	KS1 Assumption	Year 3	Year 4	Year 5	Year 6
Number & Place Value	Two/three digit	Digit/Number Equivalent Round Compose/Decompose Partition Recognise	10 times the size of Next/previous multiple of 10/100	Multiple of 10 Tenth/hundredth Decimal places Next/previous multiple of 0.1	Powers of 10 Thousandth Decimal fraction
Number Facts	Number bonds Double/Halve Less/more than Odd/ Even Operation/Calculation	Mental/Written Equal Number Sentence Sequence	Known facts Derived facts Further/Nearer ___/___er/___est Linear number sequence	Prime Number Square Number Cube Number	
Addition & Subtraction	Add Total Takeaway	Sum Bridge Column	Difference		
Multiplication & Division	Times Share Array	Product Groups Multiples	Remainders Scaling Factors/Multiples	Corresponding facts Common Factors/Multiples	Relative size Proportion Ratio Formulae
Fractions	Fraction (Equal) parts Whole	Denominator Numerator Unit/non-unit fraction Split	Improper fractions Mixed numbers	Integer Decimal equivalent Percentage	Express
Geometry	Draw Points	Parallel/Perpendicular Angle Coordinates Reflection Translation 2D/3D shape	Quadrant Regular Polygon Equal Perimeter	Orientation Area Rectilinear	Compose/Decompose Dimensions Radius Diameter Circumference

		Horizontal/ Vertical	Symmetry/Line of symmetry Acute/Obtuse		
Statistics		Bar Charts Pictograms Table Record Quantity	Line Graph Discrete/Continuous Data	Mean Average	
Measurement		Length Mass Capacity	Scale Analogue/Digital Area/Perimeter	Metric/Imperial	
Language	Answer Correct	Inverse Adapt/Change Create Explain Solve Check Reflect	Adapt Reason Estimate	Prove	

1. *The breadth of synonyms linked to one of the four calculation types (take instead of subtract, product instead of answer, altogether rather than add)*
2. *An understanding of superlatives (biggest, largest, tallest, smallest)*
3. *Words that can have different meanings outside of a mathematical context (round, product, factor, prime)*
4. *Terms other than superlatives that suggest comparison (between, more/less than, each, share, in order, sorting, put in the correct place)*
5. *Their understanding of the difference between the right answer and the wrong answer (best estimate, explain why Jack is not correct, write the correct symbol in each box, circle the improper fraction that is equivalent)*
6. *Verbs implying mathematical meaning (remaining, left, combine, collect, spend)*
7. *Compression of vocabulary through nominalisation and noun phrases – prime number, improper fraction, roman numeral, perpendicular and parallel lines, 3D shape*
8. *Abstract nouns – circumference, multiplication, area, perimeter*