West Earlham Infant & Nursery School

Our Maths Curriculum (revised September 2021)

Intent

The world we live in is full of mathematics and humans are born mathematical. Mathematics is an essential skill in everyday life. Skills such as logical reasoning, problem solving and the ability to think in abstract ways are necessary.

We want children to develop a positive and enthusiastic attitude towards maths, which as far as possible has a focus on the 'real world' and their daily lives. Through real life opportunities we aim to ensure children understand the purpose, relevance and meaning of mathematics.

By the end of KS1 children will

- Have a well-developed sense of the size of a number and where it fits into the number system.
- Mastered number facts such as number bonds, multiplication tables, doubles and halves.
- Use the mathematics they know by heart to calculate mentally.
- Calculate accurately and efficiently, both mentally and to record in writing, drawing on a range of calculation strategies.
- Make sense of mathematical problems and investigations and identify the operations and strategies needed to solve them.
- Explain their methods and reasoning, using correct mathematical terms.
- Suggest suitable units for measuring and make sensible estimates of measurements.
- Develop spatial awareness and an understanding of the properties of 2D and 3D shapes.
- Understand that they can apply their mathematical skills across a range of contexts, and how they can do this meaningfully.

Implementation

- Pupils are provided with a variety of opportunities to develop and extend their mathematical skills, including: group work, interventions, paired work, whole class teaching and small group support.
- In KS1 children follow the National Curriculum and this is delivered using the White Rose scheme of maths through class inputs and continuous provision.
- Pupils engage in the development of mental strategies, written methods, practical work, investigational work, problem solving and mathematical discussion.
- Children are given the opportunity to practise their mathematics in real-life contexts and across curriculum subjects. For example, children use watches as part of the 'Time Team' to learn the time in a practical way and children pay for their morning snack.
- Problem solving is planned into the maths teaching and happens on a weekly basis.
- A typical maths lesson may include both teaching input and pupil activities, a balance between whole class, guided grouped and independent work, (groups, pairs and individual work) and effectively differentiated activities/objectives and appropriate challenge. Lessons may focus on new learning, practice (fluency) or problem solving and reasoning. and all lessons give children the chance to develop skills and understanding of the concepts being taught.
- In EYFS we follow the Early Years Foundation Stage Statutory Framework. We understand that mathematics does not depend on specific mathematical resources, but on children having opportunities to develop mathematical concepts and understanding, with adults who can identify the mathematics embedded in everyday activities. We ensure children develop a

	curiosity about number and an understanding of number, shape and measure in a practical daily context. Real-life opportunities and play are used to support children's learning and understanding. Routines, including registration and snack are used to help children develop mathematical concepts and understanding. Cooking and the careful use of the environment, indoors and outside, enables children to discover, revisit and consolidate concepts.

Our children will experience:	**Nursery**	**Reception**	**Year 1**	**Year 2**
Whole school maths challenges. YN, YR, Y1, Y2. Maths Enrichments Days - Maths Monkey's birthday. Maths Monkey - class mascot for each child to enrich their home maths learning. **Cross-curricular opportunities:** Apple Store - Coding workshop. **Maths Cafes** **Visits/Visitors:** Maths visitors - The Puzzle Company.	Learning themes: Growing, measuring, cooking (throughout the year and linked to key events e.g. Pancake Day); Counting; Singing (use of nursery rhymes and number songs). Continuous provision is developed to support mathematical learning throughout the school day across multiple indoor and outdoor areas. See EYFS continuous provision plans.	Learning themes: Bi-weekly cooking (Diwali - coconut ladoo, stir-fry for Chinese New Year, pancakes on Pancake Day, bread-making linked with The Little Red Hen, gingerbread men linked with The Gingerbread Man etc.); Measuring in context (construction area, home corner, creative area etc.); Outdoor environment; Counting songs; Maths Cafes, Daily routines (e.g. how many children are here today, date, sequencing days of the week); Growing - measuring height, sequencing time, seasons; songs and rhymes;	Learning themes: Week of Inspirational Maths; Time team; Daily routines; Review/revisit - Problem solving Fridays; Maths Cafes; Daily snack shop; Cooking; Science - plant growth, nocturnal habitat models. Continuous provision is developed to support mathematical learning throughout the school day across multiple indoor and outdoor areas. See KS1 continuous provision plans.	Learning themes: Daily snack shop; Time team; Daily routines; Week of Inspirational Maths; Weekly maths challenges to take home; Review/revisit - Problem Solving Fridays; Maths Cafes; Weather station; Cooking; Topic-linked maths challenges (Great Fire of London, science links, ICT coding, 3D map making). Continuous provision is developed to support mathematical learning throughout the school day

