

This document sets out Key Stage 1 (KS1) and Key Stage 2 (KS2) maths vocabulary under the National Curriculum. The tables can be used to check pupils' understanding of new vocabulary and to check the progression of vocabulary. The lists are intended as a guide as to what pupils should know and are not exhaustive.

| Number and Place Value | | | | | | | | | |
|---|--|--|--------|--------|---|---|--|--|--|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | | |
| EYFS number, numeral, digit 0-20 (numerals) less than, more than, same as count on/back more, less, few, fewer, same bigger, smaller order, sequence | Year 1 0-20 (numerals and words) none count (on/up/to/from/ down, forwards, backwards) before, after more, less, many, few, fewer, least, fewest, smallest, greater, lesser equal to, the same as odd, even pair ones, tens one more / less, ten more/less digit, one-digit, two-digit compare (In) order/a different order size value, place value between, halfway between | Year 2 numbers to one hundred hundred / hundreds three-digit partition recombine | | | Year 5 numbers to one million five-digit, six-digit, seven-digit powers of 10 Roman numerals (up to M and beyond) | Year 6 numbers to ten million rounding with a degree of accuracy | | | |



| | | | Addition and Subtraction | on | | |
|---|--|---|--------------------------|--------|---|-------------------------------|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| EYFS altogether, add, plus, total, + fewer, less, left over, take away, subtract, - equals, =, same as | Year 1 number bonds (within 20) number line add, more, plus, make, sum, total, altogether (including +) subtract, take away, minus (including -) inverse double, near double half, halve | Year 2 related facts estimation mentally inverse operation, inverse relationship | | | Year 5 efficient written method multi-step problems | Year 6 order of operations |
| | equals, is the same as (including =) difference between how many more to make?, how many more is than?, how much more is? how many fewer is than?, how much less is? missing number one-step problems | | | | | |



| | | | Multiplication and Divis | ion | | |
|---|---|--|---|---|--|--|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| share, sharing, group, grouping, half, halves, fair, equal double, groups of | odd, even count in twos, threes, fives count in tens (forwards from/backwards from) how many times? lots of, groups of once, twice, three times, five times multiple of, times, multiply, multiply by (including x) repeated addition array, row, column double, halve share, share equally group in pairs, threes, etc. equal groups of divide, divided by, left, left over (including ÷) one-step problems | multiplication and division facts (2, 5, 10) commutative, commutativity remainders | multiplication and division facts (3, 4, 8) product multiples of four, eight, fifty, one hundred scale up positive integer, scaling problems | multiplication and division facts (up to 12x12) inverse derive distributive law factor pairs | composite numbers, prime factors square numbers, ² cube numbers, ³ formal written method | order of operations common factors, common multiples |



| Fractions (including decimals and percentages) | | | | | | | |
|--|---|---------------------------------|----------------------------------|--------------------------------------|--|--------------------|--|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | |
| halves, quarters | whole | two quarters, three quarters | numerator, denominator | equivalent decimals and fractions | proper fractions, improper fractions, | degree of accuracy | |
| whole, equal | equal parts, two equal parts, four equal parts | one third, a third | unit fraction, non-unit fraction | decimal place | mixed numbers | simplify | |
| | one half, two halves | equivalence, equivalent | compare and order | hundredths | percentage, percent, % | | |
| | one quarter | | tenths | | ratio, proportion | | |

| Algebra | | | | | | | | |
|---------|--------|--------|--------|--------|--------|------------------------|--|--|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | |
| | | | | | | linear number sequence | | |
| | | | | | | substitute | | |
| | | | | | | variables | | |
| | | | | | | symbol | | |
| | | | | | | known values | | |



