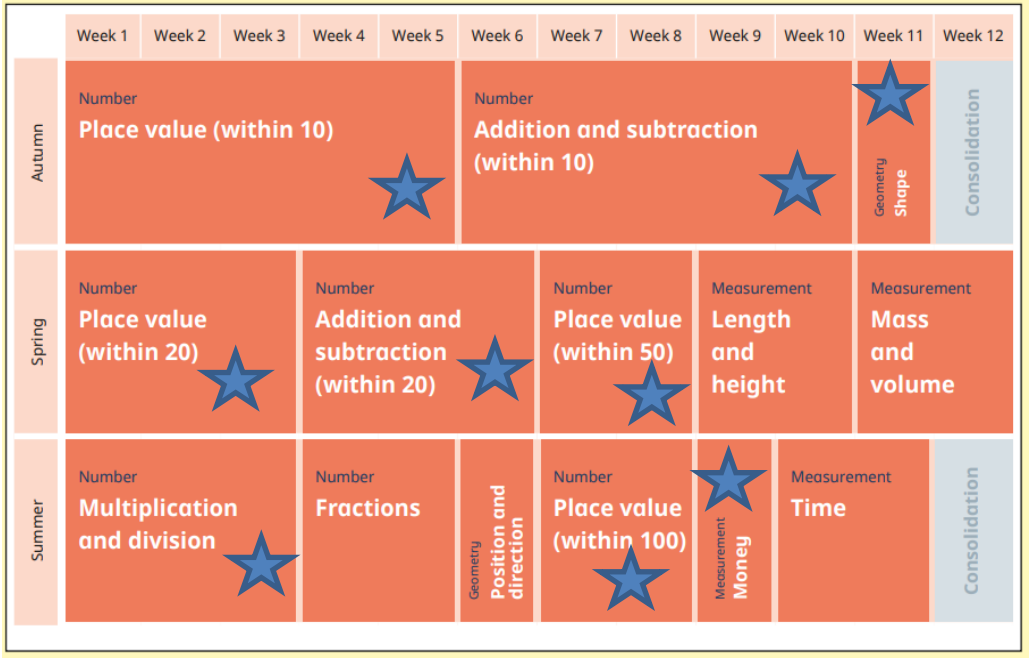
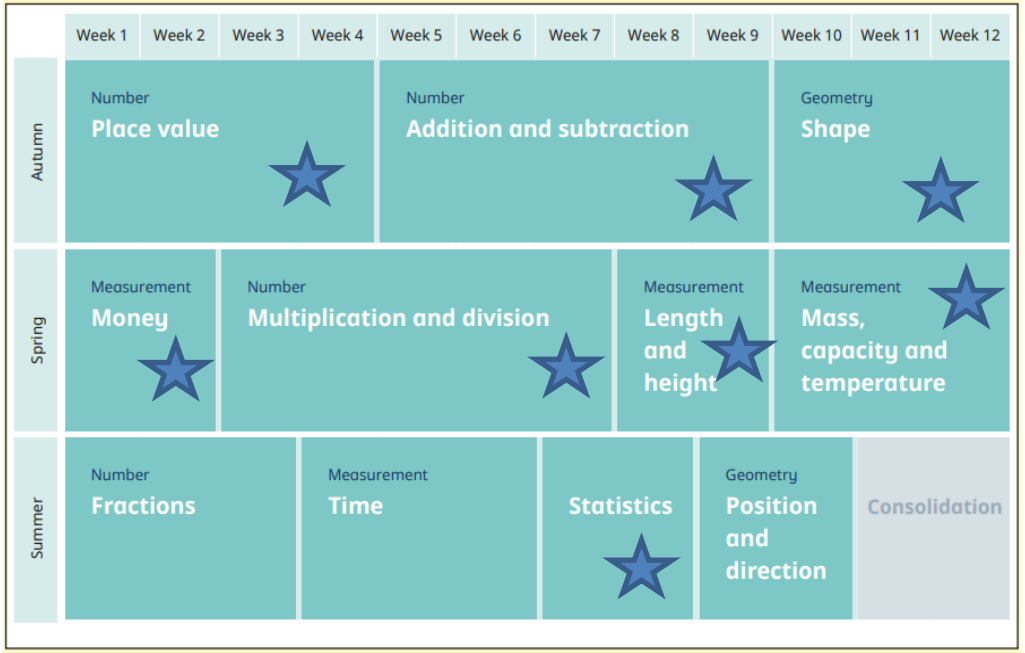
Blidworth & Rainworth Primary School Partnership
Maths Subject Pathway 2025-2026

