



**Hampshire**  
County Council

Improvement and  
Advisory Service

SERVICES FOR SCHOOLS

# Glossary of mathematical terms with word cards

Secondary

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# Introduction

The precise and appropriate use of subject specific vocabulary is an essential communication skill for learners and teachers of any subject. If you wish to communicate in a language other than your mother tongue, it is necessary to acquire knowledge of the vocabulary associated with that language, alongside the correct spelling and grammatical rules. The same applies to mathematics and this glossary has been developed by the Hampshire Mathematics Team to provide teachers with a reference point for the technical and subject specific language associated with mathematics. Everyday language in a mathematical context is also included to provide ideas for teachers to use with the word-card resource that accompanies this glossary.

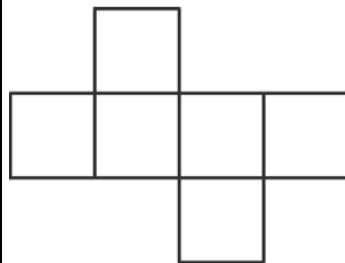
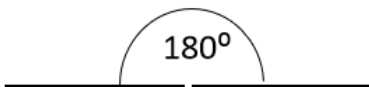
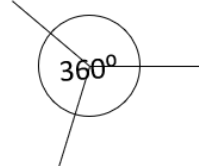
This document provides word lists linked to vocabulary that appears in the National Curriculum for mathematics (2014) organised into key stage bands. Upper Key Stage 2 (Years 5 and 6) words have been included for transition and continuity. In Key Stage 4 (KS4), words in **bold** refer to content that is suitable for higher attaining pupils and standard type is intended for all students. This is because the current GCSE has two tiers of entry, *foundation* (for all) and *higher* (for those higher attaining students). The Key Stage 3 (KS3) content is intended to be for all to access and forms the basis for the foundation tier of study in KS4.

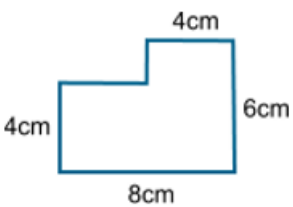
For each word, the year group and the National Curriculum domain in which it first appears is identified. This is not to say that the word is not used in other areas of mathematics or in subsequent year groups. Mathematics is a subject where a *spiral* curriculum is often advocated. Learners are expected to revisit concepts with ever increasing complexity, making connections across domains as they progress. The language associated with mathematics enables precise communication of ideas and concepts and provides one of the building blocks required by learners as they develop their understanding.

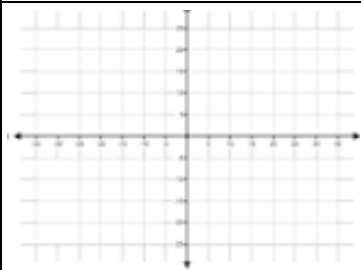
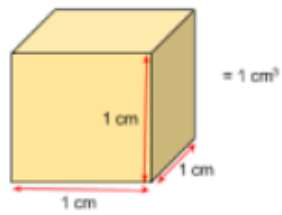
It is to be noted that not all the words in the glossary would be used in the classroom. This document provides a point of reference for teachers to ensure the language used is correct and precise and all concepts are taught with prior knowledge of meaning and definition.

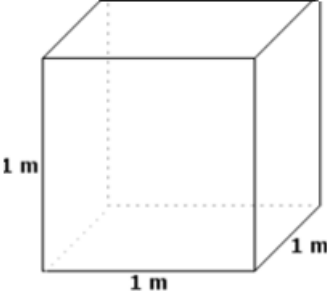
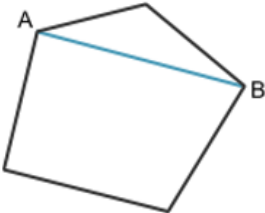
# Glossary

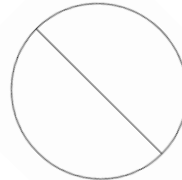
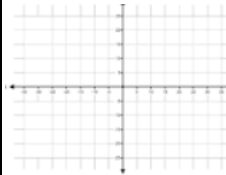
## Upper Key Stage 2

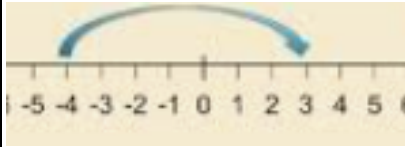
| Word                                          | Domain                                              | Year | Meaning                                                                                                                          | Example                                                                                                                                             |
|-----------------------------------------------|-----------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2-D representation</b>                     | Geometry: properties of shapes.                     | 5    | Also called a <i>net</i> . A plane figure composed of polygons which by folding and joining can form a polyhedron.               |  <p>A net of a cube</p>                                          |
| <b>Angles at a point (on a straight line)</b> | Geometry: properties of shapes.                     | 5    | The sum of the angles at a point on a line is $180^\circ$ .                                                                      |                                                                  |
| <b>Angles at a point (in a whole turn)</b>    | Geometry: properties of shapes                      | 5    | The sum of the angles at a point for a complete turn is $360^\circ$ .                                                            |                                                                 |
| <b>Brackets</b>                               | Addition, subtraction, multiplication and division. | 6    | Symbols used to group numbers in arithmetic or letters and numbers in algebra to indicate that certain operations have priority. | $2 \times (3 + 4) = 2 \times 7 = 14$<br>$2 \times 3 + 4 = 6 + 4 = 10$<br>The <b>brackets</b> give priority to the addition over the multiplication. |

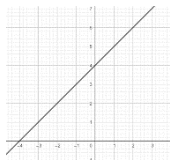
| Word                     | Domain                                                             | Year | Meaning                                                                                                                                                                      | Example                                                                               |
|--------------------------|--------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Circumference</b>     | Geometry: properties of shapes.                                    | 6    | The distance around a circle (its perimeter).                                                                                                                                |    |
| <b>Common factor</b>     | Multiplication and division.                                       | 5    | A number which is a factor of two or more other numbers.                                                                                                                     | 3 is a <b>common factor</b> of the numbers 9 and 30.                                  |
| <b>Common multiple</b>   | Multiplication and division.                                       | 6    | An integer which is a multiple of two or more other integers.                                                                                                                | 24 is a <b>common multiple</b> of 2, 3, 4, 6, 8 and 12.                               |
| Complement (of a number) | Addition and subtraction.<br>Fractions, decimals, and percentages. | 5    | Pairs of numbers that sum to another number (number bonds).                                                                                                                  | $67 + 33 = 100$<br>67 and 33 are <b>complements</b> in 100.                           |
| <b>Composite number</b>  | Multiplication and division.                                       | 5    | A whole number that is the product of other whole numbers, excluding 1. This means that 1 and prime numbers are not composite. A composite number has more than two factors. | $2 \times 6 = 12$ and $3 \times 4 = 12$<br>12 is a <b>composite number</b> .          |
| Composite shape          | Geometry: properties of shapes.                                    | 5    | A shape formed by combining two or more shapes.                                                                                                                              |  |

| Word                                     | Domain                                              | Year | Meaning                                                                                                                                                                                                                    | Example                                                                                                 |
|------------------------------------------|-----------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Compound unit (speed)                    | Measurement.                                        | 6    | A measure with two or more dimensions is a compound measure. Speed is calculated as distance $\div$ time.                                                                                                                  | The car travelled at 50 km/h.<br>The speed is given in kilometres per hour.                             |
| Conjecture                               | Reasoning.<br>Fractions, decimals, and percentages. | 6    | An educated guess (!) of a particular result, which is, as yet, unverified.                                                                                                                                                | 2, 4, 6, 8, 10....<br><b>Conjecture:</b> The next number will be 12 because the sequence goes up in 2s. |
| <b>Coordinate plane</b>                  | Geometry: position and direction.                   | 6    | Two axes at right angles to each other are used to define the position of a point in a plane. The Cartesian coordinate system uses (x,y) to define how far horizontally and vertically a point lies from the origin (0,0). |                      |
| <b>Cube number</b>                       | Multiplication and division.                        | 5    | A number that can be expressed as the product of three equal integers.                                                                                                                                                     | $27 = 3 \times 3 \times 3$<br>$27 = 3^3$<br>27 is a <b>cube number</b> .                                |
| <b>Cubic centimetre (cm<sup>3</sup>)</b> | Measurement.                                        | 6    | A unit of volume. The 3-D space equivalent to a cube with edge length 1cm.                                                                                                                                                 |                    |

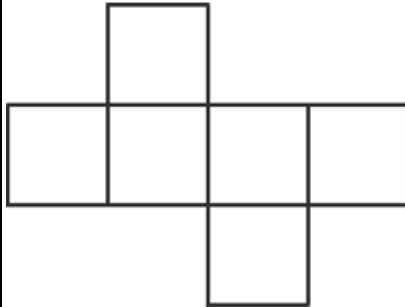
| Word                               | Domain                                        | Year | Meaning                                                                                                                                                                            | Example                                                                                                                          |
|------------------------------------|-----------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Cubic metre (m<sup>3</sup>)</b> | Measurement.                                  | 6    | A unit of volume. The 3-D space equivalent to a cube with edge length 1m.                                                                                                          |                                               |
| <b>Decimal fraction</b>            | Fractions, decimals and percentages.          | 6    | Tenths, hundredths, thousandths, etc, represented by digits following a decimal point.                                                                                             | 0.125 is a <b>decimal fraction</b> .<br>It is equivalent to $\frac{1}{10} + \frac{2}{100} + \frac{5}{1000}$ (or $\frac{1}{8}$ ). |
| Deduction                          | Reasoning.<br>Geometry: properties of shapes. | 5    | Mathematical reasoning where the conclusion follows necessarily from a set of premises. If the premises are true then following deductive rules, the conclusion must also be true. | If $2x = 6$ , we can <b>deduce</b> that $x = 3$ .                                                                                |
| <b>Degree</b>                      | Geometry: properties of shapes.               | 5    | The most common unit of measurement for angle.                                                                                                                                     | A complete turn is 360 <b>degrees</b> ( $360^\circ$ ).                                                                           |
| Diagonal (of a polygon)            | Geometry: properties of shapes.               | 5    | A line segment joining any two non-adjacent vertices of a polygon.                                                                                                                 |                                             |

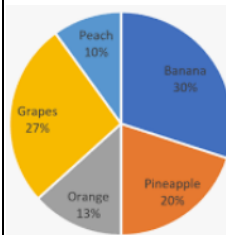
| Word                                  | Domain                                                    | Year | Meaning                                                                                                                                                                                   | Example                                                                                                                    |
|---------------------------------------|-----------------------------------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Diameter</b>                       | Geometry: properties of shapes.                           | 6    | Any of the chords of a circle or sphere that pass through the centre.                                                                                                                     |                                         |
| <b>Equation</b>                       | Algebra.                                                  | 6    | A mathematical statement showing that two expressions are equal. The expressions are linked with the symbol '='.                                                                          | $7 - 2 = 4 + 1$<br>$5x = 15$                                                                                               |
| Equivalence statement (or expression) | Addition and subtraction.<br>Multiplication and division. | 5    | A numerical or algebraic expression which is the same as the original expression but is in a different form which might be more useful as a starting point to solve a particular problem. | $19 \times 8 = (20 \times 8) - (1 \times 8)$                                                                               |
| <b>Formula (e)</b>                    | Algebra.                                                  | 6    | An equation linking sets of physical variables.                                                                                                                                           | To find the area of a circle, $A$ , we use the <b>formula</b> :<br>$A = \pi r^2$<br>Where $r$ is the radius of the circle. |
| <b>Four quadrants</b>                 | Geometry: position and direction.                         | 6    | The four regions into which a plane is divided by the 'x' and 'y' axes in a (Cartesian) coordinate system.                                                                                |                                       |

