

Mathematics Vocabulary

Vocabulary per year group:

Each year group should build on and consolidate previous year groups

NUMBER AND PLACE VALUE

<p>EYFS</p> <p>Numeral – how to write a number using digits</p>	<p>Year 1</p> <p>Numeral – how to write a number using digits</p> <p>Digit – 24 is a 2-digit number. The 2 represents the tens, the 4 represents the ones</p> <p>Compare - equal (is the same as =), greater, more, less, fewer,</p> <p>Order</p> <p>Sort</p> <p>Count – forwards, backwards,</p> <p>Represent</p> <p>Tens, Ones,</p> <p>One more, One less</p>	<p>Year 2</p> <p>Consecutive – following in order 2,3,4 are consecutive numbers</p> <p>Tens, ones, hundreds</p> <p>Place value</p> <p>Numeral / words</p> <p>Partition</p> <p>Estimate</p>	<p>Year 3</p> <p>Tens, ones, hundreds, thousands</p> <p>Roman numerals 1 – 12</p> <p>Whole number</p>	<p>Year 4</p> <p>Tens, ones, hundreds, thousands,</p> <p>Tenths, hundredths</p> <p>Whole number</p> <p>Decimal number</p> <p>Decimal point</p> <p>Round to the nearest 10</p> <p>Round to the nearest 100</p> <p>Round to the nearest 1,000</p> <p>Negative numbers – negative 3 is written -3</p> <p>Roman numerals to 100: I, V, X, L, C</p>	<p>Year 5</p> <p>Tens, ones, hundreds, thousands, ten thousands, hundred thousands, million</p> <p>Tenths, hundredths, Thousandths,</p> <p>Roman numerals to 1,000: I, V, X, L, C, D, M</p>	<p>Year 6</p> <p>Tens, ones, hundreds, thousands, ten thousands, hundred thousands, millions,</p> <p>Tenths, hundredths, Thousandths</p> <p>Decimal places</p>
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ADDITION

<p>EYFS</p> <p>Part – a number of parts added together makes a whole</p> <p>Whole – a whole is made up of a number of parts</p> <p>Equal – symbol (=) read ‘equals’ or ‘is the same as’</p>	<p>Year 1</p> <p>Numeral – how to write a number using digits</p> <p>Digit – 24 is a 2-digit number. The 2 represents the tens, the 4 represents the ones</p> <p>Sum – the total of one or more additions</p> <p>Total – the sum found by adding</p> <p>More – to increase an amount</p> <p>Number bond – 2 numbers that add together to make a total, e.g. 6+4 is a number bond to 10.</p> <p>Adding together – (<i>aggregation</i>) – combining 2 parts together</p> <p>Adding more – (<i>augmentation</i>) - starting with an amount and increasing it by another amount</p>	<p>Year 2</p> <p>Addend – a number to be added to another</p> <p>Commutative – addition is commutative so $8 + 2 = 2 + 8$</p> <p>Inverse – addition and subtraction are inverse operations so $7 + 3 = 10$ and $10 - 3 = 7$</p> <p>Rename/Regroup– when adding the ones in column addition if the total is greater than 10 we Rename/Regroup 10 ones for a ten OR 10 tens for a hundred.</p> <p>Bridging 10 – adding 2 numbers to make ten and then add on the rest</p> <p>Column addition – where the digits are placed in columns to add the numbers together</p>	<p>Year 3</p> <p>Compensation – a mental strategy where one number is rounded to make the calculation easier and then adjusted e.g. $56 + 38$ is treated as $56 + 40$ and then 2 is subtracted to compensate (round and adjust)</p> <p>Estimate</p> <p>Increase</p>	<p>Year 4</p> <p>Consolidation of terms learnt in previous year groups</p>	<p>Year 5</p> <p>Integer – any of the positive or negative whole numbers</p> <p>Positive – any number larger than zero</p> <p>Negative – any number smaller than zero</p>	<p>Year 6</p> <p>Consolidation of terms learnt in all previous year groups</p>
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SUBTRACTION

EYFS Whole – a whole subtract any number of parts equals a part Take away – to remove a number of items from a group	Year 1 Subtract – to carry out the process of subtraction Minus – a name for the symbol ‘-’ Less – to decrease an amount Counting back Finding the difference	Year 2 Inverse – addition and subtraction are inverse operations so $10 - 4 = 6$ and $6 + 4 = 10$ (it is NOT commutative) Rename/Regroup – when the number to subtract is larger than the number we are subtracting from we Rename/Regroup a ten into ten ones. Difference – we subtract to find the difference	Year 3 Subtrahend – a number to be subtracted from another Minuend – a number from which another is to be subtracted Minuend – Subtrahend = Difference Compensation – a mental strategy where one number is rounded to make the calculation easier and then adjusted e.g. $56 - 38$ is treated as $56 - 40$ and then 2 is added to compensate Decrease	Year 4, 5 & 6 Consolidation of terms learnt in previous year groups
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MULTIPLICATION

