



**Knowledge, skills and understanding breakdown for
EYFS**

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.

Early Learning Goals

Number

- 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

- 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 equally distributed

Progression of knowledge toward reaching ELG

Birth to 3 year olds

- Can they combine objects like stacking blocks and cups?
- Can they put objects inside others and take them out again?
- Do they take part in finger rhymes with numbers?
- Do they react to changes of amount in a group of up to three items?
- Can they compare amounts, saying 'lots', 'more' or 'same'?
- Have they developed counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence?
- Can they count in everyday contexts, sometimes skipping numbers - '1-2-3-5'?
- Do they climb and squeeze themselves into different types of spaces?
- Can they build with a range of resources?
- Can they complete inset puzzles?
- Can they compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'?
- Do they notice patterns and arrange things in patterns?

3 and 4 year olds will learn to:

- Have they developed fast recognition of up to 3 objects, without having to count them individually ('subitising')?
- Can they recite numbers past 5?
- Can they say one number for each item in order: 1,2,3,4,5?
- Do they know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')?
- Can they show 'finger numbers' up to 5?

Can they link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5?

Do they experiment with their own symbols and marks as well as numerals?

Can they solve real world mathematical problems with numbers up to 5?

Do they compare quantities using language: 'more than', 'fewer than'?

Do they talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'?

Do they understand position through words alone – for example, The bag is under the table – with no pointing?

Can they describe a familiar route?

Do they discuss routes and locations, using words like 'in front of' and 'behind'?

Can they make comparisons between objects relating to size, length, weight and capacity?

Can they select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc?

Can they combine shapes to make new ones - an arch, a bigger triangle etc?

Do they talk about and identify the patterns around them, for example: stripes on clothes, designs on rugs and wallpaper?

Do they use informal language like 'pointy', 'spotty', 'blobs' etc? Extend and create ABAB patterns – stick, leaf, stick, leaf?

Do they notice and correct an error in a repeating pattern?

Can they begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'?

Reception children will learn to:

Can they count objects, actions and sounds?

Can they subitise (recognition without counting, e.g. a square has 4 sides, patterns on dice, number of fingers etc?)

Can they link the number symbol (numeral) with its cardinal number value?

Can they count beyond ten?

Can they compare numbers?

Can they explore the composition of numbers to 10?

Do they automatically recall number bonds for numbers 0–10?

Can they select, rotate and manipulate shapes in order to demonstrate spatial reasoning skills?

Can they compose and decompose shapes so that children recognise a shape can have other shapes within it?

Can they continue, copy and create repeating patterns?

Can they compare length, weight and capacity?

National Curriculum Requirements for Mathematics at Key Stage 1

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools]. At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Knowledge, skills and understanding breakdown for Year 1

Number and Place Value

- Can they count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number?
- Can they count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens?
- Can they identify one more and one less than a given number?
- Can they identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least?
- Can they read and write numbers from 1 to 20 in numerals and words?

Addition and Subtraction

- Can they read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs?
- Can they represent and use number bonds and related subtraction facts within 20?
- Can they add and subtract one-digit and two-digit numbers to 20, including zero?
- Can they solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \underline{\quad} - 9$?

Multiplication and Division

- Can they 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?

Fractions

- Do they recognise, find and name a half as one of two equal parts of an object, shape or quantity?
- Do they recognise, find and name a quarter as one of four equal parts of an object, shape or quantity?

Measurement

Can they compare, describe and solve practical problems for:

- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- mass/weight [for example, heavy/light, heavier than, lighter than]
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- time [for example, quicker, slower, earlier, later]

Can they measure and begin to record the following:

- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)
- Do they recognise and know the value of different denominations of coins and notes?
- Can they sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]?
- Do they recognise and use language relating to dates, including days of the week, weeks, months and years?
- Can they tell the time to the hour and half past the hour and draw the hands on a clock face to show these times?

Geometry:

Properties of Shapes

Do they recognise and name common 2-D and 3-D shapes, including:

- 2-D shapes [for example, rectangles (including squares), circles and triangles]
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Position and Direction

- Can they describe position, direction and movement, including whole, half, quarter and three quarter turns?