| | | | Measurement | | | |
|--|---|--|---|--|---|--------|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| thick, thin, wide | full, half full, empty | quarter past/to | times to and past – nearest minute | convert | metric measure | |
| tall, taller, tallest | holds | times to and past – 5 minute intervals | leap year | perimeter – rectilinear figure | metric units, common imperial units | |
| small, smaller, smallest short, shorter, shortest measure, tape measure, heavy, heavier, heaviest light, lighter, lightest deep, deeper today, tomorrow, yesterday, week, month, weekend clock, o'clock, minute, always, now, never spring, summer, autumn, winter weight, weigh full, half full, nearly full, | container weigh, weighs, balances, scales heavy, heavier, heaviest, light, lighter, lightest time Days of the week: Monday, Tuesday, etc. Seasons: spring, summer, autumn, winter day, week, month, year, weekend, birthday, holiday morning, afternoon, evening, night, midnight bedtime, dinnertime, playtime | minute intervals intervals of time metre / kilometre (m/km) grams / kilograms (g/kg) millilitres / litres (ml/l) temperature (degrees) pounds, £ pence, p | leap year twelve- hour/twenty-four- hour clock analogue, digital Roman numerals (I to XII) durations of events perimeter – simple 2D shapes change | figure area – rectilinear shapes by counting squares | imperial units inches, pounds, pints volume decimal notation | |
| empty, nearly empty | today, yesterday, tomorrow | | | | | |
| | before, after | | | | | |
| | next, last | | | | | |
| | now, soon, early, late | | | | | |



| | | | |
|---|------|--|--|
| quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly | | | |
| old, older, oldest, new, newer, newest | | | |
| takes longer, takes less time | | | |
| hour, minute, o'clock, half past | | | |
| clock, watch, hands | | | |
| how long ago?, how long will it be to?, how long will it take to?, how often? | | | |
| always, never, often, sometimes, usually | | | |
| once, twice | | | |
| first, second, third, etc. | | | |
| estimate, close to, about the same as, just over, just under | | | |
| too many, too few, not enough, enough | | | |
| length, width, height, depth | | | |
| long, longer, longest, short, shorter shortest, tall, taller, tallest, high, higher, highest | | | |
| low, wide, narrow, deep, shallow, thick, thin | | | |
| far, near, close | | | |



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|--|--|--|--|---|--|
| netre, ruler, metre stick | | | | | |
| noney | | | | | |
| coin, penny, pence, bound | | | | | |
| orice, cost | | | | | |
| ouy, sell, spend, spent, bay, change, dear(er) | | | | | |
| costs more, costs less, cheaper, costs the same as | | | | | |
| now much?, how nany? | | | | | |
| otal | | | | | |
| | | | | | |
| | | | | | |
| | noney bin, penny, pence, bund rice, cost uy, sell, spend, spent, ay, change, dear(er) bsts more, costs less, neaper, costs the ame as bow much?, how hany? | tioney bin, penny, pence, bund rice, cost uy, sell, spend, spent, ay, change, dear(er) bsts more, costs less, heaper, costs the ame as bw much?, how hany? | bin, penny, pence, bund rice, cost uy, sell, spend, spent, ay, change, dear(er) bosts more, costs less, heaper, costs the ame as bow much?, how hany? | honey bin, penny, pence, bund rice, cost uy, sell, spend, spent, ay, change, dear(er) bots more, costs less, heaper, costs less, heaper, costs the ame as bow much?, how hany? | honey bin, penny, pence, bund trice, cost uy, sell, spend, spent, ay, change, dear(er) bots more, costs less, heaper, costs the ame as bow much?, how |



| | Geometry: properties of shape | | | | | | | | | |
|--|--|----------------------------------|-------------------------------------|-----------------------------|--------------------------------|------------------------------------|--|--|--|--|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | | | |
| circle, square, triangle, rectangle | group, sort | size | orientation, different orientations | compare, classify | regular and irregular polygons | nets | | | | |
| cube, cuboid, sphere, | shape | bigger, larger, smaller | horizontal, vertical, | geometric shapes | degrees | vertically opposite (angles) | | | | |
| cone, cylinder, pyramid straight, curved, line, | 2D, 3D circle, triangle, square, | symmetrical, line of symmetry | perpendicular and parallel lines | quadrilaterals triangles | reflex angles | circumference, radius, diameter | | | | |
| corner, side, face, edge, vertices, flat, | rectangle | fold | angles, right angles | acute angles, obtuse | | | | | | |
| solid | cube, cuboid, pyramid, sphere, cone, cylinder | match mirror line, reflection | | angles | | | | | | |
| | flat, curved, straight, round | pattern, repeating pattern | | | | | | | | |
| | hollow, solid | similarities, differences | | | | | | | | |
| | corner (point, pointed) | | | | | | | | | |
| | face, side, edge | | | | | | | | | |
| | make, build, draw | | | | | | | | | |



