## MALIN BRIDGE PRIMARY SCHOOL

Maths Agreed Language


## RATIONALE

Vocabulary understanding is a major contributor to overall comprehension in many content areas, including mathematics. Teaching and learning the language of mathematics is vital for
the development of mathematical proficiency. Students' mathematical vocabulary learning is a very important part of their language development and ultimately mathematical proficiency.

Pupils should be taught precise mathematical language throughout school so they can fully express their mathematical thinking.

Please find below definitions of some of the mathematical terms used across school. All classrooms should have a maths dictionary for further clarification.

| TERM | DEFINITION |
| :---: | :--- |
| unit fraction | A fraction with a numerator of one; non-unit fractions are fractions with <br> numerators other than I. |
| units | This is often used colloquially to mean the ones column, however 'unit' <br> should only refer to a unit of measure e.g. minutes, $\mathrm{kg}, \mathrm{mm}$ etc. |
| vinculum | The horizontal line used to separate the numerator and denominator in a |

Please find below definitions of some of the mathematical terms used across school. All classrooms should have a maths dictionary for further clarification.

| TERM | DEFINITION |
| :---: | :--- |
| prime number | A whole number that has exactly two factors, itself and one. E.g 5 <br> factors 5 and I), whereas 57 is not prime (factors $57,19,3$, I). |
| product | The result you get when you multiply two or more numbers. |
| proof | A formal mathematical argument that shows why a statement is always <br> true. |
| quotient | The result after you divide the dividend by the divisor, for example in 'I2 <br> $\div 3=4$ ', 4 is the quotient. |
| ratio | A comparison of two qualities by division which can be expressed as 'a to <br> b, a/b or a:b' |
| regroup | To re-combine a set into different groups e.g. twelve ones can be <br> reorganised into one ten and two ones. |
| remainder | A number left over when an integer is divided by another. |
| A method used to approximate a number to the nearest appropriate |  |
| power of ten, for example, II.74: |  |
| II.74 $\approx 11.7$ (rounded one decimal place) |  |

Below is a list of words which should be introduced EYFSI.

| UNIT | ASE | AVOID |
| :---: | :--- | :--- |
| Number Sense | more, less, number, objects, <br> numeral, count, how many, one, <br> two, three, four, five, six, seven, <br> eight, nine, ten, hundreds | units |
|  <br> Subtraction | total, add, subtract, lots, fewer, one <br> more | bigger, smaller |
|  <br> Division | equal, unequal, same, shared |  |
| Measures | tall, long, longer, longest, short, <br> shorter, shortest, heary, light, full, <br> empty, length, weight, capacity, <br> time, money, coin |  |
| Shape | bigger, smaller, round, sphere, box, <br> shape, symmetry, pattern | diamond, star |
| Also see geometry policy |  |  |

Below is a list of words which should be introduced in EYFS2. Please also note the EYFSI word list.

| UNIT | USE | AVOID |
| :---: | :---: | :---: |
| Number Sense | same numbers, different numbers, counting, number line, digit, order, ones, tens, zero | units |
| Addition \& Subtraction | more, less, the same, count on, zero, number bond count back, nearly, equal, unequal, is equal to, add, more, make, total, altogether, one more, two more etc. one less, two less etc. fewer, take away, difference between, is the same as | bigger, smaller <br> sum (when used for subtraction) |
| Multiplication \& Division | share, sort, count, double, halve, more than, less than, of |  |
| Measures | size, compare, measure, guess, estimate, days, week, month, birthday, now, soon, early, before, next, last, newest, oldest , too much, not enough, too many, too few, coin, pence, price, penny, pay, full, half full, nearly empty, heavy, light |  |
| Shape | pattern, flat, curved, round, corner, side, edge, make, draw, solid, whole, circle, triangle, square, rectangle, pentagon, hexagon, cube, pyramid, sphere, cone <br> Also see geometry policy | diamond, star |
| Position \& Direction | above, below, inside, outside, through, around, behind, in front, in, on, under, next to, up, down, on top of, forwards, backwards |  |