Year 2

Number and Place Value

- Can they count in steps of 2, and 5 and 10 from 0, and in tens from any number, forward and backward?
- Do they recognise the place value of each digit in a two-digit number (tens, ones)?
- Can they identify, represent and estimate numbers using different representations, including the number line?
- Can they compare and order numbers from 0 up to 100; use and = signs?
- Can they read and write numbers to at least 100 in numerals and in words?
- Do they use place value and number facts to solve problems?

Addition and Subtraction

Can they solve problems with addition and subtraction:

- using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

Can they add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- a two-digit number and ones
- a two-digit number and tens
- two two-digit numbers
- adding three one-digit numbers
- Can they show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot?
- Do they recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems?

Multiplication and Division

- Can they recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers?
- Can they calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs?
- Can they show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot?
- Can they solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts?

Fractions

- Do they recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity?
- Can they write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$?

Measurement

- Can they choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels?
- Can they compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$?
- Do they recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value?
- Can they find different combinations of coins that equal the same amounts of money?
- Can they solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change?
- Can they compare and sequence intervals of time?
- Can they 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?
- Do they know the number of minutes in an hour and the number of hours in a day?

Statistics:

- Can children interpret and construct simple pictograms, tally charts, block diagrams and simple tables?
- Do children ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity?
- Do children ask and answer questions about totalling and comparing categorical data?

Geometry:

Properties of Shapes

- Can they identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line?
- Can they identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces?
- Can they identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]?
- Can they compare and sort common 2-D and 3-D shapes and everyday objects?

Position and Direction

- Can they order and arrange combinations of mathematical objects in patterns and sequences?
- Do they 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-quarter turns (clockwise and anticlockwise)?

Progression of vocabulary for at EYFS

COUNTING

number
zero, one, two, three... to twenty and beyond
zero, ten, twenty... one hundred
none
How many...?
count, count (up) to
count on (from, to)
count back (from, to)
count in ones, twos... tens...
more, less, many, few
odd, even
every other
How many times?
pattern, pair
guess how many, estimate
nearly, close to, about the same as
just over, just under
too many, too few, enough, not enough

COMPARING AND ORDERING NUMBERS

the same number as, as many as
Of two objects/amounts:
greater, more, larger, bigger
less, fewer, smaller
Of three or more objects/amounts:
greatest, most, biggest, largest
least, fewest, smallest
one more, ten more
one less, ten less
compare
order
size
first, second, third... tenth
last, last but one
before, after
next
between
above, below

Adding and subtracting

add, more, and
make, sum, total
altogether
score
double
one more, two more, ten more...
How many more to make... ?
How many more is... than...?
take (away), leave
How many are left/left over?
How many have gone?
one less, two less... ten less...
How many fewer is... than...?
difference between

REASONING ABOUT NUMBERS OR SHAPES

pattern
puzzle
answer
right, wrong
What could we try next?
How did you work it out?
count, sort
group, set
match
same, different
list

<p>is the same as</p> <p><u>PROBLEMS INVOLVING 'REAL LIFE' OR MONEY</u></p> <p>compare double half, halve pair count out, share out left, left over 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</p>	<p><u>MEASURES (GENERAL)</u></p> <p>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</p> <p><u>LENGTH</u></p> <p>length, width, height, depth long, short, tall high, low wide, narrow deep, shallow thick, thin longer, shorter, taller, higher... and so on longest, shortest, tallest, highest... and so on far, near, close</p> <p><u>MASS</u></p> <p>weigh, weighs, balances heavy/light, heavier/lighter, heaviest/lightest balance, scales, weight</p> <p><u>CAPACITY</u></p> <p>full half full empty holds container</p> <p><u>TIME</u></p> <p>time days of the week: Monday, Tuesday... day, week birthday, holiday morning, afternoon, evening, night bedtime, dinnertime, 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</p>
<p><u>EXPLORING PATTERNS, SHAPE AND SPACE</u></p> <p>shape, pattern flat curved, straight</p>	<p><u>Instructions</u></p> <p>listen join in say</p>