Subject Rationale – Maths
Mathematics equips pupils with a uniquely powerful set of tools to understand and navigate the world around them. These tools include logical reasoning, investigation, problem solving skills and the ability to think in abstract ways. Mathematics is important in everyday life and, with this in mind, we endeavour to ensure that children develop a positive and enthusiastic attitude towards the subject. We are committed to ensuring that all pupils master the key concepts of mathematics, appropriate for their age group, in order that they make genuine progress and avoid gaps in their understanding that can provide barriers to learning as they move through education.

Long Term Overview – Maths Year 1



Long Term Overview – Maths Year 2



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Long Term Overview – Maths Year 3

Long Term Overview – Maths Year 4

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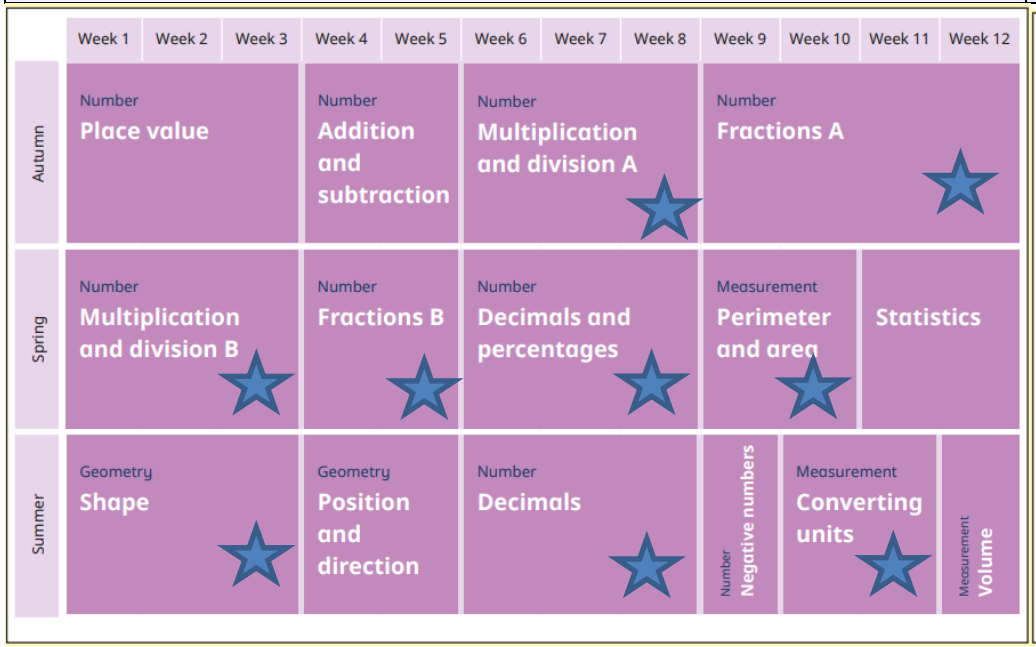
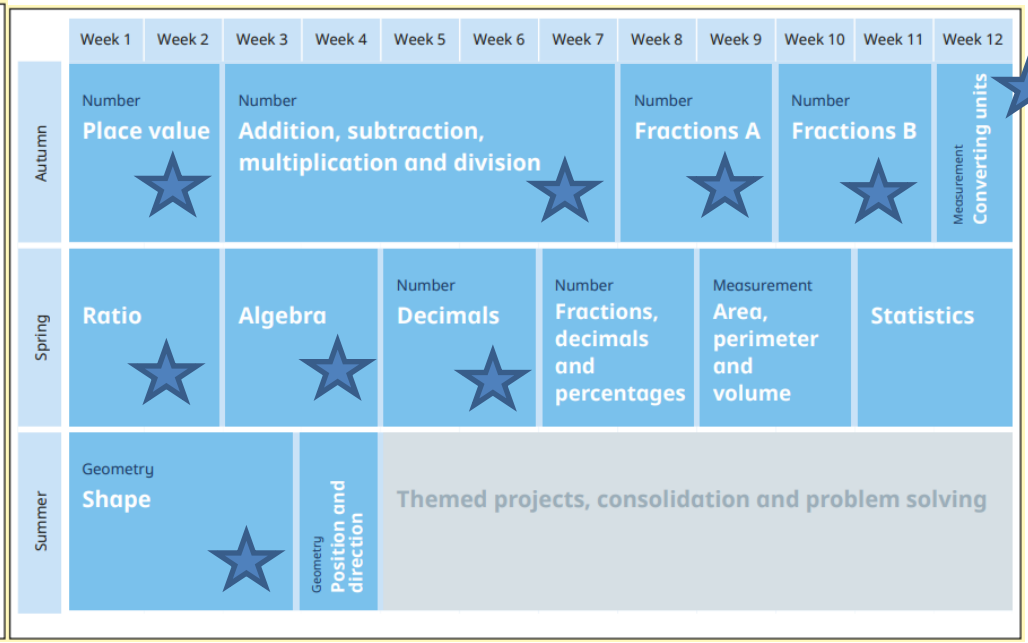
Long Term Overview – Maths Year 5



