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| **MATHS PROGRESSION GRID - VOCABULARY** |
| **EYFS** |
| **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 , same 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, compare, order, size, first, second, third… twentieth last, last but one before, after next between.**Estimating** Guess how many …? Estimate, close to, about the same as, just over, just under, too many, too few enough, not enough. |
| **ADDITION AND SUBTRACTION** |
| Add, more, 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 …?  |
| **MULTIPLICATION AND DIVISION** |
| Sharing, doubling, halving, 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**length, height, width, depth, long, short, tall, high, low wide, narrow, thick, thin, longer, shorter, taller, higher, longest, shortest, tallest, highest, near, close. **Weight** Weight, 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, hour, o’clock clock, watch, hands.**Money** Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay. |
| **SHAPE** |
| shape, pattern, flat ,curved, straight, round, hollow, solid, sort, make, build, draw, size, bigger, larger, smaller, symmetrical pattern, repeating pattern, match.**2D Shapes**Corner, side, rectangle (including square) circle and triangle. **3D Shapes**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, from, towards, away from, movement, 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. |

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| **MATHS PROGRESSION GRID** |
| **EYFS** |
| **NUMBER AND PLACE VALUE** |
| * Recognise and count reliably with numbers 1-20 and place them in order
* Count objects reliably
* Say which number is one more or less than a given number
* Records using marks that they can interpret and explain
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| **ADDITION AND SUBTRACTION** |
| * Using quantities and objects children add and subtract two single digit numbers and count on or back to find the answer
* Begin to use the vocabulary involved in addition and subtraction
* Identifies own mathematical problems based on own interests and fascinations
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| **MULTIPLICATION AND DIVISION** |
| * Solve problems involving doubling halving and sharing
 |
| **FRACTIONS** |
| * Solve problems involving doubling halving and sharing
 |
| **MEASUREMENT** |
| * Use everyday language to talk about size, weight, capacity, distance, time and money
* Compare objects and quantities and solve problems
* Order two or three items by length, weight, height and capacity
* Orders and sequences three events within a day
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| **GEOMETRY** |
| **Properties of Shape*** Recognise, create and describe patterns
* Explore the characteristics of everyday objects and shapes 2-D/3-D and use mathematical language to describe them

**Position and Direction*** Children use everyday language to talk about position and direction
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