal written method of short division, interpreting remainders according to the context. •Perform mental calculations, including with mixed operations and large numbers. •Identify common factors, common multiples and prime numbers. •Use their knowledge of the order of operations to carry out calculations involving the four operations. •Solve problems involving addition, subtraction, multiplication and division. •Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy. 4 <u>Fractions</u> •Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. •Compare and order fractions, including fractions > 1 •Generate and describe linear number sequences (with fractions) •Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. •Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] •Divide proper fractions by whole numbers [for example $\frac{1}{3} \div 2 = \frac{1}{6}$] •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. <u>Geometry Position and Direction</u> •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.	Long division Order of operation Brackets Indices (order)	• Use written division methods in cases where the answer has up to 2 decimal places. • Solve problems which require answers to be rounded to specified degrees of accuracy. Number: Percentages • Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. • Recall and use equivalences between simple fractions, decimals and percentages including in different contexts. Number: Algebra • 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. Converting Units • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places 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 3dp. Convert between miles and kilometres. • Area and Volume 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 cm^3, m^3 and extending to other units (mm^3, km^3) Ratio • 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 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. Statistics • Interpret and construct pie charts and line graphs and use these to solve problems • Calculate and interpret the mean as an average.	Algebra Expression Formula Scale factor Average Mean Median Mode	angles in any triangles, quadrilaterals, and regular polygons • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Revision for SATs. Post-SATs - Consolidation, investigations and preparations for KS3	
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