GLOSSARY

Please find below definitions of some of the mathematical terms used across school. All classrooms should have a maths dictionary for further clarification.

| TERM | DEFINITION |
| :---: | :---: |
| median | A measure of centre that identifies a value such that half the data is above the value and half below when the data is listed in order. |
| mixed number | A number represented by a whole number next to a fraction and is equal to the sum of the whole number and the fraction. |
| more/fewer and greater/less | More and fewer are used when we talk about discrete data, i.e. objects that can be counted using positive whole numbers. Greater and less are used when we talk about continuous data, i.e. data that can take any value within a range. |
| multiple | A number into which a given number may be divided with no remainders. The result of multiplying a number by an integer, for example, 12 is a multiple of 3 and 4 because $3 \times 4=12$. |
| number bond | A way of representing a number using a part-part-whole model; for example, if 3 and 7 are the parts, then the whole is ten. |
| numerator | The number of equal parts of a total number of parts in a fraction. This is the top number in a fraction e.g. $2 / 3$ has a numerator of 2 . |
| ones | Refers to the place value column between 'tens' and 'tenths' (as the use of the word 'units' is unnecessary and may be confusing; the 'unit' refers to the type of measure - cm, kg, etc., whereas we count in 'ones'.) |
| partitioning | A way of breaking a number into at least two parts resulting in a number bond for that number, for example, 12 is equal to ten and two. |
| percent | A ratio that calculates the parts per 100 e.g. $20 \%$ is 20 parts out of 100 or $20 / 100$ |
| prime factor | All the factors of a quantity that are only divisible by the number $I$ and itself e.g. the prime factors of 42 are 7,3 and 2. |

Please find below definitions of some of the mathematical terms used across school. All classrooms should have a maths dictionary for further clarification.

| TERM | DEFINITION |
| :---: | :---: |
| estimation/ estimate | Make an approximate calculation, often based on rounding. |
| exchange | Mainly used in subtraction to describe replacing a number with something of the same value e.g. One ten with ten ones. When subtracting, a ten is exchanged for ten ones. This can also be used in addition if, for example, you have a total of ten in the ones column you exchange the ten ones for a ten. |
| expression | Numbers, symbols and operators grouped together but without the 'equal to' sign, for example, ' $5 \times 3$ or $6-I$ '. |
| factor | A number, that when multiplied with one or more other factors, makes a given number; for example, 2 and 3 are factors of 6 because $2 \times 3=6$. |
| fraction | A number written in the form of a ratio. |
| fractional part or unit | A part of a whole or a part of a group. |
| improper fraction | A fraction in which the numerator is greater than the denominator. |
| integer | A positive or negative whole number or zero. |
| $\begin{gathered} \text { interval } \\ \text { (on a measurement } \underset{\text { scale) }}{ } \end{gathered}$ | The space between two divisions on a scale, which represents a specific amount of what is being measured. The known interval between labelled divisions can be used to calculate the unknown intervals between unnumbered divisions. |
| mean | A measure of centre where the sum of a set of numbers is divided by the number of elements in the set (also known as average) |

Below is a list of words which should be in
Below is a list of words which should be introduced in Year I. Please also note the previous word lists.

| UNIT | USE | AVOID |
| :---: | :---: | :---: |
| Number Sense | tens, ones, columns, digits, value, estimate <br> multiple, number, more than, less than, skip counting | units, guess <br> bigger, smaller, any mention of crocodiles whatsoever use images to support eg. |
| Addition \& Subtraction | add, subtract, take away, find the difference, is equal to, the same as, part, whole, number bond | equals |
| Multiplication \& Division | array, multiply, groups of, fraction, half, quarter, is equal to, divide, divided into, sharing, grouping, division | equals, times, timesing, divided by, dividing by |
| Measures | minute, hour, second, half past hour hand, minute hand, O' Clock <br> Names of months and seasons quicker, slower, earlier, later, long/ short, longer/shorter, tall/short, double/half, full/empty, more than, less than, half full, quarter, heavy/ light, heavier than, lighter than, pounds, pence, pennies, coins, notes | big hand, little hand |
| Shape | square, rectangle, circle, triangle, sphere, cube, cuboid, pyramid, rhombus Also see geometry policy | diamond, star |
| Position \& Direction | beside, beneath, between, left, right, North, South, East, West |  |