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Progression	**Nursery**	**Reception**	**Year 1**	**Year 2**
	Place Value: Counting - Learn how to count using one-to-one principle (tagging each item counted with a finger). - Count listing the numbers in the correct order. - Recognise some numerals of personal significance. - Recite numbers in order to 10 and count up to four objects. - Count with 1:1 correspondence a set of 10 objects. Begin a fascination with number through the rich environment. **Place Value: Represent** Begin to create graphic representations to record numbers.	**Place Value: Counting** - Have a deep understanding of number to 10, including the composition of each number; - Verbally count beyond 20, recognising the pattern of the counting system - Subitise (recognise quantities without counting) up to 5. **Place Value: Represent** - Select correct numerals for 1-20 objects. - Use graphic representations to record number explorations in pictures and mark making that they can explain.	**Place Value: Counting** - 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; count in multiples of twos, fives and tens. - Given a number, identify one more and one less. **Place Value: Represent** - Identify and represent numbers using objects and pictorial representations. - Read and write numbers to 100 in numerals.	**Place Value: Counting** - Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward. **Place Value: Represent** - Read and write numbers to at least 100 in numerals and words. - Identify, represent and estimate numbers using different representations including the number line. **Place Value: Compare** - Recognise the place value of each digit in a two-digit number (tens/ones)

	Place Value: Compare N/A	- Understands the relationship between a group of objects and the corresponding number (0-10). **Place Value: Compare** - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	- Read and write numbers from 1 to 20 in numerals and words. **Place Value: Compare** - Compare two-digit numbers and identify the bigger/smaller.	compare and order numbers from 0 up to 100, use >< and = signs. **Place Value: Problem solving and Reasoning.** - Use place value and number facts to solve problems.
	Addition and Subtraction: recall, represent, use Only explore if children have a real sense of early number. Exposed through songs, rhymes, use of the environment. Finds totals by counting and combines groups of objects. **Addition and Subtraction: calculations** Maths language used throughout the day; story time; group time; singing and rhymes; snack time; cooking; continuous provision environment. **Addition and Subtraction: Solve problems** Uses the environment to solve problems with counting.	**Addition and Subtraction: Recall, represent, use.** - Use vocabulary involved with addition and subtraction. - Find totals by counting and combining groups of objects. - Solve problems involving doubling, halving and sharing. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **Addition and Subtraction: calculations** - Use the language of 'more' and 'fewer' to compare 2 sets of objects. - Solve problems involving doubling; halving and sharing.	**Addition and Subtraction: recall, represent, use** - Read, write, and interpret mathematical statements involving addition, subtraction and equals signs. - Represent and use number bonds and related subtraction facts within 20. **Addition and Subtraction: Calculations** - Add and subtract one-digit and two-digit numbers to 20 including zero. **Addition and Subtraction: Solve problems** **-** Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations and missing	**Addition and Subtraction: Recall, represent, use** - Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. - Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. **Addition and Subtraction: Calculations** - Add and subtract numbers using concrete objects, pictorial representations and mentally including:

		Addition and Subtraction: Solve problems - Find the total number of 2 sets of objects by counting them all. - Add and subtract single-digit numbers in their play by counting on and back to find the answer. - Place numbers in order. - Say one more and one less than a given number.	number problems, such as 7 = ? – 9.	a two-digit number and ones, a two-digit number and tens, two two-digit numbers and adding three one-digit numbers. **Addition and Subtraction: Solve problems** - Solve problems with addition and subtraction. - Use concrete objects and pictorial representations including numbers, quantities and measures. - Apply increasing knowledge of mental and written methods.
	Multiplication and Division: Recall, represent, use. Informally through snack time, cooking, environment and sharing. **Multiplication and Division: Calculations** N/A **Multiplication and Division: Problem solving** N/A	**Multiplication and Division: Recall, represent, use** - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Once children have a secure understanding of addition and subtraction: - Begin to solve problems involving doubling, halving and sharing. - Record using marks they can explain. **Multiplication and Division: Calculations** - Informal subitising of amounts.	**Multiplication and Division: Recall, represent, use** N/A **Multiplication and Division: calculations** N/A **Multiplication and Division: Problem solving** - 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.	**Multiplication and Division: Recall, represent, use** - Recall and use multiplication and division facts for the 2, 5, 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. **Multiplication and Division: Calculations** - Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the