round
hollow, solid
corner
face, side, edge, end
sort
make, build, draw

3D SHAPES

cube
pyramid
sphere
cone

2D SHAPES

circle
triangle
square
rectangle
star

PATTERNS AND SYMMETRY

size
bigger, larger, smaller
symmetrical
pattern
repeating pattern
match

POSITION, DIRECTION AND MOVEMENT

position

over, under
above, below
top, bottom, side
on, in
outside, inside
around
in front, behind
front, back
before, after
beside, next to
opposite
apart
between
middle, edge
corner
direction
left, right
up, down
forwards, backwards, sideways
across
close, far, near
along
through
to, from, towards, away from
movement
slide
roll

think
imagine
remember
start from
start with
start at
look at
point to
show me
put, place
fit
arrange
rearrange
change, change over
split
separate
carry on, continue
repeat
what comes next?
find
choose
collect
use
make
build
tell me
describe
pick out
talk about
explain
show me
read
write
trace
copy
complete
finish, end
fill in
shade
colour
tick, cross
draw
draw a line between
join (up)
ring
cost
count
work out
answer
check

General

same number/s
different number/s
missing number/s
number facts
number line, number track

turn stretch, bend	number square number cards counters, cubes, blocks, rods die, dice dominoes pegs, peg board same way, different way best way, another way in order, in a different order not all, every, each
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Progression of vocabulary for Mathematics at year 1

<p><u>Numbers and the number system</u></p> <p><u>COUNTING, PROPERTIES OF NUMBERS AND NUMBER SEQUENCES</u> number zero, one, two, three... to twenty and beyond zero, ten, twenty... one hundred none How many...? count, count (up) to count on (from, to) count back (from, to) count in ones, twos... tens... more, less, many, few odd, even every other How many times? pattern, pair</p> <p><u>PLACE VALUE AND ORDERING</u> units, ones tens exchange digit 'teens' number the same number as, as many as equal to Of two objects/amounts: greater, more, larger, bigger less, fewer, smaller Of three or more objects/amounts: greatest, most, biggest, largest least, fewest, smallest one more, ten more one less, ten less compare order size first, second, third... tenth, eleventh... twentieth last, last but one</p>	<p><u>Calculations</u></p> <p><u>ADDITION AND SUBTRACTION</u> +, add, more, plus make, sum, total altogether score double, near double one more, two more... ten more How many more to make...? How many more is... than...? How much more is...? -, subtract, take (away), minus leave How many are left over? How many have gone? one less, two less, ten less... How many fewer is... than...? How much less is...? difference between half, halve =, equals, sign, is the same as</p>
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<p>before, after next between, half-way between above, below</p>	
<p><u>ESTIMATING</u> guess how many, estimate nearly, roughly, close to about the same as just over, just under too many, too few, enough, not enough</p>	<p><u>Solving Problems</u></p> <p><u>MAKING DECISIONS AND REASONING</u> pattern puzzle answer right, wrong What could we try next? How did you work it out? count out, share out, left, left over number sentence sign, operation</p> <p><u>MONEY</u> 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</p>
	<p><u>Measures, shape and space</u></p> <p><u>MEASURES (GENERAL)</u> measure size compare guess, estimate</p>

SHAPE AND SPACE

shape, pattern
flat
curved, straight
round
hollow, solid
corner
point, pointed
face, side, edge, end
sort
make, build, draw

3D SHAPES

cube
cuboid
pyramid
sphere
cone
cylinder

2D SHAPES

circle
triangle
square
rectangle
star

PATTERNS AND SYMMETRY

size
bigger, larger, smaller
symmetrical
pattern
repeating pattern
match

POSITION, DIRECTION AND MOVEMENT

position
over, under, underneath
above, below
top, bottom, side
on, in
outside, inside
around
in front, behind
front, back
before, after
beside, next to
opposite
apart
between
middle, edge
centre
corner
direction

enough, not enough
too much, too little
too many, too few
nearly, roughly, close to, about the same as
just over, just under

LENGTH

length, width, height, depth
long, short, tall
high, low
wide, narrow
deep, shallow
thick, thin
longer, shorter, taller, higher... and so on
longest, shortest, tallest, highest... and so on
far, near, close
metre
ruler, metre stick