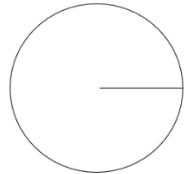
| Word                          | Domain                                | Year | Meaning                                                                                                                                            | Example                                                                                                                              |
|-------------------------------|---------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Gallon                        | Measurement.                          | 6    | An imperial measure of capacity equal to the volume occupied by ten pounds of distilled water. 1 gallon = 4 quarts = 8 pints $\approx$ 4.5 litres. | The bucket held two <b>gallons</b> of water.                                                                                         |
| Generalisation                | Algebra.                              | 6    | To formulate a general statement or rule that applies correctly to all relevant cases.                                                             | <i>"The sum of two odd whole numbers is always an even whole number"</i> is a <b>general</b> statement.<br>It is always true.        |
| Hundred thousand              | Number and place value.               | 5    | The sixth column to the left in relation to the decimal point. It is one hundred thousands, or $10^5$ .                                            | 367, 500.<br>This number reads as <b>three hundred</b> and sixty-seven <b>thousand</b> and five hundred.                             |
| <b>Imperial units</b>         | Measurement.                          | 5    | Units of measurement historically used in the United Kingdom and other English-speaking countries.                                                 | Inch, foot, yard, mile, acre, ounce, pound, stone, hundredweight, ton, pint, quart, gallon are all <b>imperial units</b> of measure. |
| <b>Improper fractions</b>     | Fractions, decimals, and percentages. | 5    | A fraction which has a numerator that is greater than its denominator, denoting a value greater than one.                                          | $\frac{9}{4}$                                                                                                                        |
| <b>Inch (in or ")</b>         | Measurement.                          | 5    | An imperial unit of length.                                                                                                                        | My thumbnail is approximately one <b>inch</b> wide.                                                                                  |
| <b>Interval (across zero)</b> | Number and place value.               | 6    | The distance between a pair of numbers on a number line where one is positive and the other is negative.                                           |                                                 |

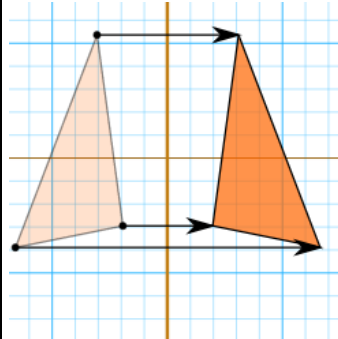
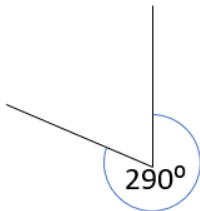
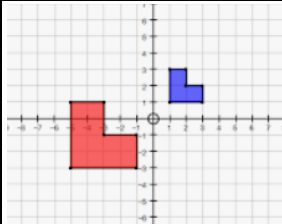
| Word                     | Domain                                               | Year | Meaning                                                                                                                                                                      | Example                                                                                                                                      |
|--------------------------|------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level of accuracy</b> | Number and place value.<br>Addition and subtraction. | 5    | Often in reference to the number of significant figures (or rounding) with which a numerical quantity is recorded. The degree of precision in the measurement of a quantity. | $3.7 + 4.9 \approx 4 + 5$<br>$4 + 5 = 9$<br>$3.7 + 4.9 \approx 9$ to the nearest whole number.                                               |
| Linear number sequence   | Number and place value.<br>Algebra.                  | 6    | A sequence of numbers that has a common difference (+/-).                                                                                                                    | 3, 7, 11, 15, .... is a <b>linear number sequence</b> with a common difference of 4.                                                         |
| Line graph               | Statistics.                                          | 5    | <b>A graph in which points representing values of a variable for suitable values of an independent variable are connected by a straight line.</b>                            |                                                           |
| <b>Long division</b>     | Multiplication and division.                         | 6    | A columnar algorithm for division by more than a single digit.                                                                                                               | <p>432 ÷ 15 becomes</p> <pre>       28.8 15 √ 432.0    30    --    132    120    --     120     120     --      0 </pre> <p>Answer: 28.8</p> |

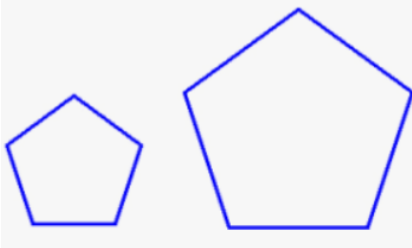
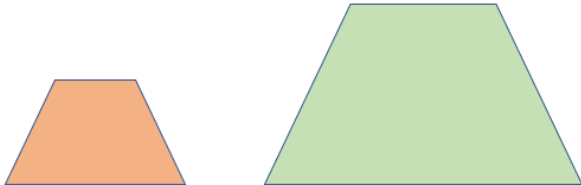
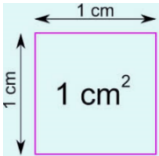
| Word                       | Domain                                               | Year | Meaning                                                                                                                                                     | Example                                                                                                                                                                                                                                                                                                                                            |
|----------------------------|------------------------------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Long multiplication</b> | Multiplication and division.                         | 5    | A columnar algorithm for multiplication by more than a single digit.                                                                                        | $124 \times 26$ becomes<br>$\begin{array}{r} \phantom{0}1\phantom{0}2\phantom{0}4 \\ \times \phantom{0}2\phantom{0}6 \\ \hline \phantom{0}7\phantom{0}4\phantom{0}4 \\ \phantom{0}2\phantom{0}4\phantom{0}8\phantom{0}0 \\ \hline \phantom{0}3\phantom{0}2\phantom{0}2\phantom{0}4 \\ \phantom{0}1\phantom{0}1 \\ \hline \end{array}$ Answer: 3224 |
| <b>Mean (average)</b>      | Statistics.                                          | 6    | Sometimes called the arithmetic mean. The mean of a set of discrete data is the sum of the quantities divided by the number of quantities (or data points). | The <b>mean</b> average of 5, 6, 14, 15 and 45 is $(5 + 6 + 14 + 15 + 45) \div 5 = 17$<br>17 is the arithmetic <b>mean</b> .                                                                                                                                                                                                                       |
| <b>Mile</b>                | Measurement.                                         | 6    | An imperial unit of length.                                                                                                                                 | I live two <b>miles</b> away from my friend.                                                                                                                                                                                                                                                                                                       |
| <b>Million</b>             | Number and place value.                              | 5    | The seventh column to the left in relation to the decimal point. It is one thousand thousands or $10^6$ .                                                   | 1, 367, 500<br>This number reads as <b>one million</b> , three hundred and sixty-seven thousand and five hundred.                                                                                                                                                                                                                                  |
| <b>Mixed numbers</b>       | Fractions, decimals, and percentages.                | 5    | A whole number and a fractional part expressed as a common fraction.                                                                                        | $4\frac{5}{8}$ = four and five eighths.                                                                                                                                                                                                                                                                                                            |
| Mixed operation            | Addition, subtraction, multiplication, and division. | 6    | A calculation, or number sentence, involving more than one different operation.                                                                             | $3 + 7 \times 8 = 59$ is a calculation involving <b>mixed operations</b> (addition and multiplication on this occasion).                                                                                                                                                                                                                           |
| <b>Multi-digit number</b>  | Number and place value.                              | 6    | A number comprising at least two digits.                                                                                                                    | 8974 is a <b>multi-digit</b> number.                                                                                                                                                                                                                                                                                                               |

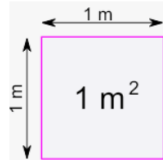
| Word                         | Domain                                               | Year | Meaning                                                                                                                                                                                                                                              | Example                                                                                                              |
|------------------------------|------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Net (of a shape)</b>      | Geometry: properties of shapes.                      | 6    | A plane figure composed of polygons which by folding and joining can form a polyhedron.                                                                                                                                                              |  <p>A net of a cube</p>           |
| Order of magnitude           | Number and place value.                              | 6    | The approximate size of a number, often given as power of ten.                                                                                                                                                                                       | $2.97 \times 10^4 \approx 3 \times 1000 \approx 3 \times 10^3$<br>The <b>magnitude</b> of this product is thousands. |
| Order of operations (BODMAS) | Addition, subtraction, multiplication, and division. | 6    | This refers to the order in which different mathematical operations are applied in a calculation. This is also known as BODMAS or BIDMAS, which stands for Brackets; Orders/Indices (powers); Division and Multiplication; Addition and Subtraction. | $2 + 3 \times 4 = 2 + 12$<br>(multiplication before addition)<br>$2 + 12 = 14$                                       |
| <b>Per cent %</b>            | Fractions, decimals, and percentages.                | 5    | Out of 100.                                                                                                                                                                                                                                          | From 100 counters, I choose 35.<br>This is 35% of the whole.                                                         |
| <b>Percentage</b>            | Fractions, decimals, and percentages.                | 5    | A fraction expressed as the number of parts per hundred and recorded using the notation %. The whole can be expressed as 100%.                                                                                                                       | $35\% = \frac{35}{100} = 35 \text{ out of } 100.$                                                                    |

| Word                   | Domain                                | Year | Meaning                                                                                                                                                                                                                             | Example                                                                                                               |
|------------------------|---------------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Pie chart</b>       | Statistics.                           | 6    | A form of presentation of statistical information. Within a circle, sectors like <i>slices of a pie</i> represent the quantities involved. The frequency of each quantity is proportional to the angle at the centre of the circle. |                                    |
| <b>Pint</b>            | Measurement.                          | 5    | An imperial measure of volume.                                                                                                                                                                                                      | He drank a <b>pint</b> of lemonade.<br>(1 pint is just over 0.5 litre)                                                |
| <b>Pound (lb)</b>      | Measurement.                          | 5    | An imperial measure of mass.                                                                                                                                                                                                        | She bought two pounds of potatoes.<br>(1lb is approximately 455 grams)                                                |
| <b>Powers of 10</b>    | Number and place value.               | 5    | A way of recording multiplying by ten.                                                                                                                                                                                              | $10^2 = 10 \times 10 = 100$ .<br>$10^2 = \text{ten to the power of 2}$ .                                              |
| <b>Prime factor</b>    | Multiplication and division.          | 5    | The factors of a number that are prime.                                                                                                                                                                                             | 2 and 3 are the <b>prime factors</b> of 12 since $12 = 2 \times 2 \times 3$ .                                         |
| <b>Prime number</b>    | Multiplication and division.          | 5    | A whole number greater than 1 that has exactly two factors, itself and 1.                                                                                                                                                           | 2 is a prime number (factors 2, 1).<br>41 is a prime number (factors 41, 1).<br>97 is a prime number (factors 97, 1). |
| <b>Proper fraction</b> | Fractions, decimals, and percentages. | 5    | A fraction which has a numerator that is smaller than its denominator, denoting a value less than one.                                                                                                                              | $\frac{3}{4}$                                                                                                         |

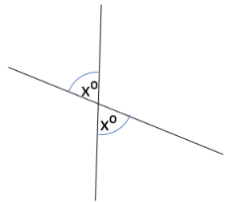
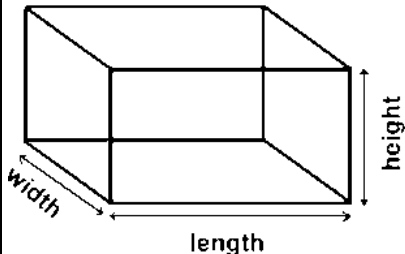
| Word                 | Domain                               | Year | Meaning                                                                                                                                                         | Example                                                                                                                           |
|----------------------|--------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Proportional graph   | Measurement.                         | 6    | A linear graph that converts one measure to another.                                                                                                            |                                                |
| Proportionality      | Ratio and proportion.                | 6    | A part to whole comparison.                                                                                                                                     | If £20 is shared in the ratio 3:5, the first person receives $\frac{3}{8}$ of the whole. $\frac{3}{8}$ is the <b>proportion</b> . |
| Quotient             | Multiplication and division.         | 6    | The result of a division.                                                                                                                                       | $45 \div 3 = 15$<br>15 is the <b>quotient</b> .                                                                                   |
| <b>Radius</b>        | Geometry: properties of shapes.      | 6    | In relation to a circle, the distance from the centre to any point on the circumference. For a sphere, the distance from the centre to any point on the sphere. |                                                |
| Ratio (a:b notation) | Ratio and proportion.                | 6    | A part-to-part comparison.                                                                                                                                      | £20 is divided up in the <b>ratio</b> 3:2.<br>For every £3 one person gets, the other person gets £2.                             |
| Recurring decimal    | Fractions, decimals and percentages. | 6    | A decimal fraction with an infinitely repeating digit or group of digits.                                                                                       | $\frac{1}{3} = 0.33333333\ldots$                                                                                                  |

| Word                 | Domain                          | Year | Meaning                                                                                                                                                 | Example                                                                               |
|----------------------|---------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Reflection</b>    | Geometry: properties of shapes. | 6    | In 2-D, a transformation of the whole plane involving a mirror line or axis of symmetry in the plane. A 2-D reflection is specified by its mirror line. |    |
| <b>Reflex angle</b>  | Geometry: properties of shapes. | 5    | An angle that is greater than $180^\circ$ but less than $360^\circ$ .                                                                                   |    |
| <b>Relative size</b> | Ratio and proportion.           | 6    | A comparison of the size of number or shape.                                                                                                            | 10 is twice 5.<br>5 is half 10.                                                       |
| <b>Remainder</b>     | Multiplication and division.    | 5    | In the context of division where the answer (quotient) is not a whole number, the amount remaining after the operation.                                 | $36 \div 5 = 7 \text{ r } 1$<br>The <b>remainder</b> is 1.                            |
| Scale drawing        | Measurement.                    | 5    | An accurate drawing of a physical object in which all lengths in the drawing are in the same ratio to the corresponding lengths in the actual object.   |  |