		- Estimate a number of objects and check quantities up to 20. - Contextualise calculations e.g. how many blocks do you need to make a bridge from here to there?; how many blocks to build a tower? etc. **Multiplication and Division: Problem solving** - Begin to solve problems involving distributing quantities equally.		multiplication, division and equals signs. **Multiplication and Division: Problem solving** - Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts including problems in contexts.
	Fractions: Recognise and Write N/A **Fractions: Compare** N/A	**Fractions: Recognise and Write** - Use Word Aware to teach children the meaning of whole and half in context. - Strengthen understanding during breakfast club, snack time, cooking experiences, playdough in home corner e.g. whole amounts, half etc. **Fractions: Compare** - Discuss comparisons between size and shape. - Big, large, small, tiny, bigger, smaller etc.	**Fractions: Recognise and Write** - 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. **Fractions: Compare** N/A	**Fractions: Recognise and Write** - Recognise, find, name and write fractions 1/3, ¼ 2/4 ½ and ¾ of a length, shape set of objects or quantity. **Fractions: Compare** - Recognise the equivalence of 2/4 and ½. **Fractions: Calculations** - Write simple fractions for example ½ of 6 = 3.
	Algebra N/A	**Algebra** N/A	**Algebra** - Solve one-step problems that involve addition and subtraction using concrete objects and pictorial	**Algebra** - Recognise and use the inverse relationship between addition and subtraction and use this to check

			representations and missing number problems, such as 7 = ? - 9.	calculations and solve missing number problems.
	Measurement: Using measures Use everyday and comparative vocabulary to describe measures (size, weight, capacity and time). **Measurement: Money** Acts out exchange of objects, cards, money or goods when in role play, in games or rhymes. **Measurement: Time** Events in the day are referred to: snack time, lunch time, bed time, songs and stories are used.	**Measurement: using measures** - Order 2 or 3 items by length, height, weight or capacity. - Use everyday language to talk about size, weight, capacity, distance, time and money to solve problems. - Use comparative and everyday language of measures. - Order and sequence familiar events (days of the week); sequencing. **Measurement: Money** - Use everyday language to talk about size, weight, capacity, distance, time and money to solve problems. - Exchange money/goods for snack (1ps, 2ps). - Play games on IWB and iPads involving money exchange and becoming more familiar with the value of coins e.g. 2p is worth 2. **Measurement: Time** - Use everyday language to talk about size, weight, capacity,	**Measurement: using measures** - Compare, describe and solve practical problems for: lengths and heights (eg long/short, longer/shorter, tall/short, double/half) mass/weight (eg heavy/light, heavier than,lighter than) capacity and volume (eg full/empty, more than, less than, half full, quarter). - Time (eg, quicker, slower, earlier, later). - Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds). **Measurement: Money** - Recognise and know the value of different denominations of coins and notes. **Measurement: Time** - Sequence events in chronological order using language (eg before, after, next, first, today, yesterday , tomorrow, morning, afternoon, evening).	**Measurement: Using measures** - Choose and use appropriate standard units to estimate and measure length/height (m/cm) mass (kg/g) temperature (C) capacity (l/ml) using rulers, scales, thermometers and measuring vessels. - Compare and order lengths, mass, volume capacity and record the results using < > and =. **Measurement: Money** - 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. **Measurement: Time** - Compare and sequence intervals of time.