MASS

weigh, weighs, balances
heavy/light, heavier/lighter, heaviest/lightest
balance, scales, weight

CAPACITY

full
half full
empty
holds
container

TIME

time
days of the week: Monday, Tuesday...
seasons: spring, summer, autumn, winter
day, week, month, year
weekend, birthday, holiday
morning, afternoon, evening
night, midnight
bedtime, dinnertime, playtime
today, yesterday, tomorrow
before, after
next, last
now, soon, early, late
quick, quicker, quickest, quickly
fast, faster, fastest
slow, slower, slowest, slowly
old, older, oldest
new, newer, newest
takes longer, takes less time
hour, o'clock, half past
clock, watch, hands
How long ago?
How long will it be to...?
How long will it take to...?
How often?
always, never, often, sometimes, usually

journey
left, right
up, down
forwards, backwards, sideways
across
close, far, near
along
through
to, from, towards, away from
movement
slide
roll
turn, whole turn, half turn
stretch, bend

once, twice

Instructions

listen
join in
say
think
imagine
remember
start from
start with
start at
look at
point to
show me
put, place
fit
arrange
rearrange
change, change over
split
separate
carry on, continue
repeat
What comes next?
find
choose
collect
use
make
build
tell me
describe

pick out
talk about
explain
show me
read
write
record
trace
copy
complete
finish, end
fill in
shade
colour
tick, cross
draw
draw a line
between
join (up)
ring
arrow
cost
count
work out
answer
check

General

same number/s
different number/s
missing number/s
number facts
number line, number track
number square
number cards
abacus
counters, cubes, blocks, rods
die, dice
dominoes
pegs, peg board
same way, different way
best way, another way
in order, in a different order
not
all, every, each

Progression of vocabulary for Mathematics at year 2

NUMBERS AND THE NUMBER SYSTEM

COUNTING, PROPERTIES OF NUMBERS AND NUMBER SEQUENCES

number

zero, one, two, three... to twenty and beyond

zero, ten, twenty... one hundred

zero, one hundred, two hundred... one thousand
none

How many...?

count, count (up) to

count on (from, to)

count back (from, to)

count in ones, twos, threes, fours, fives...

count in tens

more, less, many, few

tally

odd, even

every other

How many times?

multiple of

sequence

continue

predict

pattern, pair, rule

PLACE VALUE AND ORDERING

units, ones

tens, hundreds

digit

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

round, nearest, round to the nearest ten

one-, two- or three-digit number
 'teens' number
 place, place value
 stands for, represents
 exchange
 the same number as, as many as
 equal to
 Of two objects/amounts:
 greater, more, larger, bigger
 less, fewer, smaller
 Of three or more objects/amounts:
 greatest, most, biggest, largest
 least, fewest, smallest
 one more, ten more
 one less, ten less
 compare
 order
 size
 first, second, third... tenth... twentieth
 twenty-first, twenty-second...
 last, last but one
 before, after
 next
 between, half-way between
 above, below

FRACTIONS

part, equal parts
 fraction
 one whole
 one half, two halves
 one quarter, two... three... four quarters

CALCULATIONS

ADDITION AND SUBTRACTION

+, add, addition, more, plus
 make, sum, total
 altogether
 score
 double, near double
 one more, two more... ten more... one hundred more
 How many more to make...?
 How many more is... than...?
 How much more is...?
 -, subtract, subtraction, take (away), minus
 leave, How many are left/left over?