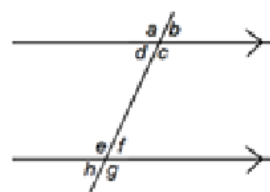
| Word                                      | Domain                | Year | Meaning                                                                                                                                                                            | Example                                                                                                                                                                                                                          |
|-------------------------------------------|-----------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Scale factor</b>                       | Ratio and proportion. | 6    | For two similar geometric figures, the ratio of the corresponding edge lengths.                                                                                                    | <p>Enlargement <b>scale factor 2</b>.</p> <p>Each corresponding edge in the larger pentagon is twice the length of the smaller pentagon.</p>  |
| <b>Similar shape</b>                      | Ratio and proportion. | 6    | Two shapes that have the same corresponding internal angles and sides or edges that are in proportion. One shape will be an <i>enlargement</i> of the other.                       |                                                                                                                                               |
| <b>Simple interest (simple rates)</b>     | Ratio and proportion. | 6    | In savings (or loans), banks apply an interest rate on the sum invested (or loaned). Simple interest is what is added to the savings (or loan) at the end of the specified period. | <p>A saver invests £200 at a <b>simple rate</b> of 1% per year for one year.</p> <p>At the end of the year, the saver has 101% of £200, which is £202.</p>                                                                       |
| <b>Square centimetre (cm<sup>2</sup>)</b> | Measurement.          | 5    | A unit of area, a square measuring 1cm by 1cm.                                                                                                                                     |                                                                                                                                             |

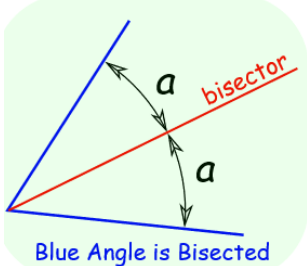
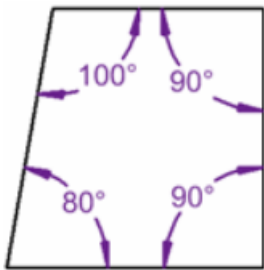
| Word                                | Domain                                | Year | Meaning                                                                                               | Example                                                                                                |
|-------------------------------------|---------------------------------------|------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Square metre (m<sup>2</sup>)</b> | Measurement.                          | 5    | A unit of area, a square measuring 1m by 1m.                                                          |                     |
| <b>Square number</b>                | Multiplication and division.          | 5    | A number that can be expressed as the product of two equal numbers.                                   | $36 = 6 \times 6$<br>$36 = 6^2$<br>36 is six squared.<br>36 is a <b>square number</b> .                |
| <b>Ten million</b>                  | Number and place value.               | 6    | The eighth column to the left relative to the decimal point. It is ten thousand thousands or $10^7$ . | 10, 500, 003<br>This number reads <b>ten million</b> , five hundred thousand and three.                |
| <b>Ten thousand</b>                 | Number and place value.               | 5    | The fifth column to the left relative to the decimal point. It is ten thousands or $10^4$ .           | 20, 503<br>This number reads <b>twenty thousand</b> , five hundred and three (2 lots of ten thousand). |
| Term-to-term rule                   | Algebra.                              | 6    | An algebraic rule to generate successive terms of a sequence.                                         | 3, 7, 11, 15, ....<br>The <b>term-to-term rule</b> is <i>add 4</i> .                                   |
| Terminating decimal                 | Fractions, decimals, and percentages. | 6    | <b>A decimal fraction which can be expressed in a finite number of figures.</b>                       | $\frac{4}{5} = 0.8$<br>(this number <b>terminates</b> at the first decimal place).                     |
| <b>Thousandths</b>                  | Fractions, decimals, and percentages. | 5    | The result of dividing by 1000. The third column to the left after the decimal point.                 | 3.658<br>The eight is in the <b>thousandths</b> column.                                                |

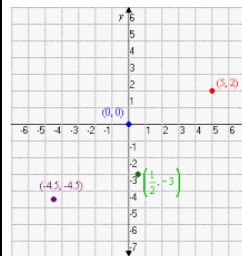
| Word              | Domain                | Year    | Meaning                                                                                                   | Example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |
|-------------------|-----------------------|---------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------|---------|---------|---------|---------|---------------|-------|-------|-------|-------|-------|-------------------|-------|-------|-------|-------|-------|-----------------|-------|-------|-------|-------|-------|---------------|-------|-------|-------|-------|-------|--------------|-------|-------|-------|-------|-------|---------------|-------|-------|-------|-------|-------|----------------|-------|-------|-------|-------|-------|-----------|-------|-------|-------|-------|-------|-------------------|-------|-------|-------|-------|-------|-----------------|-------|-------|-------|-------|-------|
| Timetable         | Statistics.           | 6       | A table of information showing when things will happen.                                                   | <p>This <b>timetable</b> shows when the trains arrive at each station.</p> <table><tr><th>STATIONS</th><th>TRAIN 1</th><th>TRAIN 2</th><th>TRAIN 3</th><th>TRAIN 4</th><th>TRAIN 5</th></tr><tr><td>CHURCH STREET</td><td>08:04</td><td>08:39</td><td>08:34</td><td>08:49</td><td>09:04</td></tr><tr><td>SANDYCOMBE CIRCLE</td><td>09:08</td><td>09:23</td><td>09:38</td><td>09:53</td><td>10:08</td></tr><tr><td>HENLEY HOSPITAL</td><td>10:05</td><td>10:20</td><td>10:35</td><td>10:50</td><td>11:05</td></tr><tr><td>HILLSIDE MALL</td><td>11:07</td><td>11:22</td><td>11:37</td><td>11:52</td><td>12:07</td></tr><tr><td>DULWICH PARK</td><td>12:04</td><td>12:19</td><td>12:34</td><td>12:49</td><td>13:04</td></tr><tr><td>GRAND CENTRAL</td><td>13:08</td><td>13:23</td><td>13:38</td><td>13:53</td><td>14:08</td></tr><tr><td>STATION PARADE</td><td>14:05</td><td>14:20</td><td>14:35</td><td>14:50</td><td>15:05</td></tr><tr><td>GOLDSTEAD</td><td>15:07</td><td>15:22</td><td>15:37</td><td>15:52</td><td>16:07</td></tr><tr><td>MONUMENT DISTRICT</td><td>16:05</td><td>16:20</td><td>16:35</td><td>16:50</td><td>17:05</td></tr><tr><td>LORDSHIP SQUARE</td><td>17:07</td><td>17:22</td><td>17:37</td><td>17:52</td><td>18:07</td></tr></table> | STATIONS | TRAIN 1 | TRAIN 2 | TRAIN 3 | TRAIN 4 | TRAIN 5 | CHURCH STREET | 08:04 | 08:39 | 08:34 | 08:49 | 09:04 | SANDYCOMBE CIRCLE | 09:08 | 09:23 | 09:38 | 09:53 | 10:08 | HENLEY HOSPITAL | 10:05 | 10:20 | 10:35 | 10:50 | 11:05 | HILLSIDE MALL | 11:07 | 11:22 | 11:37 | 11:52 | 12:07 | DULWICH PARK | 12:04 | 12:19 | 12:34 | 12:49 | 13:04 | GRAND CENTRAL | 13:08 | 13:23 | 13:38 | 13:53 | 14:08 | STATION PARADE | 14:05 | 14:20 | 14:35 | 14:50 | 15:05 | GOLDSTEAD | 15:07 | 15:22 | 15:37 | 15:52 | 16:07 | MONUMENT DISTRICT | 16:05 | 16:20 | 16:35 | 16:50 | 17:05 | LORDSHIP SQUARE | 17:07 | 17:22 | 17:37 | 17:52 | 18:07 |
| STATIONS          | TRAIN 1               | TRAIN 2 | TRAIN 3                                                                                                   | TRAIN 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | TRAIN 5  |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |
| CHURCH STREET     | 08:04                 | 08:39   | 08:34                                                                                                     | 08:49                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 09:04    |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |
| SANDYCOMBE CIRCLE | 09:08                 | 09:23   | 09:38                                                                                                     | 09:53                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 10:08    |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |
| HENLEY HOSPITAL   | 10:05                 | 10:20   | 10:35                                                                                                     | 10:50                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 11:05    |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |
| HILLSIDE MALL     | 11:07                 | 11:22   | 11:37                                                                                                     | 11:52                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 12:07    |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |
| DULWICH PARK      | 12:04                 | 12:19   | 12:34                                                                                                     | 12:49                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 13:04    |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |
| GRAND CENTRAL     | 13:08                 | 13:23   | 13:38                                                                                                     | 13:53                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 14:08    |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |
| STATION PARADE    | 14:05                 | 14:20   | 14:35                                                                                                     | 14:50                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15:05    |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |
| GOLDSTEAD         | 15:07                 | 15:22   | 15:37                                                                                                     | 15:52                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 16:07    |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |
| MONUMENT DISTRICT | 16:05                 | 16:20   | 16:35                                                                                                     | 16:50                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 17:05    |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |
| LORDSHIP SQUARE   | 17:07                 | 17:22   | 17:37                                                                                                     | 17:52                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 18:07    |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |
| Unequal sharing   | Ratio and proportion. | 6       | The sharing of a quantity into parts that are not equal.                                                  | <p>£20 is divided up in the ratio 3:2.</p> <p>For every £3 one person gets, the other person gets £2.</p> <p>This is <b>unequal sharing</b>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |
| Unknown           | Algebra.              | 6       | In the context of calculation, the part that is to be worked out using the other known or given elements. | <p><math>a + 4 = 10</math></p> <p><math>a</math> is <b>unknown</b>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |
| Variable          | Algebra.              | 6       | A quantity that can take on a range of values, often denoted by a symbol or letter.                       | <p>If <math>x = 3</math>, then <math>x + 2 = 5</math></p> <p>If <math>x = 4</math>, then <math>x + 2 = 6</math></p> <p><math>x</math> is the <b>variable</b>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |

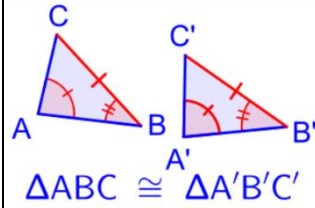
| Word                                | Domain                          | Year | Meaning                                                                                              | Example                                                                             |
|-------------------------------------|---------------------------------|------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Vertically opposite (angles)</b> | Geometry: properties of shapes. | 6    | The pair of equal angles between two intersecting lines. There are always two such pairs.            |  |
| <b>Volume</b>                       | Measurement.                    | 5    | A measure of 3-D space, usually measured in cubic units such as cubic centimetres ( $\text{cm}^3$ ). |  |

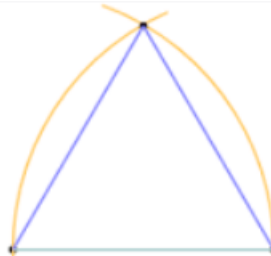
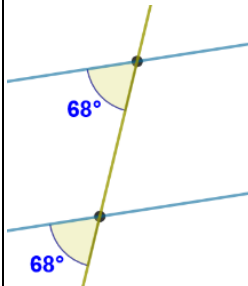
## Key Stage 3

