



Mathematics

Intent

At Monkwick Infant and Nursery School, we believe that learning is a change in the working Memory.

We aim to ensure that our children experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

Our curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our children, our beliefs about high quality education and our values. They are used to ensure that we give our children appropriate and ambitious curriculum opportunities.

Cultural capital gives our children the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British Values. Curriculum breadth is shaped by our drivers, cultural capital, subject topics and our ambition for our children to study the best of what is thought and said.

Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied. The threshold concepts tie together the subject into a meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards and backwards engineering' of the curriculum allows our children to return to the same concepts over and over again and gradually build an understanding of them.

The retrieval of knowledge helps students related each topic to previously studied topics and form a strong, meaningful schema. We know that working memory is limited and that cognitive load is too high if children are rushed through content. This limits the acquisition of long term memory. Cognitive science also tells us that for children to become creative thinkers, or to have a greater depth of understanding that they must first master the basics, which takes time.

During Key stage 1, children gradually progress in their procedural fluency and semantic strength through three cognitive domains which we call; remembering, knowing and reasoning. The aim is that by the end of KS1, our children can display sustained mastery. Children will secure knowledge, facts, and concepts and will have the ability to apply, analyse, evaluate and prove.

Implementation

Our curriculum design is based on evidence from cognition science, three main principles underpin it:

- Learning is most effective with **spaced repetition**.
- **Interleaving** helps our children to discriminate between topics and aids long term retention
- **Retrieval** of previous learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles we also understand that learning is invisible in the short term memory and that sustained mastery takes time. Our content is subject specific. We make intra-curriculum links to strengthen schema wherever possible.



Mathematics

Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides the retrieval practice for previously learned content.

Impact

Because learning is a change in the long term memory it is impossible to see impact in the short term. We do, however, use probabilistic assessment based on deliberate practice. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run. We use comparative judgement in two ways: in the end outcomes of a unit of work and in comparing a child's work over time.

We use lesson observations to see if the pedagogical style matches our depth expectations and pupil voice to quality assure what the children have been taught.

Threshold concepts

- Know and use numbers

This concept involves understanding the number system and how they are used in a wide variety of mathematical ways.

- Add and subtract

This concept involves understanding both the concepts and processes of addition and subtraction.

- Multiply and divide

This concept involves understanding both the concepts and processes of multiplication and division.

- Use fractions

This concept involves understanding the concept of part and whole and ways of calculating using it.

- Understand the properties of shape

This concept involves recognising the names and properties of shape and angles. Describe position, direction and movement

This concept involves recognising various types of mathematical movements

- Use measures

This concept involves becoming familiar with a range of measures, devices used to measuring and calculations.

- Use statistics

This concept involves interpreting, manipulating and presenting data in various ways.



Mathematics

EYFS - Breadth of study

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.

Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. (Statutory framework for EYFS. Setting the standards for learning development and care for children from birth to 5. March 2021)

ELG

Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- 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.

Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Early years follow the NCETM Mastering Number as their daily maths sessions. Below is the overview:



Mathematics



Mastering Number – Reception Overview by Week

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5
Focus	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Comparison
Set 1	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s Focus on composition of 3 and 4	Subitise objects and sounds	Comparison of sets - 'just by looking' Use the language of comparison: <i>more than</i> and <i>fewer than</i>
Autumn 2	Week 6	Week 7	Week 8	Week 9	Week 10
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality
Set 2	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Comparison of sets - by matching Use the language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number</i>	Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5	Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20

Spring 1	Week 11	Week 12	Week 13	Week 14	Week 15
Focus	Subitising	Counting, ordinality and cardinality	Composition	Composition	Composition
Set 3	Subitise within 5 focusing on die patterns Match numerals to quantities within 5	Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number	Focus on 5	Focus on 6 and 7 as '5 and a bit'	Compare sets and use language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number to</i> Make unequal sets equal
Spring 2	Week 16	Week 17	Week 18	Week 19	Week 20
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Composition
Set 4	Focus on the 'staircase' pattern and ordering numbers	Focus on ordering of numbers to 8 Use language of <i>less than</i>	Focus on 7	Doubles – explore how some numbers can be made with 2 equal parts	Sorting numbers according to attributes - odd and even numbers