Long Term Overview – Maths Year 6



Key: ★ Indicates a unit that links to the Ready to Progress statements.

Skills Progression Mapping – Maths

	FS1	FS2
Place Value	• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Say one number for each item in order: 1,2,3,4,5.	• Count objects, actions and sounds. • Subitise. • Count beyond ten. • Compare numbers.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count numbers to 100 in numerals; count in multiples of twos, fives and tens • identify and represent numbers using objects and pictorial representations • read and write numbers to 100 in numerals • read and write numbers from 1 to 20 in numerals and words • given a number, identify one more and one less	• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • read and write numbers to at least 100 in numerals and in words • identify, represent and estimate numbers using different representations, including the number line • recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use and = signs • use place value and number facts to solve problems	• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 • solve number problems and practical problems involving these ideas	• count in multiples of 6, 7, 9, 25 and 1000 • count backwards through zero to include negative numbers • identify, represent and estimate numbers using different representations • 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 • find 1000 more or less than a given number • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000 • 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	• count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • count forwards and backwards with positive and negative whole numbers, including through zero • read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit • read Roman numerals to 1000 (M) and recognise years written in Roman numerals • (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit • interpret negative numbers in context • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above	• read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit • (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit • 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

Skills Progression Mapping – Maths

	FS1	FS2
Addition & Subtraction	• Compare quantities using language: 'more than', 'fewer than'.	• Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition & Subtraction	• add and subtract one-digit and twodigit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems	• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: Ø a two-digit number and ones Ø a two-digit number and tens Ø two two-digit numbers Ø adding three onedigit numbers • solve problems with addition and subtraction: Ø using concrete objects and pictorial representations, including those involving numbers, quantities and measures Ø applying their increasing knowledge of mental and written methods	• add and subtract numbers mentally, including: Ø a three-digit number and ones Ø a three-digit number and tens Ø a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	• perform mental calculations, including with mixed operations and large numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why

Skills Progression Mapping – Maths

	FS1	FS2
Multiplication & Division	•	• Automatically recall number bonds for numbers 0–5 and some to 10.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division	• 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	• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • 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	• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for twodigit 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 n objects are connected to m objects	• 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 onedigit 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	• identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • multiply numbers up to 4 digits by a one- or twodigit number using a formal written method, including long multiplication for two-digit numbers • multiply and divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	• identify common factors, common multiples and prime numbers • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication · divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context · divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context · perform mental calculations, including with mixed operations and large numbers • solve problems involving addition, subtraction, multiplication and division • use their knowledge of the order of operations to carry out calculations involving the four operations

Skills Progression Mapping – Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions	• recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	• recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity • Recognise the equivalence of 1/2 and 2/4. • write simple fractions	• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • 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 • solve problems that involve all of the above	• count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • recognise and show, using diagrams, families of common equivalent fractions • add and subtract fractions with the same denominator • 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	• 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 • compare and order fractions whose denominators are all multiples of the same number • 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	• use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions > 1 • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form • divide proper fractions by whole numbers.