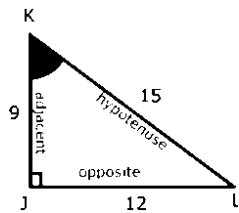
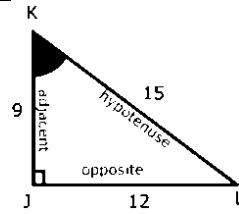
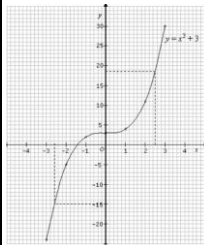
| Word                      | Domain                 | Year | Meaning                                                                                                                                                                                                                             | Example                                                                                                                                                                                                                             |
|---------------------------|------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Additive reasoning</b> | Develop fluency.       | 7+   | Reasoning about the operations of addition and subtraction. Understanding and using the part/whole relationship between sets of three or more numbers.                                                                              | I know that $73 + 78 = 151$ since it is a near double of $75 + 75 = 150$<br>(using $5 + 5 = 10$ and $3 + 8 = 11$ and $70 + 70 = 140$ ).                                                                                             |
| <b>Algebraic notation</b> | Algebra.               | 7+   | The use of letters and symbols to denote variables or unknowns.                                                                                                                                                                     | $a(x + y)$ where $a$ , $x$ and $y$ are all numbers is an example of <b>algebraic notation</b> .                                                                                                                                     |
| <b>Algebra</b>            | Develop fluency.       | 7+   | The part of mathematics that deals with generalised arithmetic.                                                                                                                                                                     | $a + b = 10$<br>I can find an infinite number of pairs of $a$ and $b$ to fit this general equation.                                                                                                                                 |
| <b>Alternate angles</b>   | Geometry and measures. | 7+   | Two angles formed when a line crosses two other lines, that lie on opposite sides of the transversal line and on opposite relative sides of the other lines. If the two lines crossed are parallel, the alternate angles are equal. |  <p><math>d</math> and <math>f</math> are <b>alternate</b> and equal.<br/>There are other pairs of <b>alternate angles</b> in this diagram.</p> |
| <b>Analyse</b>            | Develop fluency.       | 7+   | Examine (something) methodically and in detail, typically in order to explain and interpret it.                                                                                                                                     | I can look at a scatter graph to <b>analyse</b> a trend in the data.                                                                                                                                                                |

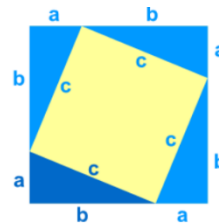
| Word                       | Domain                 | Year | Meaning                                                                                                                                         | Example                                                                                                                                                                                     |
|----------------------------|------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Angle bisector</b>      | Geometry and measures. | 7+   | A line that divides an angle into two equal parts.                                                                                              |                                                                                                          |
| <b>Angle sum (polygon)</b> | Geometry and measures. | 7+   | The total number of degrees when all the internal angles of a polygon are added together.                                                       | <p>The angle sum of any quadrilateral is always <math>360^\circ</math> (<math>100+90+80+90</math>).</p>  |
| <b>Approximation</b>       | Number.                | 7+   | A number or result that is not exact. In a practical situation an approximation is sufficiently close to the actual number for it to be useful. | $37 + 93.756 \approx 40 + 90$<br>$40 + 90 = 130$<br>130 is an <b>approximate</b> solution to $37 + 93.756$ .                                                                                |
| <b>Argument</b>            | Reason mathematically. | 7+   | A reason or set of reasons given in support of an idea, action, or theory.                                                                      | <p>All even numbers are of the form <math>2n</math>, where <math>n</math> is a positive integer.</p> $6 = 2 \times 3$<br>6 is an even number because it is a multiple of 2.                 |

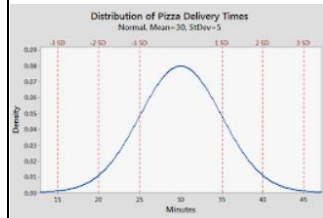
| Word                       | Domain      | Year | Meaning                                                                                                                                                                                                                                                                | Example                                                                                                    |
|----------------------------|-------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Arithmetic sequence</b> | Algebra.    | 7+   | A sequence of numbers in which successive terms are generated by adding or subtracting a constant amount to the preceding term. This constant is called the common difference. Also called arithmetic progression.                                                     | 3, 7, 11, 15, 19 is an <b>arithmetic sequence</b> with a common difference of 4 between each term.         |
| <b>Binomial</b>            | Algebra.    | 7+   | A polynomial equation with two terms usually joined by a plus or minus sign is called a <b>binomial</b> . Binomials are used in algebra.<br>( $x + y$ )                                                                                                                | $3x + 7$<br>This expression has two terms and so is a <b>binomial</b> .                                    |
| <b>Bivariate data</b>      | Statistics. | 7+   | Data involving two random variables; used in statistics as a bivariate distribution.                                                                                                                                                                                   | Ice cream sales versus the temperature on that day. The two variables are ice cream sales and temperature. |
| <b>Cartesian plane</b>     | Algebra.    | 7+   | A 2-D space used to define the position of a point. Two axes at right angles to each other are used to define this position. They are labelled the x-axis (horizontal) and the y-axis (vertical), with points described in terms of their relative position ( $x,y$ ). |                        |
| <b>Coefficient</b>         | Algebra.    | 7+   | Often used for the numerical coefficient. In these terms it describes the number (or multiplier) of a variable.                                                                                                                                                        | $3x + 7 = 0$<br>3 is the <b>coefficient of x</b> .                                                         |

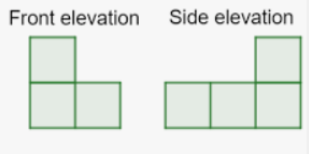
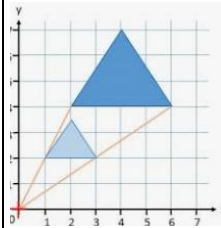
| Word                   | Domain                 | Year | Meaning                                                                                                                    | Example                                                                                                                                                                                                                    |
|------------------------|------------------------|------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Combined events</b> | Probability.           | 7+   | A combined (or compound) event is an event that includes several outcomes.                                                 | If we flip a coin twice, we can find all the possible outcomes of the combined events.<br>The first coin flip is one event, and the second coin flip is another event. They combine to produce outcomes, HH, HT, TH or TT. |
| <b>Concave</b>         | Geometry and measures. | 7+   | Curving inwards. A concave polygon has at least one reflex internal angle.                                                 |  <p><b>Concave Octagon</b></p>                                                                                                          |
| <b>Concept</b>         | Solve problems.        | 7+   | The <i>why</i> or <i>big idea</i> in mathematics where the workings behind the answer are understood.                      | If I know that $3 + 7 = 10$ leads to $30 + 70 = 100$ . I understand a <b>concept</b> associated with place value.                                                                                                          |
| <b>Congruence</b>      | Geometry and measures. | 7+   | Two or more geometric figures are said to be congruent when they are the same in every way except their position in space. |  <p><math>\triangle ABC \cong \triangle A'B'C'</math></p>                                                                              |
| <b>Conjecture</b>      | Develop fluency.       | 7+   | An educated guess (or otherwise) of a particular result, which is, as yet, unverified.                                     | 7, 14, 28, 56, ?<br><b>Conjecture:</b> the next number will be 392 because the sequence is generated by multiplying a term by 7 to get the next term. The $n$ th term will be $7^n$ .                                      |

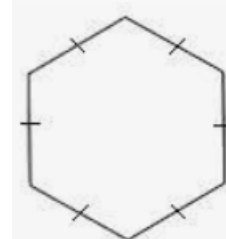
| Word                                      | Domain                 | Year | Meaning                                                                                                                                                                                              | Example                                                                                                                                           |
|-------------------------------------------|------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Constant</b>                           | Algebra.               | 7+   | A number or quantity that does not vary.                                                                                                                                                             | In the expression $3x + 7$ , 7 is the <b>constant</b> .<br>(The value of $3x$ changes according to the value given to $x$ , $x$ is the variable.) |
| <b>Construction (ruler and compasses)</b> | Geometry and measures. | 7+   | In geometry, the act of drawing shapes using only a pair of compasses and a straight edge. No measuring of lengths or angles is required.                                                            |                                                                |
| <b>Continuous data</b>                    | Statistics.            | 7+   | Data arising from measurements taken on a continuous variable.                                                                                                                                       | I measure the height of sunflowers growing over time in centimetres. This is <b>continuous data</b> .                                             |
| <b>Correlation</b>                        | Statistics.            | 7+   | A measure of the strength of the association between two variables.                                                                                                                                  | The warmer the weather, the more ice cream is sold. There is a <b>positive correlation</b> between average daily temperature and ice cream sales. |
| <b>Corresponding angles</b>               | Geometry and measures. | 7+   | The angles which occupy the same relative position at each intersection where a straight-line (a transversal) crosses two others. If the two lines are parallel, the corresponding angles are equal. |                                                               |

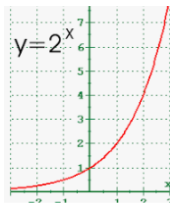
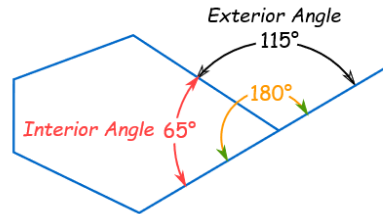
| Word                       | Domain                 | Year | Meaning                                                                                                                                                                                                                                                         | Example                                                                                                                                                                                    |
|----------------------------|------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cosine</b>              | Geometry and measures. | 7+   | A function of an angle. It can also be described in terms of the ratio of two sides of a right-angled triangle containing the angle, where the cosine of the angle is defined as the side length adjacent to the angle divided by the length of the hypotenuse. | <p><math>\cos K = \text{adjacent} / \text{hypotenuse} = 9/15</math>.</p>                                |
| <b>Cosine<sup>-1</sup></b> | Geometry and measures. | 7+   | The inverse of the cosine function.                                                                                                                                                                                                                             | <p>Angle <math>K = \cos^{-1} (9/15)</math><br/> Angle <math>K \approx 53^\circ</math></p>               |
| <b>Counter-example</b>     | Develop fluency.       | 7+   | Where a hypothesis or general statement is offered, an example clearly disproves it.                                                                                                                                                                            | <p>Statement: All prime numbers are odd.<br/> <b>Counter-example:</b> 2 is prime and even.</p>                                                                                             |
| <b>Cubic</b>               | Algebra.               | 7+   | A mathematical expression of degree 3; the highest total power that appears in the expression is power 3.                                                                                                                                                       | <p>The general form of a <b>cubic</b> expression is <math>ax^3 + bx^2 + cx + d</math> where a, b, c and d are real numbers and a is not zero.<br/> An example is <math>3x^3 + 4</math></p> |
| <b>Cubic curve</b>         | Algebra.               | 7+   | A curve with an algebraic equation of degree 3.                                                                                                                                                                                                                 |                                                                                                       |

| Word                           | Domain                                 | Year | Meaning                                                                                                                                                                                                    | Example                                                                                                                                                                                                                                                                                            |
|--------------------------------|----------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Deductive reasoning</b>     | Develop fluency.                       | 7+   | Mathematical reasoning where the conclusion follows necessarily from a set of premises. If the premises are true then following deductive rules, the conclusion must also be true.                         | Since all squares are rectangles and all rectangles have four sides; so all squares have four sides.                                                                                                                                                                                               |
| <b>Degree of accuracy</b>      | Number.                                | 7+   | A measure of the precision of a calculation, or the representation of a quantity. A number may be recorded as accurate to a given number of decimal places, or rounded, or to so many significant figures. | $37 \div 7 = 52.8571429.....$<br>$37 \div 7 = 53$ accurate to 2 significant figures.                                                                                                                                                                                                               |
| <b>Density (compound unit)</b> | Ratio, proportion and rates of change. | 7+   | A measure of mass per unit volume.<br>Density = mass/volume.                                                                                                                                               | A rock with a volume of $15\text{cm}^3$ and a mass of 45 g has a <b>density</b> of $45/15 = 3\text{ cm}^3/\text{g}$ .                                                                                                                                                                              |
| <b>Derive</b>                  | Geometry and measures.                 | 7+   | To derive a formulae means to deduce, obtain, or prove the formula from a set of already known principles or observations.                                                                                 | Using this diagram and the formulae for the area of a triangle ( $1/2 \text{base} \times \text{height}$ ) and the area of a square, it is possible to <b>derive</b> Pythagoras' Theorem.<br>$c^2 = a^2 + b^2$  |
| <b>Diagrammatic</b>            | Develop fluency.                       | 7+   | A representation in picture, visual or geometric form.                                                                                                                                                     | This bar model is a <b>diagrammatic</b> form of the equation $2x + 12 = 28$ .                                                                                                                                 |