YEAR 2
GLOSSARY
Below is a list of words which should be introduced in Year 2. Please also note the previous word lists.

| UNIT | USE | AVOID |
| :---: | :--- | :--- |
| Number Sense | $\begin{array}{l}\text { value, digit, columns, ones, tens, } \\ \text { hundreds, thousand, greater than, less } \\ \text { than, compare, order, consecutive, place } \\ \text { value, represents, value, worth, ex- } \\ \text { change, sequence }\end{array}$ | $\begin{array}{l}\text { units }\end{array}$ |
| bigger, smaller, any mention |  |  |
| of crocodiles |  |  |$]$

Please find below definitions of some of the mathematical terms used across school. All classrooms should have a maths dictionary for further clarification.

| TERM | DEFINITION |
| :---: | :---: |
| congruent | Having the same shape and exactly the same size. See geometry policy |
| decimal fraction | A proper fraction whose denominator is a power of 10. |
| decimal point | A demarcation point to separate whole numbers from values less than I in the base 10 number system. |
| denominator | The bottom part of a fraction that indicates the number of equal parts into which the whole is divided, e.g. 4 in the fraction I/4. |
| difference | The answer obtained using the operation of subtraction. |
| digit | The ten symbols used in the base-ten numeration system; $0, I, 2,3,4,5$, $6,7,8$ and 9 . |
| dividend | The amount that you want to divide, for example, in ' $12 \div 3=4$ ', 12 is the dividend. |
| Division (on a measurement scale) | The mark or line that denotes where a specific value is measured. Labelled divisions are usually larger, with unnumbered intermediate and smaller divisions provided to allow for greater accuracy. |
| divisor | The number you divide by, for example, in ' $12 \div 3=4$ ', 3 is the divisor. |
| equal to | We refer to quantities being 'equal to' each other rather than 'equals' as this emphasises the fact that equality works in both directions e.g. consider the equation ' $4+\mathrm{I}=3+2$ '. Both sides of the equation are 'equal to' each other, as both give the result 5 . |
| equation | Says that two things are equal. It will have an 'equal to' sign, for example, ' $8-3=5 \times 1$ '. |
| equivalent | Having exactly the same value, e.g., $12 \div 2=4+2$. |

Please find below definitions of some of the mathematical terms used across school. All classrooms should have a maths dictionary for further clarification.

| TERM | DEFINITION |
| :---: | :---: |
| addend | A number used in the mathematical operation of addition E.g. '6+8= 14 ', 6 and 8 are addends. |
| algebraic notation | An algebraic description written in terms of numbers, symbols and variables. E.g. $4 a+3 b=10$ |
| algorithm | A set of step-by-step instructions for completing a task. |
| approximation | The number is not exact but is close, for example, if a journey takes 57 minutes, you might say that it takes approximately one hour. |
| area | A two dimensional space measured by the number of non-overlapping unit squares that fit into the space. |
| common denominator | A number divisible by all the denominators in a set of fractions. |
| common factor | A whole number that will divide exactly into two or more given numbers without leaving a remainder. |
| common multiple | A whole number multiple of two or more given numbers E.g. 48 is a common multiple of 2,3 and 4 . |
| commutative property | Addition: $\mathrm{a}+\mathrm{b}=\mathrm{c}$ and $\mathrm{b}+\mathrm{a}=\mathrm{c}$ <br> The addition of terms in any order provides the same sum. <br> Multiplication: $\mathrm{a} \times \mathrm{b}=\mathrm{c}$ and $\mathrm{b} \times \mathrm{a}=\mathrm{c}$. <br> The multiplication of terms in any order give rise to the same product. |
| composite number | Positive integers having three or more whole number factors, e.g. 12 because it has the factors $I, 12,3,4,2$ and 6.7 is not a composite number as it only has the factors I and 7 , therefore it is a prime number. |