Mathematics

Summer 1	Week 21	Week 22	Week 23	Week 24	Week 25	
Focus	Counting, ordinality and cardinality	Subitising	Composition	Composition	Comparison	
Set 3	Counting – larger sets and things that cannot be seen	Subitising – to 6, including in structured arrangements	Composition – ‘5 and a bit’	Composition - of 10	Comparison – linked to ordinality Play track games	
Summer 2	Week 26	Review and assess	Review and assess	Review and assess	Review and assess	Review and assess
Set 4	Subitise to 5 Introduce the rekenrek	Automatic recall of bonds to 5	Composition of numbers to 10	Comparison	Number patterns	Counting

KS1

- Count and calculate in a range of practical contexts.
- Use and apply mathematics in everyday activities and across the curriculum.
- Repeat key concepts in many different practical ways to secure retention.
- Explore numbers and place value up to at least 100.
- Add and subtract using mental and formal written methods in practical contexts.
- Multiply and divide using mental and formal written methods in practical contexts.
- Explore the properties of shapes.
- Use language to describe position, direction and movement.
- Use and apply in practical contexts a range of measures, including time.
- Handle data in practical contexts.

To help our children become excellent mathematicians, we have designed a mathematics curriculum that includes cross-curricular links and builds on previously taught skills. We carefully selected topics that our children are interested in and that they have some prior knowledge of. We have designed a curriculum that will provide inspiring and successful learning opportunities for all students. A curriculum that broadens children's knowledge and equips them with the necessary skills to become aspirational mathematicians



Mathematics

Year 1 – WR overview (Version 3.0)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value (within 10) FREE TRIAL VIEW					Number Addition and subtraction (within 10) VIEW					Geometry Shape VIEW	Consolidation
Spring term	Number Place value (within 20) VIEW		Number Addition and subtraction (within 20) VIEW			Number Place value (within 50) VIEW		Measurement Length and height VIEW		Measurement Mass and volume VIEW		
Summer term	Number Multiplication and division VIEW		Number Fractions VIEW		Geometry Position and direction VIEW	Number Place value (within 100) VIEW		Measurement Money VIEW	Measurement Time VIEW		Consolidation	



Mathematics

Year 2:

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value				Number Addition and subtraction				Geometry Shape			
Spring	Measurement Money		Number Multiplication and division				Measurement Length and height		Measurement Mass, capacity and temperature			
Summer	Number Fractions			Measurement Time			Statistics		Geometry Position and direction		Consolidation	

In year 2, we reorder the units to ensure we are prioritising the base knowledge for the children to build upon and make links between the skills. Below is the outline of how year 2 teaches each block of lessons. Previously taught skills will be retrieved throughout the year through spaced practice and daily retrieval.

Autumn Term	Spring Term	Summer Term
Place Value Addition and Subtraction Shape	Multiplication and Division Fractions Time Money Length and Height	Position and Direction Retrieval: addition/subtraction/ multiplication/division/ fractions. Statistics Mass, capacity and temperature Retrieval and spaced practice: time/money/shape/position and direction.



Mathematics

Mastering Number

Mastering Number

Reception Overview

Term 1	Term 2	Term 3
<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> identify when a set can be subitised and when counting is needed subitise different arrangements, both unstructured and structured, including using the Hungarian number frame make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills spot smaller numbers 'hiding' inside larger numbers 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals begin to identify missing parts for numbers within 5 explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame focus on equal and unequal groups when comparing numbers 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to develop their counting skills, counting larger sets as well as counting actions and sounds explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame compare quantities and numbers, including sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
<ul style="list-style-type: none"> connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have parts 	<ul style="list-style-type: none"> understand that two equal groups can be called a 'double' and connect this to finger patterns sort odd and even numbers according to their 'shape' continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<ul style="list-style-type: none"> begin to generalise about 'one more than' and 'one less than' numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek



Mathematics

Mastering Number

Year 1 Overview

Term 1	Term 2	Term 3
<p>Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> subitise within 5, including when using a rekenrek, and re-cap the composition of 5 develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure compare numbers within 10 and use precise mathematical language when doing so re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number 	<p>Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols).</p> <p>Pupils will:</p> <ul style="list-style-type: none"> explore the composition of each of the numbers 7 and 9 explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number 	<p>Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to 'number stories'.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 compare numbers within 20 understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction)
<ul style="list-style-type: none"> explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) explore the structure of the odd numbers as being composed of 2s and 1 more explore the composition of each of the numbers 6, 8, and 10 explore number tracks and number lines and identify the differences between them 	<ul style="list-style-type: none"> explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure 	<ul style="list-style-type: none"> practise retrieving previously taught facts and reason about these
<p>This term will build and consolidate the Early Learning Goals and support the teaching and consolidation of the following RtP criteria:</p> <ul style="list-style-type: none"> 1AS-1 1NF-1 1NPV-2 	<p>This term will particularly support the teaching and consolidation of the following RtP criteria:</p> <ul style="list-style-type: none"> 1AS-1 1NF-1 	<p>This term will particularly support the teaching and consolidation of the following RtP criteria:</p> <p>1AS-2 1NF-1 1NPV-2</p>