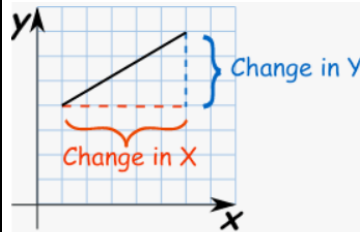
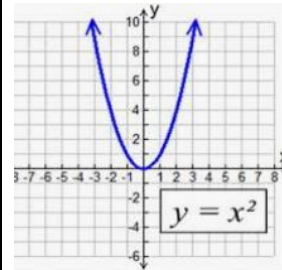
| Word                     | Domain                                  | Year | Meaning                                                                                                                                                                                                                                                                                                                   | Example                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------|-----------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Direct proportion</b> | Ratio, proportion, and rates of change. | 7+   | Two variables $x$ and $y$ are in direct proportion if the algebraic relation between them is of the form $y = kx$ , where $k$ is a constant. The graphical representation of this is a straight line through the origin with $k$ as the gradient of the line.<br><br>The symbol used for direct proportion is $\propto$ . | If $T$ is proportional to $S$ , we write $T \propto S$<br>This means that $T = kS$ , $k$ is a constant ( $T$ and $S$ are variables).<br>If $T = 18$ when $S = 2$ , we can substitute to find $k$ .<br>$18 = 2k$ so $k = 9$<br>The equation of proportionality is $T = 9S$<br>We can also plot $T$ against $S$ to obtain a straight-line graph with a gradient of 9. |
| <b>Discrete data</b>     | Statistics.                             | 7+   | Data resulting from situations involving discrete (countable) variables.                                                                                                                                                                                                                                                  | The number of people in a class.<br>The number of goals scored.<br>These are both examples of <b>discrete</b> data.                                                                                                                                                                                                                                                 |
| <b>Dividend</b>          | Number.                                 | 7+   | The number that is divided.                                                                                                                                                                                                                                                                                               | $450 \div 45 = 10$<br>450 is the dividend.                                                                                                                                                                                                                                                                                                                          |
| <b>Divisor</b>           | Number.                                 | 7+   | The number by which another number is divided.                                                                                                                                                                                                                                                                            | $450 \div 45 = 10$<br>45 is the <b>divisor</b> .                                                                                                                                                                                                                                                                                                                    |
| <b>Distribution</b>      | Statistics.                             | 7+   | For a set of data, the way in which values in the set are distributed between the minimum and maximum values.                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                |

| Word                             | Domain                 | Year | Meaning                                                                                                                                                                 | Example                                                                                                                                                                                                                            |
|----------------------------------|------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Elevation</b>                 | Geometry and measures. | 7+   | A 2-dimensional (2-D) diagram of a 3-dimensional (3-D) object, usually the view from the front or side.                                                                 |                                                                                                                                                 |
| <b>Empty (null) set</b>          | Probability.           | 7+   | The set with no members.<br>Symbol is $\emptyset$                                                                                                                       | The set of all even numbers that are also odd is an <b>empty set</b> , since there are no members.                                                                                                                                 |
| <b>Enlargement</b>               | Geometry and measures. | 7+   | A transformation of the plane in which lengths are multiplied whilst directions and angles are preserved. A centre and scale factor are used to specify an enlargement. |                                                                                                                                                 |
| <b>Equally likely (outcomes)</b> | Probability.           | 7+   | In an experiment (trial in statistics) the result is the outcome. Two outcomes are equally likely if they have the same theoretical probability of occurrence.          |  <p>With a fair coin and dice, the probability of all 12 outcomes is <math>\frac{1}{12}</math>.</p> <p>They are all <b>equally likely</b>.</p> |
| <b>Equation</b>                  | Algebra.               | 7+   | A mathematical statement showing that two expressions are equal.                                                                                                        | $4x + 7 = 95$ is an <b>equation</b> .<br>It can be solved to give $x = 22$                                                                                                                                                         |

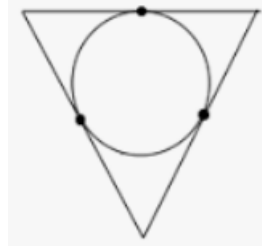
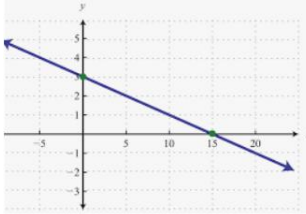
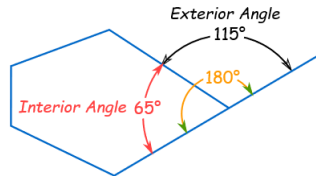
| Word                            | Domain                 | Year | Meaning                                                                                                            | Example                                                                                                                                                                                                                                                       |
|---------------------------------|------------------------|------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equilateral</b>              | Geometry and measures. | 7+   | Of equal length.                                                                                                   | This is an <b>equilateral</b> hexagon, also a regular hexagon.                                                                                                             |
| <b>Error</b>                    | Number.                | 7+   | A mistake or the difference between an accurate calculation and an approximate calculation or estimate.            | The length of a line, $x$ , is 4cm to the nearest cm.<br>The margin of <b>error</b> is:<br>$3.5 \leq x < 4.5$ (also known as the level of accuracy).                                                                                                          |
| <b>Evaluate (outcomes)</b>      | Solve problems.        | 7+   | To find the value of a numerical or an algebraic expression.                                                       | $3.7 - 0.3$ can be <b>evaluated</b> as 3.4<br>$3a + 2$ can be <b>evaluated</b> when $a = 6$<br>$3a + 2 = 3 \times 6 + 2 = 20$                                                                                                                                 |
| <b>Event</b>                    | Probability.           | 7+   | A possible outcome of a probability experiment or statistical trial.                                               | Rolling a '3' on a 1-6 die is an <b>event</b> .                                                                                                                                                                                                               |
| <b>Expand (products)</b>        | Algebra.               | 7+   | Remove the brackets in an expression by multiplication.                                                            | $(3x + 2)(x - 7) = 3x^2 - 21x + 2x - 14$<br>$3x^2 - 19x - 14$ is the <b>expanded form</b> .                                                                                                                                                                   |
| <b>Experimental probability</b> | Probability.           | 7+   | The ratio of the number of times an event occurs to the total number of trials or times the activity is performed. | If I roll a 1-6 die 100 times and achieve a '3' 18 times, then the <b>experimental</b> probability of rolling a 3 is 18/100.<br>(The theoretical probability would be 1/6)<br>The more trials, the closer the experimental probability is to the theoretical. |

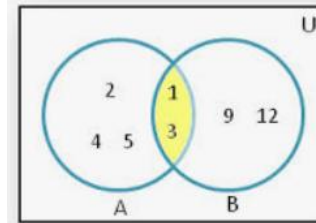
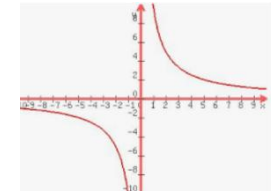
| Word                       | Domain                 | Year | Meaning                                                                                                                                                                                                                                                                                                                                                                                           | Example                                                                               |
|----------------------------|------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Exponent</b>            | Algebra.               | 7+   | Also known as an index number, it is a number positioned above and to the right of another (the base), indicating repeated multiplication when the exponent is a positive integer. Negative integer exponents are the reciprocal of the corresponding positive integer exponent. Fractional, positive, exponents represent roots. When the exponent of a number is zero, the value is always one. | $3 \times 3 \times 3 \times 3 = 3^4$<br>'4' is the <b>exponent</b>                    |
| <b>Exponential (graph)</b> | Algebra.               | 7+   | The graph of a function that has variables expressed as exponents or powers.                                                                                                                                                                                                                                                                                                                      |    |
| <b>Expression</b>          | Algebra.               | 7+   | A mathematical form expressed symbolically.                                                                                                                                                                                                                                                                                                                                                       | $37 - 18x$ is an <b>expression</b> in $x$ .                                           |
| <b>Exterior angle</b>      | Geometry and measures. | 7+   | Of a polygon, the angle formed outside between one side and the adjacent side produced. This is the angle that has to be turned at the vertex if you are travelling around a shape. Each interior and its corresponding exterior angle sum to $180^\circ$ . Exterior angles always sum to $360^\circ$ , irrespective of the number of sides or the regularity of the polygon.                     |  |

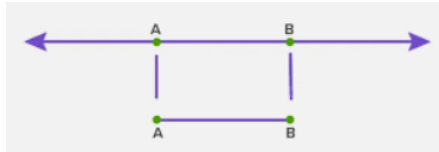
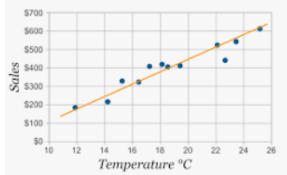
| Word                  | Domain          | Year      | Meaning                                                                                          | Example                                                                                                                                                                                                                                                                                                                                                                      |          |           |           |                 |    |   |                  |    |    |                  |    |    |                  |   |    |   |  |   |   |  |   |    |  |   |
|-----------------------|-----------------|-----------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|-----------|-----------------|----|---|------------------|----|----|------------------|----|----|------------------|---|----|---|--|---|---|--|---|----|--|---|
| Factorise             | Algebra.        | 7+        | To resolve into factors.<br>The opposite of <i>expanding brackets</i> .                          | $x^2 + x - 12 = 0$ can be <b>factorised</b> into the form:<br>$(x - 3)(x + 4) = 0$                                                                                                                                                                                                                                                                                           |          |           |           |                 |    |   |                  |    |    |                  |    |    |                  |   |    |   |  |   |   |  |   |    |  |   |
| Fairness              | Probability.    | 7+        | Statistical parity.<br>Keeping all variables constant except the one you are experimenting with. | A 1-6-sided die is <b>fair</b> if all numbers (1, 2, 3, 4, 5, 6) have an equal chance of occurring when the die is rolled.<br>Also called unbiased.                                                                                                                                                                                                                          |          |           |           |                 |    |   |                  |    |    |                  |    |    |                  |   |    |   |  |   |   |  |   |    |  |   |
| Financial mathematics | Solve problems. | 7+        | Mathematics relating to money.                                                                   | I invest £300 for 2 years with 5% compound interest. How much money do I have at the end of 2 years?<br>$300 \times 1.05^2 = £330.75$                                                                                                                                                                                                                                        |          |           |           |                 |    |   |                  |    |    |                  |    |    |                  |   |    |   |  |   |   |  |   |    |  |   |
| Frequency             | Probability.    | 7+        | The number of times an event occurs.                                                             | Out of 20 maths tests, 1 person scored 10 marks.<br>The <b>frequency</b> of a paper scoring 10 marks is 1.                                                                                                                                                                                                                                                                   |          |           |           |                 |    |   |                  |    |    |                  |    |    |                  |   |    |   |  |   |   |  |   |    |  |   |
| Frequency polygon     | Statistics.     | 7+        | A graph to display grouped data.                                                                 | <table><tr><th>Age, <math>a</math></th><th>Frequency</th><th>Midpoint</th></tr><tr><td><math>0 &lt; a \leq 16</math></td><td>31</td><td>8</td></tr><tr><td><math>16 &lt; a \leq 30</math></td><td>46</td><td>23</td></tr><tr><td><math>30 &lt; a \leq 50</math></td><td>24</td><td>40</td></tr><tr><td><math>50 &lt; a \leq 80</math></td><td>6</td><td>65</td></tr></table> | Age, $a$ | Frequency | Midpoint  | $0 < a \leq 16$ | 31 | 8 | $16 < a \leq 30$ | 46 | 23 | $30 < a \leq 50$ | 24 | 40 | $50 < a \leq 80$ | 6 | 65 |   |  |   |   |  |   |    |  |   |
| Age, $a$              | Frequency       | Midpoint  |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                              |          |           |           |                 |    |   |                  |    |    |                  |    |    |                  |   |    |   |  |   |   |  |   |    |  |   |
| $0 < a \leq 16$       | 31              | 8         |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                              |          |           |           |                 |    |   |                  |    |    |                  |    |    |                  |   |    |   |  |   |   |  |   |    |  |   |
| $16 < a \leq 30$      | 46              | 23        |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                              |          |           |           |                 |    |   |                  |    |    |                  |    |    |                  |   |    |   |  |   |   |  |   |    |  |   |
| $30 < a \leq 50$      | 24              | 40        |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                              |          |           |           |                 |    |   |                  |    |    |                  |    |    |                  |   |    |   |  |   |   |  |   |    |  |   |
| $50 < a \leq 80$      | 6               | 65        |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                              |          |           |           |                 |    |   |                  |    |    |                  |    |    |                  |   |    |   |  |   |   |  |   |    |  |   |
| Frequency table       | Statistics.     | 7+        | A table that lists items and shows the number of times the items occur.                          | <table><tr><th>Mark</th><th>Tally</th><th>Frequency</th></tr><tr><td>4</td><td>  </td><td>2</td></tr><tr><td>5</td><td>  </td><td>2</td></tr><tr><td>6</td><td>    </td><td>4</td></tr><tr><td>7</td><td>    </td><td>5</td></tr><tr><td>8</td><td>    </td><td>4</td></tr><tr><td>9</td><td>  </td><td>2</td></tr><tr><td>10</td><td> </td><td>1</td></tr></table>          | Mark     | Tally     | Frequency | 4               |    | 2 | 5                |    | 2  | 6                |    | 4  | 7                |   | 5  | 8 |  | 4 | 9 |  | 2 | 10 |  | 1 |
| Mark                  | Tally           | Frequency |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                              |          |           |           |                 |    |   |                  |    |    |                  |    |    |                  |   |    |   |  |   |   |  |   |    |  |   |
| 4                     |                 | 2         |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                              |          |           |           |                 |    |   |                  |    |    |                  |    |    |                  |   |    |   |  |   |   |  |   |    |  |   |
| 5                     |                 | 2         |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                              |          |           |           |                 |    |   |                  |    |    |                  |    |    |                  |   |    |   |  |   |   |  |   |    |  |   |
| 6                     |                 | 4         |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                              |          |           |           |                 |    |   |                  |    |    |                  |    |    |                  |   |    |   |  |   |   |  |   |    |  |   |
| 7                     |                 | 5         |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                              |          |           |           |                 |    |   |                  |    |    |                  |    |    |                  |   |    |   |  |   |   |  |   |    |  |   |
| 8                     |                 | 4         |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                              |          |           |           |                 |    |   |                  |    |    |                  |    |    |                  |   |    |   |  |   |   |  |   |    |  |   |
| 9                     |                 | 2         |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                              |          |           |           |                 |    |   |                  |    |    |                  |    |    |                  |   |    |   |  |   |   |  |   |    |  |   |
| 10                    |                 | 1         |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                              |          |           |           |                 |    |   |                  |    |    |                  |    |    |                  |   |    |   |  |   |   |  |   |    |  |   |