		distance, time and money to solve problems. - Order and sequence familiar events. - Social games involving time e.g. What's the time Mr Wolf? - Time referred to in context, e.g. lunchtime; time of events. - Modelled o'clock timings. - Puzzles.	- 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.	- 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.
	Geometry: 2D shapes Shapes are present in the environment and are talked about by adults. Children name simple geometric shapes in their play. **Geometry: 3D shapes** Shapes are present in the environment and are talked about by adults. **Geometry: Position and Direction** Children understand and use simple positional language.	**Geometry: 2D shapes** - Use everyday names for 'flat' 2D shapes. - Explore the characteristics of everyday objects, 2D shapes and use mathematical language to describe them. - Use everyday language to describe the properties of shapes/objects. - Recognise, create and describe patterns. **Geometry: 3D shapes** - Begin to use everyday names for 'solid' 3D shapes. - Explore the characteristics of everyday objects and 3D shapes and use mathematical language to describe them. **-** Identify and select a particular named shape.	**Geometry: 2D shapes** - Recognise and name common 2D shapes (eg rectangles, squares, circles and triangles). **Geometry: 3D shapes** - Recognise and name 3D shapes (eg cuboids, cubes, pyramids, spheres). **Geometry: Position and Direction** - Describe position, direction and movement, including whole, half, quarter and three quarter turns.	**Geometry: 2D shapes** - Identify and describe the properties of 2D shapes including the number sides and lines of symmetry. - Identify 2D shapes on the surface of 3D shapes. - Compare and sort common 2D shapes and everyday objects. **Geometry: 3D shapes** - Recognise and name common 3D shapes (eg cuboids, cubes, pyramids, spheres). - Compare and sort common 3D shapes and everyday objects. **Geometry: Position and Direction** - Order and arrange combinations of mathematical objects in patterns and sequences.

		Geometry: Position and Direction - Children understand and use simple positional language.		- 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 quarters turns (clockwise and anti clockwise).

Key Vocabulary (new)	**Nursery**	**Reception**	**Year 1**	**Year 2**
	NUMBER **number and place value** *Number* zero; number; one, two, three ... to ten; none; how many ...?; count; count (up) to; count back (from, to); is the same as; more; less; few; pattern; pair. *Place value* ones; the same number as; as many as; more; larger; bigger; smaller; smallest; least; most; biggest; largest; greatest; one more; one less; order; size; first, second, third... fifth; last; before; after; next; between. *Estimating*	**NUMBER** **number and place value** *Number* zero; number; one, two, three ... to twenty and beyond; teens numbers, eleven, twelve ... twenty; none; how many ...?; count; count (up) to; count on (from, to); count back (from, to); count in ones, twos, fives, tens; is the same as; more; less; odd; even; few; pattern; pair. *Place value* ones; tens; digit; the same number as; as many as; more; larger; bigger; greater; fewer; smaller; less; fewest; smallest; least; most; biggest; largest; greatest; one more; ten more; one less; ten less;	**NUMBER** **number and place value** *Number* number; numeral; zero; one, two, three ... twenty; teens numbers, eleven, twelve ... twenty; twenty-one, twenty-two ... one hundred; none; how many ...?; count; count (up) to; count on (from, to); count back (from, to); forwards; backwards; count in ones, twos, fives, tens; equal to; equivalent to; is the same as; more; less; most; least; many; odd; even; multiple of; few; pattern; pair *Place value* ones; tens digit; the same number as; as many as; more; larger; bigger; greater; fewer; smaller; less;	**NUMBER** **number and place value** *Number* number; numeral; zero; one, two, three ... twenty; teens numbers, eleven, twelve …; twenty, twenty-one, twenty-two ... one hundred; two hundred … one thousand; none; how many ...?; count; count (up) to; count on (from, to) count back (from, to); forwards; backwards; count in ones, twos, fives, tens, threes, fours and so on; equal to; equivalent to; is the same as; more; less; most; least; tally; many; odd; even' multiple of; sequence; continue; predict; few; pattern; pair; rule; > greater than; < less than.