SOLVING PROBLEMS

MAKING DECISIONS AND REASONING

pattern, puzzle
 calculate, calculation
 mental calculation
 jotting
 answer
 right, correct, wrong
 what could we try next?
 how did you work it out?
 number sentence
 sign, operation, symbol

<p>one less, two less... ten less... one hundred less How many fewer is... than...? How much less is...? difference between half, halve =, equals, sign, is the same as tens boundary</p> <p><u>MULTIPLICATION AND DIVISION</u> lots of, groups of ×, times, multiply, multiplied by multiple of once, twice, three times... ten times... times as (big, long, wide... and so on) repeated addition array row, column double, halve share, share equally one each, two each, three each... group in pairs, threes... tens equal groups of ÷, divide, divided by, divided into left, left over</p>	<p><u>MONEY</u> money coin penny, pence, pound (£) price, cost buy, bought, sell, sold spend, spent pay change dear, costs more cheap, costs less, cheaper how much...? how many...? total</p>
<p><u>MEASURE</u></p> <p><u>MEASURES (GENERAL)</u> measure size compare measuring scale guess, estimate enough, not enough too much, too little too many, too few nearly, roughly, about, close to, about the same as just over, just under</p> <p><u>LENGTH</u> length, width, height, depth long, short, tall, high, low wide, narrow, deep, shallow, thick, thin longer, shorter, taller, higher... and so on longest, shortest, tallest, highest... and so on far, further, furthest, near, close metre (m), centimetre (cm) ruler, metre stick, tape measure</p> <p><u>MASS</u> weigh, weighs, balances heavy/light, heavier/lighter, heaviest/lightest kilogram (kg), half-kilogram, gram (g) balance, scales, weight</p> <p><u>CAPACITY</u> capacity full, half full</p>	<p><u>STATISTICS</u> count, tally, sort, vote graph, block graph, pictogram represent group, set same, different list, table label, title most popular, most common least popular, least common</p> <p><u>SHAPE AND SPACE</u> shape, pattern flat, curved, straight round hollow, solid corner point, pointed face, side, edge, end sort make, build, draw surface</p> <p><u>3D SHAPES</u> cube cuboid pyramid sphere cone cylinder</p> <p><u>2D SHAPES</u> circle, circular triangle, triangular square rectangle, rectangular star pentagon hexagon octagon</p> <p><u>PATTERNS AND SYMMETRY</u> size bigger, larger, smaller</p>

empty
holds, contains
litre (l), half-litre, millilitre (ml)
container

TIME

time
days of the week: Monday, Tuesday...
months of the year: January, February...
seasons: spring, summer, autumn, winter
day, week, fortnight, month, year
weekend, birthday, holiday
morning, afternoon, evening, night, midnight
bedtime, dinnertime, playtime
today, yesterday, tomorrow
before, after
next, last
now, soon, early, late
quick, quicker, quickest, quickly
fast, faster, fastest
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...?
hour, minute, second
o'clock, half past, quarter to, quarter past
clock, watch, hands
digital/analogue clock/watch, timer
how often?
always, never, often, sometimes, usually
once, twice

symmetrical
line of symmetry
fold
match
mirror line, reflection
pattern
repeating pattern

POSITION, DIRECTION AND MOVEMENT

position
over, under, underneath
above, below
top, bottom, side
on, in
outside, inside
around
in front, behind
front, back
before, after
beside, next to
opposite
apart
between
middle, edge
centre
corner
direction
journey, route
left, right
up, down
higher, lower
forwards, backwards, sideways
across
close, far, near
along
through
to, from, towards, away from
clockwise, anti-clockwise
movement
slide
roll
whole turn, half turn, quarter turn
right angle
straight line
stretch, bend

Instructions

listen
join in
say
recite
think
imagine
remember
start from
start with
start at
look at
point to
show me
put, place
fit
arrange, rearrange
change, change
over
split
separate
carry on, continue
repeat
What comes next?
predict
describe the pattern
describe the rule
find, find all, find different
investigate
choose

decide
collect
use
make
build
tell me
describe
name
pick out
discuss
talk about
explain
explain your
method
Explain how you
got your answer.
Give an example
of...
Show how you...
read
write
record
write in figures
present
represent

trace
copy
complete
finish, end
fill in
shade, colour
label
tick, cross
draw
draw a line
between
join (up)
ring
arrow
cost, count, tally
calculate
work out
solve
answer
check

General

same, different
missing number/s
number facts
number pairs
number bonds
number line, number track
number square, hundred square
number cards
number grid
abacus
counters, cubes, blocks, rods
die, dice
dominoes
pegs, peg board
geo-strips
same way, different way
best way, another way
in order, in a different order
not
all, every, each