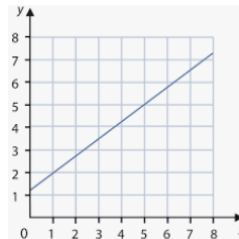
| Word                                              | Domain           | Year | Meaning                                                                                                                                                 | Example                                                                                                                                                      |
|---------------------------------------------------|------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Generalise</b>                                 | Develop fluency. | 7+   | To formulate a general statement or rule that applies correctly to all relevant cases.                                                                  | $3 + 4 = 4 + 3$ and $7 + 11 = 11 + 7$<br>In <b>general</b> , $a + b = b + a$<br>(for any pair of numbers, a and b)                                           |
| <b>Geometric sequence</b>                         | Algebra.         | 7+   | A series of terms in which each term is a constant multiple of the previous term (known as the common ratio). Sometimes called a geometric progression. | 5, 25, 125, 625<br>This is a <b>geometric sequence</b> with a common ratio of 5.<br>Each term is 5 multiplied by the previous term.<br>The nth term is $5^n$ |
| <b>Gradient</b>                                   | Algebra.         | 7+   | A measure of the slope of a line.                                                                                                                       |                                                                           |
| <b>Graphical</b>                                  | Develop fluency. | 7+   | A diagrammatic representation of a mathematical relationship between two variables.                                                                     |                                                                          |
| <b>Greater than or equal to <math>\geq</math></b> | Number.          | 7+   | A symbol to compare two or more quantities where one number can be larger than, but also the same as another.                                           | $3x + 6 \geq 27$<br>This means that x must <b>be greater than or equal</b> to 7.                                                                             |

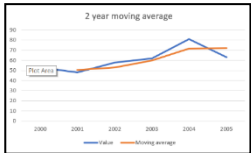
| Word                  | Domain        | Year | Meaning                                                                                                                                                                                                            | Example                                                                                                                                                                                                                                                                                                                                                             |        |               |                  |   |                   |   |                   |   |                   |   |                   |   |
|-----------------------|---------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------|------------------|---|-------------------|---|-------------------|---|-------------------|---|-------------------|---|
| Grouped data          | Statistics.   | 7+   | Observed data arising from counts and grouped into non-overlapping intervals.                                                                                                                                      | <table><tr><th>Length</th><th>Frequency (f)</th></tr><tr><td><math>0 \leq ft &lt; 10</math></td><td>2</td></tr><tr><td><math>10 \leq ft &lt; 20</math></td><td>6</td></tr><tr><td><math>20 \leq ft &lt; 30</math></td><td>9</td></tr><tr><td><math>30 \leq ft &lt; 40</math></td><td>5</td></tr><tr><td><math>40 \leq ft &lt; 50</math></td><td>3</td></tr></table> | Length | Frequency (f) | $0 \leq ft < 10$ | 2 | $10 \leq ft < 20$ | 6 | $20 \leq ft < 30$ | 9 | $30 \leq ft < 40$ | 5 | $40 \leq ft < 50$ | 3 |
| Length                | Frequency (f) |      |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                     |        |               |                  |   |                   |   |                   |   |                   |   |                   |   |
| $0 \leq ft < 10$      | 2             |      |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                     |        |               |                  |   |                   |   |                   |   |                   |   |                   |   |
| $10 \leq ft < 20$     | 6             |      |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                     |        |               |                  |   |                   |   |                   |   |                   |   |                   |   |
| $20 \leq ft < 30$     | 9             |      |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                     |        |               |                  |   |                   |   |                   |   |                   |   |                   |   |
| $30 \leq ft < 40$     | 5             |      |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                     |        |               |                  |   |                   |   |                   |   |                   |   |                   |   |
| $40 \leq ft < 50$     | 3             |      |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                     |        |               |                  |   |                   |   |                   |   |                   |   |                   |   |
| Highest common factor | Number.       | 7+   | The common factor of two or more numbers which has the highest value.                                                                                                                                              | 12, 20 and 24 have two common factors, 2 and 4.<br>4 is the <b>highest common factor</b> .                                                                                                                                                                                                                                                                          |        |               |                  |   |                   |   |                   |   |                   |   |                   |   |
| Identity              | Algebra.      | 7+   | An equation that holds for all values of the variables. The symbol $\equiv$ is used.                                                                                                                               | $a^2 - b^2 \equiv (a + b)(a - b)$                                                                                                                                                                                                                                                                                                                                   |        |               |                  |   |                   |   |                   |   |                   |   |                   |   |
| Index laws            | Algebra.      | 7+   | Where index notation is used and numbers raised to powers are multiplied or divided, the rules for manipulating index numbers.<br>$a^n \times a^m = a^{n + m}$<br>$a^n \div a^m = a^{n - m}$<br>$(a^n)^m = a^{nm}$ | $a^3 \times a^5 = a^8$ demonstrates one of the laws of indices since<br>$a^3 \times a^5 = a \times a \times a \times a \times a \times a \times a \times a \times a = a^8$                                                                                                                                                                                          |        |               |                  |   |                   |   |                   |   |                   |   |                   |   |
| Index notation        | Algebra.      | 7+   | The notation in which a product such as:<br>$a \times a \times a \times a$ is recorded as $a^4$ .                                                                                                                  | $a \times a \times a \times a = a^4$<br>The '4' is the <b>index</b> (pl. indices) and the 'a' is the base.                                                                                                                                                                                                                                                          |        |               |                  |   |                   |   |                   |   |                   |   |                   |   |
| Inequality            | Algebra.      | 7+   | When one number or quantity is not equal to another. Symbols used include $\neq$ , $\geq$ , $\leq$ , $<$ , $>$ .                                                                                                   | $73 < 93 < 106$<br>93 is less than 106 and greater than 73.                                                                                                                                                                                                                                                                                                         |        |               |                  |   |                   |   |                   |   |                   |   |                   |   |

| Word                  | Domain                 | Year | Meaning                                                                                                                                | Example                                                                                                                                              |
|-----------------------|------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Infinite</b>       | Number.                | 7+   | Of a sequence or set, going on forever. The set of integers is an infinite set.<br>Symbol is $\infty$                                  | 1, 2, 3, 4, 5.....105.....1,000,005.....<br>There is always one more integer.<br>The set is <b>infinite</b> .                                        |
| <b>Inscribed</b>      | Geometry and measures. | 7+   | Describing a figure enclosed by another.                                                                                               | The circle is <b>inscribed</b> in a triangle.<br>                 |
| <b>Integer</b>        | Number.                | 7+   | A whole number.<br>A number that can be written without a fractional component.                                                        | 3, 6, -10 are all <b>integers</b> .                                                                                                                  |
| <b>Intercept</b>      | Algebra.               | 7+   | To cut a line, curve or surface with another. On a graph, the value of the non-zero coordinate of the point where a line cuts an axis. | The <b>intercepts</b> with the axes are at (0,3) and (15,0).<br> |
| <b>Interior angle</b> | Geometry and measures. | 7+   | The angle at a vertex inside a polygon.                                                                                                |                                                                 |

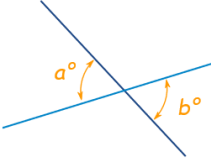
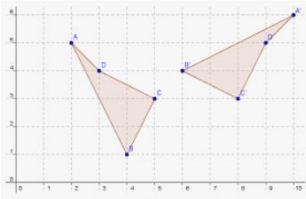
| Word                                | Domain                                 | Year | Meaning                                                                                                                                                                                             | Example                                                                                                                                                                                                                                                                                                  |
|-------------------------------------|----------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Intersection (set)</b>           | Probability.                           | 7+   | The elements that are common to two or more sets.<br>Symbol is $\cap$                                                                                                                               | $A \cap B = \{1, 3\}$<br>                                                                                                                                                                                             |
| <b>Inverse proportion</b>           | Ratio, proportion and rates of change. | 7+   | Two variables $x$ and $y$ are in inversely proportional if the algebraic relation between them is of the form $xy = k$ , where $k$ is a constant.                                                   | If $T$ is inversely proportional to $S$ , we write $T \propto 1/S$<br>This means that $T = k/S$ , $k$ is a constant ( $T$ and $S$ are variables)<br>If $T = 2$ when $S = 20$ , we can substitute to find $k$<br>$2 = 20/k$ so $k = 9$<br>The equation of proportionality is<br>$T = 10 / S$ or $TS = 10$ |
| <b>Inversely proportional graph</b> | Ratio, proportion and rates of change. | 7+   | Two variables $x$ and $y$ are in inversely proportional if the algebraic relation between them is of the form $xy = k$ , where $k$ is a constant.                                                   | The graph of $xy = 10$<br>                                                                                                                                                                                           |
| <b>Irrational number</b>            | Number.                                | 7+   | A number that is not an integer and cannot be expressed as a common fraction with a non-zero denominator. Real irrational numbers, when expressed as decimals are infinite, non-recurring decimals. | $\sqrt{17}$ is <b>irrational</b> because its decimal form is 4.123105626.....<br>The decimal form does not terminate or recur.                                                                                                                                                                           |

| Word                                           | Domain                 | Year | Meaning                                                                                                                                                      | Example                                                                                                                                 |
|------------------------------------------------|------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Isosceles (triangle)</b>                    | Geometry and measures. | 7+   | A triangle in which two sides have the same length and consequently two angles are equal.                                                                    |                                                      |
| <b>Least (lowest) common multiple (lcm)</b>    | Number.                | 7+   | The common multiple of two or more numbers, which has the least value.                                                                                       | The LCM of 12 and 15 is 60.<br>Multiples of 12: 12, 24, 36, 48, <b>60</b> , 72, 84.<br>Multiples of 15: 15, 30, 45, <b>60</b> , 75, 90. |
| <b>Less than or equal to <math>\leq</math></b> | Number.                | 7+   | A symbol to compare two or more quantities where one number can be less than, but also the same as another.                                                  | $3x + 6 \leq 27$<br>This means that x must <b>be less than or equal</b> to 7.                                                           |
| <b>Like terms</b>                              | Algebra.               | 7+   | Terms whose variables and exponents are the same.                                                                                                            | $2x^2 + 3x + 5x - y$<br>The <b>like terms</b> are in 'x'<br>The expression simplifies to $2x^2 + 8x - y$                                |
| <b>Line segment</b>                            | Geometry and measures. | 7+   | A straight line is defined as a set of adjacent points that has length but no width. The part of the line between any two of these points is a line segment. | The <b>line segment</b> is AB.<br>                  |
| <b>Line of best fit</b>                        | Statistics.            | 7+   | A line drawn on a scatter graph to represent the best estimate of an underlying linear relationship between the variables.                                   |                                                    |