	guess; how many ...?; nearly; close to; just over; just under; too many; too few; enough; not enough. **addition and subtraction** add; more; and; make; total; altogether; one more, two more; take away; how many are left/left over?; how many have gone?; one less, two less. **multiplication and division** sharing; halving; number patterns **fractions** parts of a whole; half. **MEASUREMENT** measure; size; guess; enough; not enough; too much; too little; too many; too few; nearly; close to. *Length* length; height; long; short; tall; high; low; wide; narrow; thick; thin; longer, shorter, taller, higher ... and so on; longest, shortest, tallest, highest ... and so on; far; near; close. *Weight* weigh; weighs; balances; heavy; light; heavier than; lighter than; scales. *Capacity and volume* full; empty; half full; holds. *Time* time; days of the week (Monday, Tuesday ...); day; week; birthday; holiday; morning; afternoon; night;	compare; order; size; first, second, third... twentieth; last; last but one; before; after; next; between. *Estimating* guess; how many ...?; estimate; nearly; close to; about the same as; just over; just under; too many; too few; enough; not enough. **addition and subtraction** add; more; and; make; sum; total; altogether; double; one more, two more ... ten more; how many more to make ...?; how many more is ... than ...?; how much more is ...?; take away; how many are left/left over?; how many have gone?; one less, two less, ten less …; how many fewer is ... than ...?; how much less is ...?; difference between. **multiplication and division** sharing; doubling; halving; number patterns. **fractions** parts of a whole; half; quarter. **MEASUREMENT** measure; size; compare; guess; estimate; enough; not enough; too much; too little; too many; too few; nearly; close to; about the same as; just over; just under. *Length*	fewest; smallest; least; most; biggest; largest; greatest; one more; ten more; one less; ten less; equal to; compare; order; size; first, second, third... twentieth; last, last but one; before; after; next; between; half-way between; above; below. *Estimating* guess; how many ...?; estimate; nearly; roughly; close to; about the same as; just over; just under; too many; too few; enough; not enough. **addition and subtraction** addition; add; more; and; make; sum; total; altogether; double; near double; half; halve; one more, two more ... ten more; how many more to make ...?; how many more is ... than ...?; how much more is ...?; subtract; take away; how many are left/left over?; how many have gone?; one less, two less, ten less …; how many fewer is ... than ...?; how much less is ...?; difference between; equals; is the same as; number bonds/pairs; missing number. **multiplication and division** multiplication; multiply; multiplied by; multiple; division; dividing; grouping; sharing; doubling; halving; array; number pattern.	*Place value* ones; tens; hundreds; digit; one-, two- or three-digit number; place; place value; stands for; represents; exchange; the same number as; as many as; more; larger; bigger; greater; fewer; smaller; less; fewest; smallest; least; most; biggest; largest; greatest; one more, ten more; one less, ten less; equal to; compare; order; size; first, second, third ... twentieth; twenty-first, twenty-second …; last, last but one; before; after; next; between; halfway between; above; below. *Estimating* guess; how many ...?; estimate; nearly; roughly; close to; about the same as; just over; just under; exact; exactly; too many; too few; enough; not enough. **addition and subtraction** addition; add; more; and; make; sum; totalal; together; double; near double; half; halve; one more, two more ... ten more … one hundred more; how many more to make ...?; how many more is ... than ...?; how much more is ...?; subtract; take away; how many are left/left over?; how many have gone?; one less, two less, ten less ... one hundred less; how many fewer is ... than ...?;