Mathematics

Mastering Number

Year 2 Overview

Term 1	Term 2	Term 3
<p>Pupils will have an opportunity to consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> review the composition of the numbers 6 to 9 as '5 and a bit' compare numbers using the language of comparison and use the symbols $<$ $>$ $=$ review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10 review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9 	<p>Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure use doubles to calculate near doubles use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10 use known number bonds within 10 to calculate within 20, working within the 10-boundary 	<p>Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to explore a range of strategies to subtract across the 10-boundary review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10 practise previously explored strategies to support their reasoning about inequalities and equations review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles
<ul style="list-style-type: none"> consolidate their understanding of the numbers 10 and 20 as '10 and a bit' consolidate their understanding of the linear number system to 20 and reason about midpoints 	<ul style="list-style-type: none"> use their knowledge of bonds of 10 to find three addends that sum to 10 use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary use their understanding of the linear number system to 10 to position multiples of 10 on a 0-100 number line and reason about midpoints 	<ul style="list-style-type: none"> consolidate previously taught facts and strategies through continued, varied practice
<p>This term will particularly support the teaching and consolidation of the following RtP criteria:</p> <ul style="list-style-type: none"> 1NPV-2 2NF-1 	<p>This term will particularly support the teaching and consolidation of the following RtP criteria:</p> <ul style="list-style-type: none"> 2NPV-2 2NF-1 2AS-1 	<p>This term will particularly support the teaching and consolidation of the following RtP criteria:</p> <ul style="list-style-type: none"> 2NF-1 2AS-1 2AS-2



Mathematics

Tier 3 Vocabulary

Nursery	<p>Number one, two three, four, five, six, seven, eight, nine, ten, more, less, one more than, one less than, count, same, different, lots</p> <p>Measurement big, bigger, small, smaller, large, larger, long, short, tall, small, longer, shorter, taller, smaller, heavy, light, full, empty, nearly full, nearly empty.</p> <p>Shape and space Square, circle, rectangle, triangle, round, corner, pointy, side, up, down, on, in, next to, behind, under, off, high, low, flat,</p>
Reception	<p>Number including addition and subtraction number names - 0-10 0-20, forwards, backwards, more than, fewer than, one more than, one less than, altogether, how many left? equal, same as, share, double, too many, too few, not enough, add, and, subtract, take away, tens, ones.</p> <p>Measurement Length, weight, capacity, big, bigger, biggest, small, smaller, smallest, long, longer, longest, large, larger, largest, tall, taller, tallest, heavy, heavier, heaviest, light, lighter, lightest, full, empty, nearly full, half, tomorrow, today, yesterday, soon, late, early</p> <p>Shape and space circle, square, rectangle, triangle, cube, cuboid, sphere, cone, cylinder, pyramid, face, side, corner, edge, pointy, curved, straight, flat, round, up, down, in, on, under, on top of, in between, next to, behind, in front, besides.</p> <p>Pattern first, next, after, before, pattern, repeating</p>
Year 1	<p>Adding and subtracting Add, altogether, sum, minus, equals, equal to, the same, makes, difference, less, subtract, take away, and, plus, total, double, near, double, bond, one-digit, two-digit.</p> <p>Movement and direction Back, backwards, clockwise, anticlockwise, forwards, half turn, left, quarter turn, right, three quarter, turn, up, down, whole turn, centre, halfway.</p> <p>Fractions Share, equal, halves, whole, half, quarter, fraction,</p> <p>Measurement Days of the week- Monday, Tuesday, Wednesday, Thursday, Friday, Saturday Sunday Months of the year- January, February, March, April, May, June, July, August, September, October, November, and December. O clock the hour, half past the hour, quicker, slower, earlier, later, hours, minutes, seconds, time, before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening, hands, shorthand (hour), long hand (minute). 1 kilogram, 100 grams, heavier, lighter, width, length, half full, full, balanced, standard, non-standard, centimetres, capacity, weight, tall/short, heavy/light, long/short, longer/shorter, double/half, empty, scales, ruler, 1p 2p 5p 10p 20p 50p £1 £2</p> <p>Multiplication and Division Half share equally equal groups double counting in 5's and counting in 10's array Grouping, sharing, pattern, fraction, twos, fives, and tens. Place value and place value one two three four five six seven eight nine ten eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty</p>



