## Progression of Vocabulary Mathematics



## Fractions/Decimals/Percentage

| EYFS | Year 1 |  | Year 2 |  | Year 4 |  | Year 5 | Year 6 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | whole <br> half <br> quarter <br> equal parts | thre <br> thir <br> equ <br> unit <br> non <br> num <br> den <br> one | quarters <br> valent fractions <br> fractions <br> unit fractions <br> rator <br> minator <br> whole | tenths | decimal <br> hundred convert proper improp decimal | quivalence stions fractions oint | fifth thousandths mixed numbers per cent \% factors integer complement |  |
| Ratio and proportion |  |  |  |  |  |  |  |  |
| EYFS | Year 1 |  | Year 2 |  | Year 4 |  | Year 5 | Year 6 |
|  |  |  |  |  |  |  |  | relative size <br> missing values <br> integer multiplication <br> percentages <br> scale factor <br> unequal sharing \& grouping |
| Algebra |  |  |  |  |  |  |  |  |
| EYFS | Year 1 |  | Year 2 | Year 3 | Year 4 |  | Year 5 | Year 6 |
|  |  |  |  |  |  |  |  | formulae <br> linear number sequences <br> algebraically <br> equation <br> unknowns <br> combinations <br> variables |
| Measurement (Measure and Length) |  |  |  |  |  |  |  |  |
| Preschool 1 (beginning to experience and be exposed to vocabulary) <br> Preschool 2 (embedding using and applying vocabulary) |  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| wide( <br> long(er) <br> short <br> length |  | measure narrow(er) compare | compare | standard units estimate order record results centimetre cm metre $m$ | millimetre mm perimeter | kilometres km rectilinear figure area | decimal notation scaling metric units imperial units inches compound shape irregular shapes square centimetres square metres | conversion miles formulae parallelograms triangles feet |

## Progression of Vocabulary Mathematics



## Progression of Vocabulary Mathematics

| Geometry - Properties of Shape |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Preschool 1 (beginning to experience and be exposed to vocabulary) <br> Preschool 2 (embedding using and applying vocabulary) | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |  | Year 6 |
| shape rectangle square circle triangle straight flat | 2-d shapes characteristics 3-d shape cuboids cubes cone spheres curved | sides corners properties pyramids faces | pentagon <br> hexagon <br> line of symmetry <br> properties <br> cylinder <br> edges <br> vertices <br> vertex | right-angle triangle <br> heptagon <br> octagon <br> polygon <br> properties <br> prism | le isosceles <br>  equilateral <br>  scalene <br>  trapezium <br>  rhombus <br>  parallelogram <br>  kite <br>  geometric shapes <br>  quadrilaterals | regular irregul | polygon r polygo | radius <br> diameter <br> circumference <br> dimensions |
| Geometry - Properties of shape (2) |  |  |  |  |  |  |  |  |
| EYFS | Year 2 |  | Year 3 | Year 4 | Year 5 |  | Year 6 |  |
|  |  |  | ```orientations angles acute angle obtuse angle turn right angles half turn three quarters of a turn greater than right angle less than right angle horizontal lines vertical lines perpendicular lines parallel lines``` |  | reflex angles degrees one whole turn angles on straight line angles around a point vertically opposite missing angles |  |  |  |
| Geometry - Position and direction |  |  |  |  |  |  |  |  |
| Preschool 1 (beginning to experience and be exposed to vocabulary) <br> Preschool 2 (embedding using and applying vocabulary) | Reception | Year 1 | Year 2 | Year 3 Y | Year 4 | Year 5 |  | Year 6 |
| sink <br> float <br> over <br> under <br> between <br> around <br> through on | order repeat | position direction movement whole turn quarter turn half turn three-quarter turn | clockwise/anti-clockwise <br> straight line <br> rotation <br> arrange <br> sequences |  | co-ordinates first quadrant grid translation plot polygon axis | reflection |  | four quadrants co-ordinate plane |



Mathematics Vocabulary Progression document (EYFS-Y6)
This document is designed to assist with the teaching of vocabulary across EYFS, KS1 and KS2 and is aligned with long-term overviews and knowledge organisers. This document identifies in which year group vocabulary should be explicitly taught and introduced. However, language should be revisited in subsequent year groups to ensure children are consolidating their understanding. This document is fully editable so language can be moved into earlier or later year groups where necessary. Some vocabulary might be introduced earlier (shapes for instance) if necessary or as part of an activity, however this document ensures coverage is progressive.