	bedtime; dinner time; playtime; today; yesterday; tomorrow; before; after; next; last; now; soon; early; late; quick; quicker; quickest; quickly; slow; slower; slowest; slowly; old; older; oldest; new; newer; newest; takes longer; takes less time; hour; o'clock; clock; watch. *Money* money; coin; penny; pence; cost; buy; sell; pay. **GEOMETRY** **properties of shape** shape; pattern; flat; curved; straight; round; sort; make; build; draw; size; bigger; larger; smaller; pattern; match. *2-D shape* corner; side; rectangle (including square); circle; triangle. *3-D shape* cube; pyramid; sphere; cone. **position and direction** over; under; above; below; top; bottom; side; on; in; outside; inside; around; in front; behind; front; back; beside; next to; opposite; apart; between; middle; edge; corner; direction; left; right; up; down; forwards; backwards; sideways; across; next to; close; near; far; along; through; to; from; towards;	metre; length; height; width; depth; long; short; tall; high; low; wide; narrow; thick; thin; longer, shorter, taller, higher ... and so on; longest, shortest, tallest, highest ... and so on; far; near; close. *Weight* weigh; weighs; balances; heavy; light; heavier than; lighter than; heaviest; lightest; scales. *Capacity and volume* full; empty; half full; holds; container. *Time* time; days of the week (Monday, Tuesday ...); day; week; birthday; holiday; morning; afternoon; evening; night; bedtime; dinner time; playtime; today; yesterday; tomorrow; before; after; next; last; now; soon; early; late; quick; quicker; quickest; quickly; slow; slower; slowest; slowly; old; older; oldest; new; newer; newest; takes longer; takes less time; hour; o'clock; clock; watch; hands. *Money* money; coin; penny; pence; pound; price; cost; buy; sell; spend; spent; pay. **GEOMETRY** **properties of shape**	**fractions** fraction; equal; part; equal grouping; equal sharing; parts of a whole; half; one of two equal parts; quarter; one of four equal parts. **MEASUREMENT** measure; measurement; size; compare; guess; estimate; enough; not enough; too much; too little; too many; too few; nearly; close to; about the same as; roughly; just over; just under. *Length* centimetre; metre; length; height; width; depth; long; short; tall; high; low; wide; narrow; thick; thin; longer, shorter, taller, higher ... and so on; longest, shortest, tallest, highest ... and so on; far; near; close; ruler; metre stick. *Weight* kilogram; half kilogram; weigh; weighs; balances; heavy; light; heavier than; lighter than; heaviest; lightest; scales *Capacity and volume* litre; half litre; capacity; volume; full; empty; more than; less than; half full; quarter full; holds; container. *Time* time; days of the week (Monday, Tuesday …); months of the year (January, February ...); seasons:	how much less is ...?; difference between; equals; is the same as; number bonds/pairs/facts; tens boundary. **multiplication and division** multiplication; multiply; multiplied by; multiple; groups of; times; once, twice, three times ... ten times; repeated addition; division; dividing; divide; divided by; divided into; grouping; sharing; share; share equally; left; left over; one each, two each, three each ... ten each; group in pairs, threes ... tens; equal groups of; doubling; halving; array; row; column; number patterns; multiplication table; multiplication fact; division fact. **fractions** fraction; equivalent fraction; mixed number; numerator; denominator; equal part; equal grouping; equal sharing; parts of a whole; half; two halves; one of two equal parts; quarter; two quarters, three quarters; one of four equal parts; one third, two thirds; one of three equal parts. **MEASUREMENT** measure; measurement; size; compare; measuring scale; guess; estimate; enough; not enough; too much; too little; too many; too few;

	away from; movement; slide; roll; turn; stretch; bend. **STATISTICS** count; sort; group; list. **GENERAL** pattern; puzzle; what could we try next?; how did you work it out?; recognise; describe; draw; compare; sort.	shape; pattern; flat; curved; straight; round; hollow; solid; sort; make; build; draw; size; bigger; larger; smaller; symmetrical; pattern; repeating pattern; match. *2-D shape* corner; side; rectangle (including square); circle; triangle. *3-D shape* face; edge; vertex; vertices; cube; pyramid; sphere; cone. **position and direction** position; over; under; above; below; top; bottom; side; on; in; outside; inside; around; in front; behind; front; back; beside; next to; opposite; apart; between; middle; edge; corner; direction; left; right; up; down; forwards; backwards; sideways; across; next to; close; near; far; along; through; to; from; towards; away from; movement; slide; roll; turn; stretch; bend; whole turn; half turn. **STATISTICS** count; sort; group; set; list. **GENERAL** pattern; puzzle; what could we try next?; how did you work it out?; recognise; describe; draw; compare; sort.	spring, summer, autumn, winter; day; week; weekend; month; year; birthday; holiday; morning; afternoon; evening; night; bedtime; dinner time; playtime; today; yesterday; tomorrow; before; after; earlier; later; next; first; last; midnight; date; now; soon; early; late; quick; quicker; quickest; quickly; slow; slower; slowest; slowly; old; older; oldest; new; newer; newest; takes longer; takes less time; how long ago?; how long will it be to ...?; how long will it take to ...?; how often?; always; never; often; sometimes; usually; once; twice; hour; o'clock; half past; quarter past; quarter to; clock; clock face; watch; hands; hour hand; minute hand; hours; minute. *Money* money; coin; penny; pence; pound; price; cost; buy; sell; spend; spent; pay; change; dear; costs more; cheap; costs less; cheaper; costs the same as; how much ...?; how many ...?; total. **GEOMETRY** **properties of shape** shape; pattern; flat; curved; straight; round; hollow; solid; sort; make; build; draw; size; bigger; larger; smaller; symmetry; symmetrical;	nearly; close to; about the same as; roughly; just over; just under. *Length* centimetre; metre; length; height; width; depth; long; short; tall; high; low; wide; narrow; thick; thin; longer, shorter, taller, higher ... and so on; longest, shortest, tallest, highest ... and so on; far; further; furthest; near; close; ruler; metre stick; tape measure. *Weight* kilogram; half kilogram; gram; weigh; weighs; balances; heavy; light; heavier than; lighter than; heaviest; lightest; scale. *Capacity and volume* litre; half litre; millilitre; capacity; volume; full; empty; more than; less than; half full; quarter full; holds; contains; container. *Temperature* temperature; degree. *Time* time; days of the week (Monday, Tuesday …); months of the year (January, February ...); seasons: spring, summer, autumn, winter; day; week; weekend; fortnight; month; year; birthday; holiday; morning; afternoon; evening; night; bedtime; dinnertime; playtime; today; yesterday; tomorrow; before;