Mathematics

	<p>hundred tens ones one digit two digit three digit one less one more than smaller greater count, forwards, backwards, numerals, number words, number line, ordering, Properties of shape side flat corner side face vertices edge repeating pattern pattern circle square rectangle triangle cube cuboid cone cylinder pyramid sphere</p>
Year 2	<p>Place value and number: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, hundred, tens, ones, one digit, two digit, three digit, one less, one more than, smaller, greater, partition, counting in 2's, counting in 5's, counting 10's, counting in 3's, greater than, less than, part model, count forwards, count back, count in steps, compare, split, separate, compare, consecutive numbers, Year 3: counting in multiples of 4, counting in multiples of 8, counting in multiples of 50, one hundred, two hundred, three hundred.....to one thousand , written form, expanded form, numerical form, model form Addition and Subtraction: Add, addition, altogether, sum, minus, equals, equal to, makes, difference, less, subtract, subtraction, take away, and, plus, total, double, near, number line, exchange, empty number line, multiple of 10, numicon, 2-digit, 1-digit, number facts, number bonds, count on, base 10, numicon, mark making, method, strategy, amount, part whole model, whole, calculations, number sentence, fact families, related, systematic, pattern, comparing, number bonds, consecutive numbers, concrete objects, calculation, inverse, crossing 10 year 3: subtraction column method, addition column method, combined how many more? how many remain? Multiplication and Division: odd, even, multiply, total, lots of, bar model, divide, division, multiplication, share, reason, explain, prove, multiplication facts, division facts, problems, mark make, method, strategy, fact families, calculation, inverse, equal groups, repeated addition, same, symbol, arrays, 2 times table, 5 times table, 10 times table, 3 times table. year 3: product, repeated addition, times, times by groups of set of, equally grouped, half, halves, groups of 3, groups of 4 groups of 8 , x3, x4, x8, communitive law, Fractions: half, quarter, third, equal, length, shape, same, recognise, find, equivalence, whole, bar model, part of a whole, numerator, denominator, three quarters, quantity year 3: numerators, Denominators, 1 whole, 2 halves, 3 thirds, 4 quarters, 5 fifths, 6 sixths, 7 sevenths, 8 eighths, 9 ninths, 10 tenths Measurement: Time, Length and Height, Capacity, Money unit, estimate, equal, measure, length, height, direction, metre, centimetre, ruler, mass, kilograms, grams, temperature, degrees, capacity, litres, millimetres, nearest, ruler, scales, thermometers, compare, order, more than, less than, pounds, pence, value, combinations, amount, money, change, time, minutes, hours, seconds, quarter past, o'clock, quarter to, half past, day, month, first, next, yesterday, tomorrow, morning, afternoon, before, after, clock, intervals, chronological order, sequence, comparison language, long/longest/longer etc. money, currency, pence, pounds, decimal point,</p>



Mathematics

partitioned, convert, part whole model, silver coins, copper coins, difference, change, value, compare, equivalent, combinations
year 3 : 60 seconds = 1 minute, Roman numerals, millilitres, litre, perimeter, to know the amount of days in each month
Geometry - Properties of Shape:
Identify, describe, properties, 2D shapes, 3D shapes, sides, lines of symmetry, vertices, edges, faces, surface, compare, sort, everyday objects, square, rectangle, circle, triangle, hexagon, pentagon, heptagon, octagon, parallel, cube, cuboid, sphere, cylinder, cone, triangular prism, prism, square based pyramid, similar, different, compare, flat, dimensional, corner, symmetrical, vertical, sorting, patterns.
year 3: acute angle, right angle, obtuse angle, right angles, parallel, perpendicular, triangular prism, triangular-based pyramid, orientation.
Geometry - Position and direction:
patterns, sequence, position, direction, movement, turn, straight, rotate, rotation, angles, clockwise, anti-clockwise, whole, half, quarter, forwards, backward, side, left, right,
Statistics
Interpret, construct, pictogram, tally chart, block diagram, tables, questions, objects, category, sort, quantity, total, data, graphs, altogether, more, less, difference, symbol, key, result, questions, value, scale, interval, most popular, least popular
Year 3: bar chart, axis, block diagram, tally diagram, Carroll diagram, table