Below is a list of words which should be introduced in LKS2. Please also note the previous word lists.

| UNIT | USE | AVOID |
| :---: | :---: | :---: |
| Number Sense | numerals, roman numerals, ten thousands, hundred thousands, millions, property, classify, integer, round to the nearest, justify, proof, decimal point | bigger, smaller, equals, more, less, |
| Addition \& Subtraction | increase, decrease, column addition, column subtraction, integer, estimate | sum (used for anything other than addition) |
| Multiplication \& Division | divisor, dividend, quotient, scaling, integer, inverse, product, factor, divisible, divisibility, common multiple | timesing, timesed by, moving the decimal point, divided by, dividing by |
| Fractions, Decimals, Percentages, Ratio \& Proportion | numerator, denominator, vinculum, whole, unit fraction, hundredths, tenths, sevenths, sixths, thirds, bar modelling, equivalent, decimal, decimal places, decimal fraction, whole number | fractions as cakes, pizzas, round things in general (Use as wide a range of models as possible, in the same lesson. eg. shaded number lines, bar modelling, 3D shapes) |
| Measures | perimeter, kilometre, metres, distance, convert, area, squared, rectilinear, analogue, digital, leap year, roman numerals, 12 -hour, 24 -hour, duration, convert, millennium, fortnight, volume, kilo, centi, milli (as thousand, hundredth and thousandth equivalent) | big hand, little hand <br> weight |
| Shape | quadrilateral, agreed names for 2D and 3D shapes (see geometry policy), angles, right angle, parallel, perpendicular, acute, obtuse, reflex, polygon, regular, irregular, congruent | diamond, star mirror line |
| Position \& Direction | coordinates, origin, NSEW, NE, SE, SW, NW, quadrant, symmetry, translation, orientation |  |
| Statistics | more, fewer, bar chart, scale, interpret, axes, axis, horizontal, vertical, discrete, continuous, Venn |  |


|  | Below is a list of words which should be introduced in UKS2. Please also note the previous word list. |  |
| :---: | :---: | :---: |
| UNIT | USE | AVOID |
| Number Sense | ascending, descending, approximation, approximately, negative integers, estimation, ten millions, hundred millions, margin of error, acceptable error, linear | the use of minus to mean negative eg. 'minus' 5 should be negative 5 . |
| Addition \& Subtraction | BODMAS - brackets, indices, division/ multiplication, addition/subtraction | more, less, sum (to mean anything other than addition) |
| Multiplication \& Division | BODMAS, prime numbers, square numbers, cubed numbers, composite numbers, common factor, mean, median | timesing, timesed by, moving the decimal point, divided by, dividing by |
| Fractions, Decimals, Percentages, Ratio \& Proportion | proper fraction, improper fraction, mixed number, reduce to, cancel, conversion, equivalency, hundredth, thousandths, scale up/down, per cent, percentage, equivalence, sector | fractions as cakes, pizzas, round things in general (Use as wide a range of models as possible, in the same lesson. eg. shaded number lines, bar modelling, 3D shapes) |
| Algebra | BODMAS, algebra, algebraic, inverse |  |
| Measures | metric, imperial, inches, feet, pounds, ounces, pints, gallons, equivalencies, squares, breadth, vertically opposite angles | big hand, little hand weight |
| Shape | agreed names for 2D and 3D shapes (see geometry policy), radius, diameter, circumference, $1^{\text {st }}, 2^{\text {nd }}, 3^{\text {rd }}, 4^{\text {th }}$ quadrants, plot, origin, geometry, geometric | diamond, star mirror line |
| Statistics | database, line graph, maximum/ minimum value, Carroll diagram |  |

## GLOSSARY