Skills Progression Mapping – Maths						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Decimals	•	•	•	• recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to 1/4, 1/2 and 1/3 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	• read and write decimal numbers as fractions • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places • 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 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25	• identify the value of each digit in numbers given to three decimal places • associate a fraction with division and calculate decimal fraction equivalents • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

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

Skills Progression Mapping – Maths		
	FS1	**FS2**

Algebra	• Talk about and identify the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern.	• Continue, copy and create repeating patterns.

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

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

Skills Progression Mapping – Maths		
	FS1	FS2

Measure	• Make comparisons between objects relating to size, length, weight and capacity.	• Compare length, weight and capacity.

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

Skills Progression Mapping – Maths

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

Skills Progression Mapping – Maths

	FS1	FS2

Time	• Use a visual timetable to know what is happening next.	• Use a visual timetable to plan and process the daily routine. • Understand which day comes next • Understanding periods of time (days of the week, months of the year, seasons)

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

Skills Progression Mapping – Maths		
	FS1	FS2

Shape	• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc.	• Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shape	• recognise and name common 2-D shapes • recognise and name common 3-D shapes	• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify 2-D shapes on the surface of 3-D shapes • compare and sort common 2-D shapes and everyday objects • compare and sort common 3-D shapes and everyday objects	• draw 2-D shapes • make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify lines of symmetry in 2-D shapes presented in different orientations	• distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • use the properties of rectangles to deduce related facts and find missing lengths and angles • identify 3-D shapes, including cubes and other cuboids, from 2-D representations	• draw 2-D shapes using given dimensions and angles • compare and classify geometric shapes based on their properties and sizes • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • recognise, describe and build simple 3-D shapes, including making nets

Skills Progression Mapping – Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statistics	•	• 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	• 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	• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	• complete, read and interpret information in tables, including timetables • solve comparison, sum and difference problems using information presented in a line graph	• interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average

Skills Progression Mapping – Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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

Skills Progression Mapping – Maths

	FS1	FS2
Position & Direction	• Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.	• Use an increasing range of prepositions: 'behind', 'in front', 'next to' and 'in between'

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Position & Direction	• describe position, direction and movement, including whole, half, quarter and three-quarter turns	• order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)	•	• describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon	• identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	• describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Vocabulary Progression Mapping – Maths

Maths - FS2

Number & Place Value	Addition & Subtraction	Multiplication & Division	Fractions

count, subitise, order/ordinal, compare, forwards, backwards, numerals, digit, one more, one less, equal to, same, more than, less than (fewer)	add, plus, altogether, total, take away/minus, composition, number bonds, part, whole, digit	double, half, twice as many, equal, unequal, share, group, odd, even	
Measure		**Position & Movement**	**Shape**
measure, wide(er), narrow(er), compare, long(er)(est), short(er)(est), length, height, tall(er), weight, capacity, heavy/light, heavier than, lighter than, bug/bigger/biggest, full/empty, more than, less than, half/half full, time, quicker, slower, earlier, later, before, after, first, next, today, yesterday, tomorrow, morning, afternoon, evening, day, week, hour, minutes		over, under, between, around, through, on, into, next to, behind, beneath, order, repeat, patterns, on top of	2D shapes, rectangle, square, circle, triangle, characteristics, 3D shapes, cuboids, cubes, cone, spheres, curved, straight, flat

Vocabulary Progression Mapping – Maths			
Maths – Year 1			
Number & Place Value	**Addition & Subtraction**	**Multiplication & Division**	**Fractions**
sort, represent, multiples, portioning, ones, tens, recognise, number line	addition/add, subtraction, difference, equals, fact families, problems, missing number problems, 2 digit number, inverse, number sentences, systematic, doubles, near doubles	multiplication, division, arrays, equal groups, doubles	whole, half, equal parts, quarter,
Measure	**Position & Movement**	**Shape**	
mass, volume, chronological order, *days of the week, months of the year*, month, year, o'clock, half past, second, money, coins, notes, pounds (£), pence	position, direction, movement, whole turn, quarter turn, half turn, three-quarter turn, left/right, forwards/backwards, above/below	sides, corners, properties, pyramids, faces, sort, repeating pattern, pentagon	