EYFS	<p>Year 1</p> <p>Groups of, sets of, lots of</p> <p>Equal groups</p> <p>Counting patterns (2s, 5s, 10s)</p> <p>Doubles</p>	<p>Year 2</p> <p>Multiply – to carry out the process of multiplication</p> <p>Multiple – a number in a times table e.g. the multiples of 2 are 2,4,6 etc.</p> <p>Groups of, lots of, sets of, times, multiplied by – different ways to say the symbol “x”</p> <p>Array – an ordered collection of objects in rows and columns</p> <p>Commutative – knowing 3 x 5 will get the same answer as 5 x 3</p> <p>Even – numbers in the 2 times table</p> <p>Odd – numbers not in the 2 times tables</p> <p>Pairs</p>	<p>Year 3</p> <p>Factor – factor x factor = product</p> <p>Product – the result of multiplying 2 numbers</p> <p>Multiply</p> <p>Scaling – to enlarge a number, quantity or measurement by an amount</p>	<p>Year 4</p> <p>Factor – factor x factor = product e.g. 1,2,3,4,6,12 are factors of 12</p> <p>Factor pairs - A factor pair is 2 factors multiplied together to make a given product</p> <p>Short multiplication – a method used to multiply 2 or more digits by a 1 digit number, using columns</p>	<p>Year 5 & 6</p> <p>Prime number – A whole number greater than 1 that only has two factors, itself and 1.</p> <p>Composite – a non prime number.</p> <p>Common factor – a number which is a factor of 2 or more other numbers e.g. 3 is a common factor of 9 and 30, 7 is a common factor of 14 and 21.</p> <p>Prime factor – the factors of a number that are prime e.g. 2 and 3 are the prime factors of 12</p> <p>Common multiple – the smallest positive number that is a multiple of two or more numbers e.g. 24 is a common multiple of 4,6,8 etc.</p> <p>Square numbers</p> <p>Cube numbers</p>
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DIVISION

EYFS & Year 1

Equal – the same

Sharing – share equally a number of objects into a specified number of groups.

Divide – to carry out the process of division

Make equal groups – grouping

Make equal groups - sharing

Year 2

Sharing – sharing equally between

Grouping - put into groups of

Divided by – sharing or grouping

Inverse – multiplication and division are inverse operations so $10 \div 2 = 5$ and $5 \times 2 = 10$

(it is NOT commutative)

Even – numbers that can be divided by 2

Odd – numbers that will have a remainder of 1 when divided by 2

Year 3, 4, 5 and 6

Dividend – the number that is being divided into equal parts

Divisor – for sharing: the number that it is being shared between. For grouping: the number in each group
In $15 \div 3$, 15 is the dividend and 3 is the divisor

Quotient – the result of a division
 $\text{dividend} \div \text{divisor} = \text{quotient}$

Divisible – A whole number is divisible by another if there is no remainder after division

Remainder – the amount remaining after division

e.g. $29 \div 7 = 4 \text{ r}1$

Scaling – to reduce a number, quantity or measurement by an amount

Short division – a method used to divide 2 or more digits by a 1 digit number

Y6 – Long division

Orders of operations – brackets, indices 2 3 $\sqrt{}$, multiplication and division, addition and subtraction

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FRACTIONS

EYFS	Year 1 Equal parts Whole Half Quarter	Year 2 Whole Half $\frac{1}{2}$ Quarters $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ Third $\frac{1}{3}$ $\frac{2}{3}$ Unit fraction Non-unit fraction Equivalent fraction numerator denominator	Year 3 Whole, part Halves, quarters, thirds Tenths Unit fraction Non-unit fraction	Year 4 Tenths Hundredths Proper fractions Improper fraction Mixed number	Year 5 Improper fraction Mixed number Thousandths Percentage – out of 100 Equivalent fractions, decimals and percentages	Year 6 Equivalent fractions Simplify Highest common factor (HCF) Lowest common multiple (LCM) Percentage of an amount
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MEASURES