			symmetrical pattern; pattern; repeating pattern; match. *2-D shape* corner; side; point; pointed; rectangle (including square); circle; triangle. *3-D shape* face; edge; vertex; vertices; cube; cuboid; pyramid; sphere; cone; cylinder. **position and direction** position; over; under; underneath; above; below; top; bottom; sid; on; in; outside; inside; around; in front; behind; front; back; beside; next to; opposite; apart; between; middle; edge; centre; corner; direction; journey; left; right; up; down; forwards; backwards; sideways; across; next to; close; near; far; along; through; to; from; towards; away from; movement; slide; roll; turn; stretch; bend; whole turn; half turn; quarter turn; three-quarter turn. **STATISTICS** count; sort; vote; group; set; list; table. **GENERAL** pattern; puzzle; problem; problem solving; mental; mentally; what could we try next?; how did you work it out?; explain your thinking;	after; earlier; later; next; first; last; midnight; date; now; soon; early; late; quick; quicker; quickest; quickly; slow; slower; slowest; slowly; old; older; oldest; new; newer; newest; takes longer; takes less time; how long ago?; how long will it be to ...?; how long will it take to ...?; how often?; always; never; often; sometimes; usually; once; twice; hour; o'clock; half past; quarter past; quarter to; 5, 10, 15 ... minutes past; clock; clock face; watch; hands; digital/analogue; clock/watch; timer; hour hand; minute hand; hours; minutes; seconds. *Money* money; coin; penny; pence; pound; price; cost; buy; bought; sell; sold; spend; spent; pay; change; dear; costs more; cheap; costs less; cheaper; costs the same as; how much ...?; how many ...?; total. **GEOMETRY** **properties of shape** shape; pattern; flat; curved; straight; round; hollow; solid; sort; make; build; draw; surface; size; bigger; larger; smaller; symmetry; symmetrical; symmetrical pattern; line symmetry; pattern; repeating pattern; match.

			recognise; describe; draw; compare; sort.	*2-D shape* corner; side; point; pointed; rectangle (including square); rectangular; circle; circular; triangle; triangular; pentagon; hexagon; octagon. *3-D shape* face; edge; vertex; vertices; cube; cuboid; pyramid; sphere; cone; cylinder. **position and direction** position; over; under; underneath; above; below; top; bottom; side; on; in; outside; inside; around; in front; behind; front; back; beside; next to; opposite; apart; between; middle; edge; centre; corner; direction; journey; route; left; right; up; down; higher; lower; forwards; backwards; sideways; across; next to; close; near; far; along; through; to; from; towards; away from; clockwise; anticlockwise; movement; slide; roll; turn; stretch; bend; whole turn; half turn; quarter turn; three-quarter turn; right angle; straight line. **STATISTICS** count; tally; sort; vote; graph; block graph; pictogram; represent; group; set; list; table; label; title; most popular; most common; least popular; least common. **GENERAL**

				pattern; puzzle; problem; problem solving; mental; mentally; what could we try next?; how did you work it out?; show how you …; explain your thinking; explain your method; describe the pattern; describe the rule; investigate; recognise; describe; draw; compare; sort; mental calculation; written calculation.