| | Geometry: position, direction and movement | | | | | | | | | |
|---|--|---|---|--|-------------------|---|--|--|--|--|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | | | |
| EYFS position, place, turn, whole turn, half turn, in front, behind, back, middle, above, under, inside, next to, below in between forwards, backwards, up down, around | Year 1positionover, under, underneath, above, below, top, bottom, side on, in, outside, inside around, in front, behindfront, backbefore, afterbeside, next to, oppositeapartbetween, middleedge, centrecornerdirectionleft, right, up, down, forwards, backwards, sidewaysacross, close, far, near along, throughto, from, towards, away frommovement slide, roll, turn, whole turn, half turnstretch, bend journey | Year 2 rotation clockwise, anticlockwise straight line ninety degree turn, right angle | Year 3 greater/less than ninety degrees orientation, different orientation) | Year 4 coordinates quadrant x-axis, y-axis plot translation | Vear 5 dimensions | Year 6 four quadrants (for coordinates) | | | | |



| | Statistics | | | | | | | | | |
|----------------------|------------|--|---------------------------------|--------------------------------|------------|---------------|--|--|--|--|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | | | |
| more than, less than | | count, tally, sort, vote, total | chart | discrete data, continuous data | tables | mean, average | | | | |
| | | graph, block graph, | bar chart, frequency table | problems: comparison, | timetables | pie chart | | | | |
| | | pictogram, | Carroll diagram, Venn | sum, difference | | construct | | | | |
| | | represent | diagram | line graph | | | | | | |
| | | group, set, list, table | axis | | | | | | | |
| | | label, title | diagram | | | | | | | |
| | | most popular, most common, least popular, | one-step, two-step questions | | | | | | | |
| | | least common, in total | | | | | | | | |



| | | | Problem Solving | | | |
|--|--|---|-----------------|--------|--|---|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| EYFS explore, how do you know, what if, what do you think, how does it look, why didn't that work – how can we change it? What do I need? Is there another way? repeating patterns. | Year 1 answer, prove, explain (APE) reasoning listen, join in say, think, imagine, remember start from, start with, start at look at, point to put, place, fit arrange, rearrange change, change over split, separate | Year 2 predict describe the pattern, describe the rule find, find all, find different investigate true, false + ongoing reasoning and problem solving skills | | | Year 5 + ongoing reasoning and problem solving skills | Year 6 + ongoing reasoning and problem solving skills |
| | carry on, continue, repeat, what comes next? find, choose, collect, use, make tell me, describe, pick out, talk about, explain, show me read, write, record, trace, copy, complete, finish, end fill in, shade, colour, tick, cross, draw, draw a line between, join (up), ring, arrow | | | | | |



| <i>y</i> | count, work out, | | | | | |
|----------|--------------------------|--|--|--|--|--|
| | answer, check same | | | | | |
| | number(s) / different | | | | | |
| | number(s) / missing | | | | | |
| | number(s) | | | | | |
| | | | | | | |
| | number facts, number | | | | | |
| | line, number track, | | | | | |
| | number square, | | | | | |
| | number cards | | | | | |
| | | | | | | |
| | counters, cubes, | | | | | |
| | blocks, rods, die, dice, | | | | | |
| | dominoes, pegs, peg | | | | | |
| | board | | | | | |
| | | | | | | |
| | same way, different | | | | | |
| | way, best way, another | | | | | |
| | way | | | | | |
| | \$ | | | | | |
| | in order, in a different | | | | | |
| | order | | | | | |
| | | | | | | |
| | not all, every, each, | | | | | |
| | some | | | | | |
| | | | | | | |
| | + ongoing reasoning | | | | | |
| | and problem solving | | | | | |
| | skills | | | | | |
| | | | | | | |