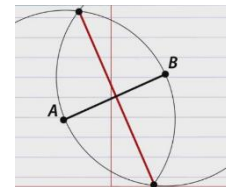
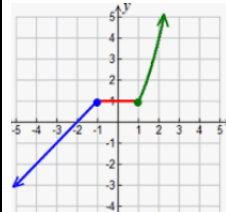
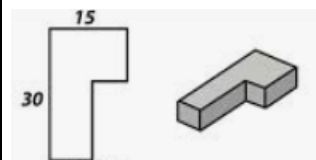
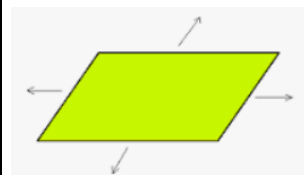
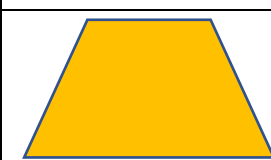
| Word                               | Domain      | Year | Meaning                                                                                                                                                                                                                                           | Example                                                                                                                                              |
|------------------------------------|-------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Linear function</b>             | Algebra.    | 7+   | Describes an expression or equation of degree one. All linear equations can be represented as straight line graphs.                                                                                                                               | The linear function $y = x + 1$ can be plotted as straight line.  |
| <b>Mean</b>                        | Statistics. | 7+   | Sometimes called the arithmetic mean. The mean of a set of discrete data is the sum of the quantities divided by the number of quantities (or data points).                                                                                       | The <b>mean</b> of 6, 11, 16 is 11<br>$(6 + 11 + 16) \div 3 = 11$                                                                                    |
| <b>Measure of central tendency</b> | Statistics. | 7+   | A measure of how the values of a particular variable are located in terms of the values collected for a particular sample. Measures of central tendency include the arithmetic mean, the median and the mode. These are all statistical averages. | The mean average of 6, 11, 16, 12, 10 is a <b>measure of central tendency</b> . On average, values in this data set tend to 11.                      |
| <b>Measure of spread</b>           | Statistics. | 7+   | Measures of spread describe how similar or varied the set of observed values are for a particular variable (data item). Measures of spread include the range, quartiles and the interquartile range, variance, and standard deviation.            | The range of 6, 10, 11, 12, 16 is a <b>measure of spread</b> .<br>The difference between the maximum and minimum values (the range) is 10.           |

| Word               | Domain          | Year           | Meaning                                                                                                                                                                                                                                    | Example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |       |                |      |       |         |       |       |       |       |    |    |      |    |    |      |    |      |      |    |    |
|--------------------|-----------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------|----------------|------|-------|---------|-------|-------|-------|-------|----|----|------|----|----|------|----|------|------|----|----|
| Median             | Statistics.     | 7+             | The middle number or value when all values in a set of data are arranged in ascending order.                                                                                                                                               | The <b>median</b> of 12, 6, 3, 5, 8 is 6<br>3, 5, <u>6</u> , 8, 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |       |                |      |       |         |       |       |       |       |    |    |      |    |    |      |    |      |      |    |    |
| Mode               | Statistics.     | 7+             | The most commonly occurring value or class with the largest frequency. Some sets of data may have more than one mode.                                                                                                                      | The <b>mode</b> of 8, 5, 6, 8, 9, 8 is 8<br>5, 6, <u>8, 8, 8</u> , 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |       |                |      |       |         |       |       |       |       |    |    |      |    |    |      |    |      |      |    |    |
| Model (situations) | Solve problems. | 7+             | A mathematical model is a description of a system using mathematical concepts and language. Mathematical modelling uses mathematical approaches such as diagrams to understand and make decisions about real-life phenomena or situations. | <p>The cost of three mangoes is the same as the cost of two pineapples. One pineapple costs £1.35. What is the cost of one mango?</p> <table><tr><td>Pineapples</td><td colspan="2">£1.35</td><td>1.35</td><td>£2.70</td></tr><tr><td>Mangoes</td><td>£0.90</td><td>£0.90</td><td>£0.90</td><td>£2.70</td></tr></table> <p>This problem is modelled with a bar-model.</p>                                                                                                                                                                                                                                                                                                             | Pineapples | £1.35 |                | 1.35 | £2.70 | Mangoes | £0.90 | £0.90 | £0.90 | £2.70 |    |    |      |    |    |      |    |      |      |    |    |
| Pineapples         | £1.35           |                | 1.35                                                                                                                                                                                                                                       | £2.70                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |       |                |      |       |         |       |       |       |       |    |    |      |    |    |      |    |      |      |    |    |
| Mangoes            | £0.90           | £0.90          | £0.90                                                                                                                                                                                                                                      | £2.70                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |       |                |      |       |         |       |       |       |       |    |    |      |    |    |      |    |      |      |    |    |
| Moving average     | Statistics.     | 7+             | <p>The mean of a set of adjacent observations of fixed size is taken. The mean is calculated for successive sets of the same size to give the moving average.</p> <p>This is useful for predicting trends over time.</p>                   | <p>To find a two-year moving average for a data set from 2000 to 2005 find the mean averages for the subsets 2000/2001, 2001/2002 and 2002/2003 and so on. These can then be plotted to see, and predict, a trend over time.</p> <div><table><tr><th>Year</th><th>Value</th><th>Moving average</th></tr><tr><td>2000</td><td>53</td><td></td></tr><tr><td>2001</td><td>48</td><td>50.5</td></tr><tr><td>2002</td><td>58</td><td>53</td></tr><tr><td>2003</td><td>62</td><td>60</td></tr><tr><td>2004</td><td>81</td><td>71.5</td></tr><tr><td>2005</td><td>63</td><td>72</td></tr></table></div> | Year       | Value | Moving average | 2000 | 53    |         | 2001  | 48    | 50.5  | 2002  | 58 | 53 | 2003 | 62 | 60 | 2004 | 81 | 71.5 | 2005 | 63 | 72 |
| Year               | Value           | Moving average |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |       |                |      |       |         |       |       |       |       |    |    |      |    |    |      |    |      |      |    |    |
| 2000               | 53              |                |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |       |                |      |       |         |       |       |       |       |    |    |      |    |    |      |    |      |      |    |    |
| 2001               | 48              | 50.5           |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |       |                |      |       |         |       |       |       |       |    |    |      |    |    |      |    |      |      |    |    |
| 2002               | 58              | 53             |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |       |                |      |       |         |       |       |       |       |    |    |      |    |    |      |    |      |      |    |    |
| 2003               | 62              | 60             |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |       |                |      |       |         |       |       |       |       |    |    |      |    |    |      |    |      |      |    |    |
| 2004               | 81              | 71.5           |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |       |                |      |       |         |       |       |       |       |    |    |      |    |    |      |    |      |      |    |    |
| 2005               | 63              | 72             |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |       |                |      |       |         |       |       |       |       |    |    |      |    |    |      |    |      |      |    |    |

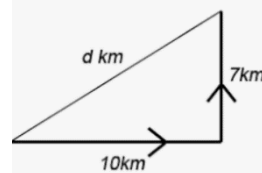
| Word                                  | Domain           | Year | Meaning                                                                                                                                                                                                                                                        | Example                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------|------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Multiplicative reasoning</b>       | Develop fluency. | 7+   | Multiplicative reasoning refers to the mathematical understanding and capability to solve problems arising from proportional situations often involving an understanding and application of fractions as well as decimals, percentages, ratio and proportions. | In order to calculate $17 \times 5$ , I can <b>reason</b> that:<br>$17 \times 5$ is half of $17 \times 10$ (since 5 is half of 10)<br>$17 \times 10 = 170$<br>$170 \div 2 = 85$<br>$17 \times 5 = 85$                                                                                                                                                                                                     |
| <b>Mutually exclusive (outcomes)</b>  | Probability.     | 7+   | Events that cannot both occur in one experiment. When the mutually exclusive events cover all possible outcomes the sum of their probabilities is 1.                                                                                                           | From a pack of cards, choose a card at random: <ul style="list-style-type: none"> <li>• picking a red card and picking a black card are mutually exclusive</li> <li>• the probability of picking a heart or a diamond is <math>26/52</math></li> <li>• the probability of picking a club or a spade is <math>26/52</math></li> <li>• together the probabilities sum to <math>52/52 = 1</math>.</li> </ul> |
| <b>Not equal to <math>\neq</math></b> | Number.          | 7+   | Symbol used to denote two quantities or expressions that are not the same.                                                                                                                                                                                     | $792 \neq 54$                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Nth term (of a sequence)</b>       | Algebra.         | 7+   | The name for the term that is in the nth position in a sequence, starting the count of terms from the first term ( $n = 1$ ). The nth term is sometimes represented by the symbol $U_n$ .                                                                      | 16, 19, 22, 25, 28 ...<br>The nth term of this sequence is $3n + 13$ .<br>$U_n = 3n + 13$<br>$n = 1, U_1 = 3(1) + 13 = 16$<br>$n = 2, U_2 = 3(2) + 13 = 19$<br>$n = 3, U_3 = 3(3) + 13 = 22$                                                                                                                                                                                                              |

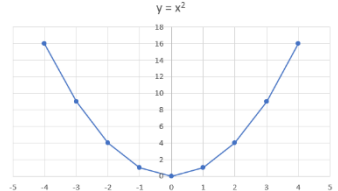
| Word                   | Domain                                 | Year | Meaning                                                                                                                                                                          | Example                                                                                                                                                                                                                          |
|------------------------|----------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opposite angles</b> | Geometry and measures.                 | 7+   | Angles formed where a pair of line segments intersect. Opposite angles are equal. Sometimes called vertically opposite angles, referring to the vertex at which the lines cross. | a and b are equal<br>                                                                                                                         |
| <b>Orientation</b>     | Geometry and measures.                 | 7+   | How a line segment or other geometric shape is positioned in respect to a coordinate grid.                                                                                       |                                                                                                                                               |
| <b>Origin</b>          | Geometry and measures.                 | 7+   | A fixed point from which measurements are taken. Defined by the coordinates (0,0) in the Cartesian system.                                                                       |                                                                                                                                               |
| <b>Original value</b>  | Ratio, proportion and rates of change. | 7+   | Given a value defined as a proportion of another value, the original value is the one from which the proportion is taken.                                                        | <p>After a 25% increase, an item cost £750. Find the original amount.</p> <p>25% increase is a multiplier of 1.25</p> <p><math>750 \div 1.25 = 600</math></p> <p>The <b>original amount (or value of the item)</b> was £600.</p> |
| <b>Outcomes</b>        | Probability.                           | 7+   | The result of a statistical trial or probability experiment.                                                                                                                     | <p>Roll a 1-6 die.</p> <p>The possible <b>outcomes</b> are 1, 2, 3, 4, 5 or 6.</p>                                                                                                                                               |

| Word                       | Domain                                 | Year | Meaning                                                                                                                     | Example                                                                                                                                                                                                                                                                                               |
|----------------------------|----------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Outlier</b>             | Statistics.                            | 7+   | In statistical samples, an outlier is an exceptional trial result that lies beyond where most of the results are clustered. | In a maths test, the following marks were scored:<br>25, 29, <b>3</b> , 32, <b>85</b> , 33, 27, 28<br>Both 3 and 85 are outliers.<br>They lie outside the main cluster of scores.                                                                                                                     |
| <b>Percentage change</b>   | Ratio, proportion and rates of change. | 7+   | The relative change between an old value and its new value, expressed as a percentage of the old value.                     | A watch is bought at a car boot sale for £40. It is later sold in a shop for £50. What is the percentage profit?<br>The watch has changed in value by £10.<br>The <b>percentage change</b> is $(\text{difference}/\text{original}) \times 100 = 10/40 \times 100 = 25\%$<br>25% profit has been made. |
| <b>Percentage decrease</b> | Ratio, proportion and rates of change. | 7+   | The relative decrease between an old value and its new value, expressed as a percentage of the old value.                   | A watch is bought at a car boot sale for £50. It is later sold in a shop for £25. What is the percentage loss?<br>The watch has decreased by £25.<br>The <b>percentage decrease</b> is $(\text{difference}/\text{original}) \times 100 = 25/50 \times 100 = 50\%$<br>A 50% loss has been made.        |
| <b>Percentage increase</b> | Ratio, proportion and rates of change. | 7+   | The relative increase between an old value and its new value, expressed as a percentage of the old value.                   | A watch is bought at a car boot sale for £40. It is later sold in a shop for £50. What is the percentage profit?<br>The watch has increased by £10.<br>The <b>percentage increase</b> is $(\text{difference} / \text{original}) \times 100 = 10/40 \times 100 = 25\%$<br>25% profit has been made.    |