<p>EYFS</p> <p>Before, after</p> <p>First, next</p> <p>Long, longer</p> <p>Short, shorter</p> <p>Tall, taller</p>	<p>Year 1</p> <p>Length</p> <p>Height</p> <p>Compare</p> <p>Cm (centimetres)</p> <p>Weight</p> <p>Mass</p> <p>Heavy/Heavier / heaviest</p> <p>Light / Lighter / lightest</p> <p>Equal / Same</p> <p>Capacity (the volume of a material held in a container)</p> <p>Volume (the space taken up inside a container)</p> <p>Full, nearly full, Empty, nearly empty</p> <p>Container</p> <p>Time – before, after, morning, afternoon, evening</p> <p>Today, yesterday, tomorrow</p> <p>Days of the week</p> <p>Months of the year</p> <p>O'clock – minute hand pointing to the 12</p> <p>Minute hand – longer hand</p> <p>Hour hand – shorter hand</p>	<p>Year 2</p> <p>Length – cm, m,</p> <p>Mass – g, kg,</p> <p>Volume – ml, litres</p> <p>Temperature - °C</p> <p>Time:</p> <p>Analogue clock</p> <p>Minute hand</p> <p>Hour hand</p> <p>O'clock, half past</p> <p>Quarter past, quarter to, 5 minutes past etc</p> <p>Seconds, minutes, hours</p>	<p>Year 3</p> <p>Length – mm</p> <p>Equivalent lengths</p> <p>Perimeter – distance around the edge of a closed shape</p> <p>Intervals</p> <p>Time – to the minute</p> <p>AM / PM</p> <p>24 hour clock</p> <p>Duration of time</p> <p>Midnight</p> <p>Midday - noon</p>	<p>Year 4</p> <p>Length – km</p> <p>Rectilinear shape – a rectilinear shape can be divided into rectangles in order to find the area</p> <p>Area – the amount of space within a closed 2D shape</p> <p>Time – to the minute</p> <p>AM / PM</p> <p>24 hour clock</p> <p>Duration of time</p> <p>Analogue</p> <p>Digital</p>	<p>Year 5</p> <p>Metric measures</p> <p>Imperial measures</p> <p>Timetables</p> <p>Area of a rectangles</p> <p>Area of compound shapes</p>	<p>Year 6</p> <p>Area of a triangle</p> <p>Area of a parallelogram</p> <p>Volume of a cube/cuboid</p>
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	Half past – minute hand pointing to the 6					
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GEOMETRY						
EYFS	Year 1 3D shapes – cube, cuboid, cylinder, cone, pyramid, sphere, Faces Curved surface Roll Stack 2D shapes – square, rectangle, circle, triangle Sides – curved, straight Pattern Next Repeat	Year 2 2D shapes – as Y1 plus pentagon, hexagon, octagon, Sides – curved, straight Regular, irregular Vertex/Vertices – where 2 lines meet at a point Lines of symmetry Symmetrical 3D shapes – as Y1 plus triangular prism, tetrahedron, square based pyramid, Flat faces Curved surfaces Edge – where 2 faces or a face and a curved surface meet Vertex/vertices – where 2 or more edges meet Apex – point at the top of a cone or pyramid Turn Clockwise Anti-clockwise Direction Position Right angle Orientation	Year 3 Right angle Acute angle – less than a right angle Obtuse angle – more than a right angle Horizontal Vertical Parallel Perpendicular Prism – same shape all the way through Pyramid – tapers to a point Quadrilateral Polygon Carroll diagram Venn diagram	Year 4 Right angles are 90 degrees (°) Acute angles are less than 90° Obtuse angles are more than 90° but less than 180° Triangles: Right angled, Equilateral, Isosceles, Scalene Quadrilaterals: squares, rectangles, parallelogram, trapezium, rhombus, kite, Parallel lines, perpendicular lines, Symmetrical figure	Year 5 Protractor Straight line Around a point First Quadrant Translation Co-ordinates Reflection	Year 6 Circle: Centre – the middle point, radius – the distance from the centre to the edge of a circle, diameter - the distance from one edge to another going through the centre, circumference – the distance around a circle (its perimeter) Four quadrants Co-ordinates – positive and negative Translation Transformation Vertically opposite angles Angles in triangles Angles in quadrilaterals Nets of 3D shapes

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STATISTICS						
EYFS	Year 1	Year 2 Pictogram Tally chart Block diagram Total, altogether More/less/fewer/ difference	Year 3 Keys Symbols Data Horizontal / vertical x-axis, y-axis Bar chart Scale Tables	Year 4 Line graphs Continuous data	Year 5 Consolidation of Y2 to Y4	Year 6 Pie charts Segments Mean Average