Vocabulary Progression Mapping – Maths			
Maths – Year 2			
Number & Place Value	**Addition & Subtraction**	**Multiplication & Division**	**Fractions**

count in steps, count in multiples, place value, estimate	sum, related facts, 3 digit number	doubling/halving, multiplication tables, commutative, repeated addition	¾, third, equivalent fractions, unit fractions, non unit fractions, numerator, denominator, one whole

Measure	Statistics	Position & Movement	Shape
standard units, estimate, order, record results, centimetre (cm), metre (m), Kilogram (kg), gram (g), quarter full, three quarters full, litres (l), millimetres (ml), temperature, celsius, intervals of time, quarter past.to, duration, minutes in an hour, hours in a day, value, change	pictograms, tally chart, block diagram, category, sorting, totalling, comparing, horizontal, vertical, tables, interpret	rotation, clockwise, anti-clockwise, straight line, arrange, sequences	hexagon, line of symmetry, cylinder, edges, vertices, vertex, octagon, polygon

Vocabulary Progression Mapping – Maths

Maths – Year 3

Number & Place Value	Addition & Subtraction	Multiplication & Division	Fractions
ascending, descending, 10 or 100 more, 10 or 100 less, hundreds	column addition, column subtraction, exchange, estimate	exchange, mathematical statements, missing number problems, integer scaling problems, correspondence problems, derived facts	tenths

Measure	Statistics	Position & Movement	Shape
millimetres (mm) perimeter, analogue clock, roman numerals (I, II, III, IV, V, VI, VII, VIII, VIIII X, XI, XII) 12-hour, 24-hour, am, pm, noon, midnight, leap year, digital	table, bar chart, one-step problem, two-step problem		right angle triangle, heptagon, prism, orientations, angles, acute angle, obtuse angle, turn, right angle, half turn, three quarters of a turn, greater than right angle, less than right angle, horizontal lines, vertical lines, perpendicular lines, parallel lines

Vocabulary Progression Mapping – Maths

Maths – Year 4

Number & Place Value	Addition & Subtraction	Multiplication & Division	Fractions
negative numbers, roman numerals, 1000 more, 1000 less, thousands, round	4 digit number, operations, method	factor pairs, formal written layout, distributive law, remainders	decimal equivalent, hundredths, convert, proper fractions, improper fractions, decimal point

Measure	Statistics	Position & Movement	Shape
kilometres (km), area, rectilinear figure, convert	time graph, discrete data, continuous data, line graph, comparison problem, sum problem, difference problem, calculate, interpret	co-ordinates, first quadrant, grid, translation, plot, polygon, axis	isosceles, equilateral, scalene, trapezium, rhombus, parallelogram, kite, geometric shapes, quadrilaterals

Vocabulary Progression Mapping – Maths

Maths – Year 5

Number & Place Value	Addition & Subtraction	Multiplication & Division	Fractions

ten thousands, one hundred thousands, powers of, integer,	mental strategies	multiples, common multiples, factors, common factors, square numbers, prime numbers, composite (non-prime) numbers, cube numbers, short division, product, dividend, divisor, quotient, operations,	fifth, thousandths, mixed numbers, percent %, factors, integer
Measure	**Statistics**	**Position & Movement**	**Shape**
decimal notation, scaling, metric units, imperial units, inches, compound shape, irregular shapes, square centimetres, square metres, cubic centimetre, pounds, pints	timetable, two-way tables	reflection, translation	Regular polygon, irregular polygon, reflex angles, degrees, one whole turn, angles on a straight line, angles around a point, vertically opposite, missing angles,

Vocabulary Progression Mapping – Maths			
Maths – Year 6			
Number & Place Value	**Addition & Subtraction**	**Multiplication & Division**	**Fractions**
millions, ten millions		long multiplication, multi-digit numbers,	
Measure		**Position & Movement**	**Shape**
conversion, miles, formulae, parallelograms, feet, cubic metres, cubic millimetre, cubic kilometre, gallons, stones, ounces, metric, imperial		four quadrants, co-ordinate plane	parallelogram, dimensions, radius, diameter, circumference, nets
Algebra	**Statistics**		**Ratio and Proportion**
formulae, linear number sequences, algebraically, equation, unknowns, combinations, variables	pie chart, mean		relative size, scale factor,