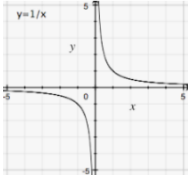
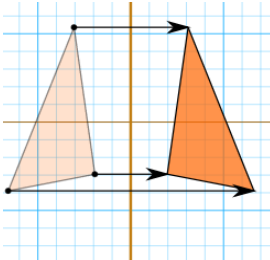
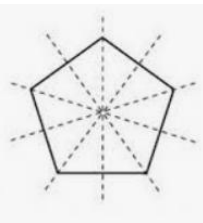
| Word                             | Domain                 | Year | Meaning                                                                                                               | Example                                                                                                             |
|----------------------------------|------------------------|------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Perpendicular bisector</b>    | Geometry and measures. | 7+   | A line which cuts a line segment into two equal parts at $90^\circ$ .                                                 | AB is bisected by the red line.  |
| <b>Piece-wise linear (graph)</b> | Algebra.               | 7+   | A function that consists of a number of straight-line functions that have discontinuities (breaks) at certain points. |                                  |
| <b>Plan (view)</b>               | Geometry and measures. | 7+   | A 2-D diagram of a 3-D object, usually the view from directly above.                                                  |                                  |
| <b>Plane</b>                     | Geometry and measures. | 7+   | A flat surface.                                                                                                       |                                 |
| <b>Plane figure</b>              | Geometry and measures. | 7+   | A 2-D figure or shape.                                                                                                |                                |

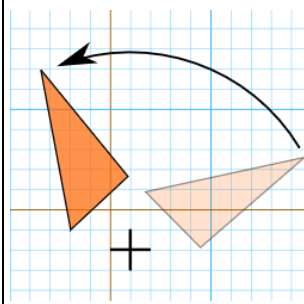
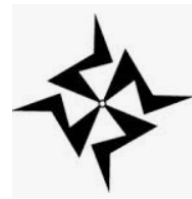
| Word                           | Domain       | Year | Meaning                                                                                                                                      | Example                                                                                                                                                                                                                  |
|--------------------------------|--------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Position-to-term rule</b>   | Algebra.     | 7+   | In a sequence, a rule that defines the value of each term with respect to its position. Also called the nth term.                            | 16, 19, 22, 25, 28 ...<br>The nth term of this sequence is $3n + 13$ .<br>$U_n = 3n + 13$<br>$n=1, U_1 = 3(1) + 13 = 16$<br>$n=2, U_2 = 3(2) + 13 = 19$<br>$n=3, U_3 = 3(3) + 13 = 22$                                   |
| <b>Power</b>                   | Number.      | 7+   | Another term for an index number or exponent.                                                                                                | $3 \times 3 \times 3 \times 3 = 3^4$<br>'4' is the ' <b>power</b> ' and '3' is the base.                                                                                                                                 |
| <b>Probability</b>             | Probability. | 7+   | The likelihood of an event happening.                                                                                                        | If I roll a 1-6 fair die, there is a probability of $1/6$ that I will roll a '4'.                                                                                                                                        |
| <b>Probability experiment</b>  | Probability. | 7+   | An experiment where a number of trials are carried out under fair conditions to establish the likelihood of each possible outcome occurring. | Drawing a card from a pack of playing cards is a <b>probability experiment</b> .<br>The probability (or likelihood) of drawing a king is $4/52$ .<br>Drawing a king is an outcome of the <b>probability experiment</b> . |
| <b>Probability scale (0-1)</b> | Probability. | 7+   | A scale between zero and 1, with zero representing the impossibility of an event and 1 representing the fact that an event must happen.      | <div> <div>cannot occur</div> <div>may or may not occur evenly</div> <div>certain to occur</div> </div> <div> 0      not likely to occur      0.5      likely to occur      1 </div>                                     |

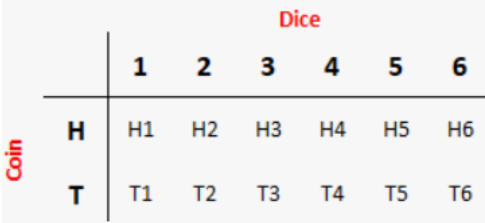
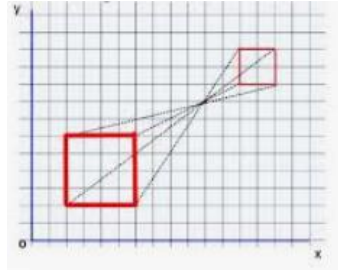
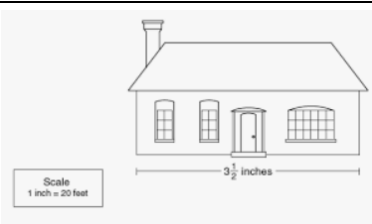
| Word                          | Domain                 | Year | Meaning                                                                                                                                               | Example                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------|------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Proof</b>                  | Develop fluency.       | 7+   | A chain of reasoning that establishes in conclusion the truth of the proposition. Proof indicates that a result is true beyond any shadow of a doubt. | <p>Prove that whenever two even numbers are added, the total is also an even number.</p> <p><b>Proof</b></p> <p>An even number is defined as some multiple of 2.</p> <p>Let one even number be <math>2n</math> and the other be <math>2m</math> (<math>n</math> and <math>m</math> are positive integers).</p> <p>Added together gives <math>2n + 2m</math>.</p> <p>Factorise to give <math>2(m + n)</math>, which is also a multiple of 2 and therefore even.</p> |
| <b>Proportional reasoning</b> | Develop fluency.       | 7+   | Using the mathematics and vocabulary of ratio, proportion and hence fractions and percentages to solve problems.                                      | <p>If a cocktail recipe for 6 people requires 24 oranges, how many oranges are needed to make the cocktail for 9 people.</p> <p><b>Proportionally</b>, there are 1.5 times as many people, so I can <b>reason</b> that <math>24 \times 1.5 = 36</math> oranges are needed.</p>                                                                                                                                                                                     |
| <b>Pythagoras' theorem</b>    | Geometry and measures. | 7+   | In a right-angled triangle, the square of the length of the hypotenuse is equal to the sum of the squares of the lengths of the other sides.          | <p>To calculate the length of <math>d</math> using <b>Pythagoras' Theorem</b>:</p> $d^2 = 10^2 + 7^2$ $d^2 = 149$ $d = \sqrt{149}$ $d \approx 12.2\text{km}$                                                                                                                                                                                                                  |

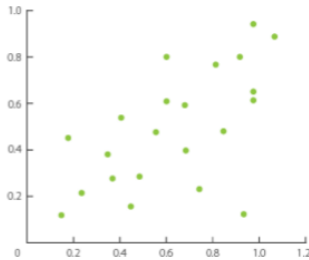
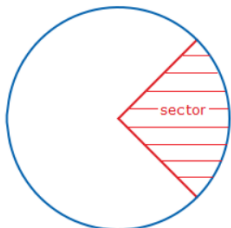
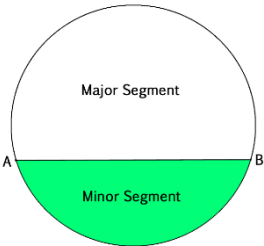
| Word                        | Domain       | Year | Meaning                                                                                                                                                                                       | Example                                                                                                                                                                                                                                                                                                                    |
|-----------------------------|--------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Quadratic (function)</b> | Algebra.     | 7+   | Describing a function or expression of the form $ax^2 + bx + c$ , where a, b and c are real numbers. The graph of the function $y = ax^2 + bx + c$ is a quadratic function and is a parabola. | <p><math>y = x^2</math> is a quadratic function (in this case <math>a = 1</math>, <math>b = 0</math> and <math>c = 0</math>)</p>                                                                                                        |
| <b>Quotient</b>             | Number.      | 7+   | The result of dividing a dividend by a divisor.                                                                                                                                               | <p><math>450 \div 45 = 10</math></p> <p>10 is the <b>quotient</b>.</p>                                                                                                                                                                                                                                                     |
| <b>Random sample</b>        | Statistics.  | 7+   | A selection from a population where each sample of this size has an equal chance of being selected.                                                                                           | <p>If I want to select a random sample of 10% of a population of 100 people, I can assign each a number and then use a random number generator to select 10 numbers. Equally, I could put all the numbers in a box and select without looking.</p> <p>The national lottery uses the process of a <b>random sample</b>.</p> |
| <b>Random variable</b>      | Probability. | 7+   | A discrete or continuous quantity which can take on a range of values each of which has a certain probability of occurrence.                                                                  | <p>A discrete <b>random variable</b> could be the number of marbles in a jar, found by counting.</p> <p>A continuous <b>random variable</b> could be the number of seconds taken to complete a race.</p>                                                                                                                   |
| <b>Range</b>                | Statistics.  | 7+   | A measure of spread. The difference between the greatest and the least value in a set of numerical data.                                                                                      | <p>In the data set: 2, 5, 5, 8, 9, 17, 24.</p> <p>The greatest value is 24 and the least value is 2.</p> <p>The <b>range</b> is the difference between 24 and 2.</p> <p>The <b>range</b> is 22.</p>                                                                                                                        |

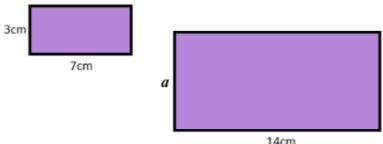
| Word                    | Domain                                 | Year | Meaning                                                                                                                                                                                                                                                    | Example                                                                                                                                                                                                               |
|-------------------------|----------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ratio notation</b>   | Ratio, proportion and rates of change. | 7+   | a:b can be changed into the unitary ratio 1: b/a, or the unitary ratio a/b:1. Any ratio is unchanged if any common factors can be divided out.                                                                                                             | In a box of counters, there are 3 red counters for every 5 blue counters. This can be recorded in <b>ratio notation</b> as:<br>R : B<br>3 : 5                                                                         |
| <b>Rational numbers</b> | Number.                                | 7+   | A number that is an integer or that can be expressed as a fraction whose numerator and denominator are integers, and whose denominator is not zero. Rational numbers, when expressed as decimals, are recurring decimals or finite (terminating) decimals. | -7, 17, 0.876, $\frac{3}{4}$ are all <b>rational numbers</b> .                                                                                                                                                        |
| <b>Raw data</b>         | Statistics.                            | 7+   | Data as they are collected, unprocessed.                                                                                                                                                                                                                   | The marks (out of 25) obtained by 20 students in a maths test are collected.<br>This is <b>raw data</b> until it is ordered and analysed.<br>18, 16, 12, 10, 5, 5, 4, 19, 20, 10, 12, 12, 15, 15, 15, 8, 8, 8, 8, 16. |
| <b>Real numbers</b>     | Number.                                | 7+   | A number that is rational or irrational.                                                                                                                                                                                                                   | -7, 17, 0.876, $\frac{3}{4}$ are all rational numbers.<br>$\sqrt{3}$ , $\sqrt{19}$ , $\pi$ are all irrational numbers.<br>Together they are all real numbers.                                                         |
| <b>Reciprocal</b>       | Number.                                | 7+   | The multiplicative inverse of any non-zero number. Any non-zero number multiplied by its reciprocal is equal to 1.                                                                                                                                         | 2 and $\frac{1}{2}$ are <b>reciprocals</b> of each other.<br>$-\frac{9}{7}$ and $-\frac{7}{9}$ are <b>reciprocals</b> of each other.                                                                                  |

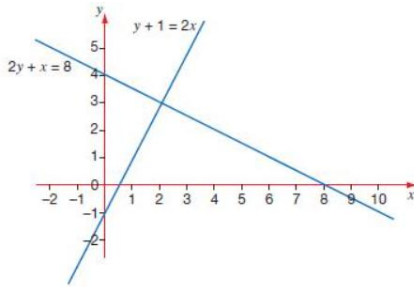
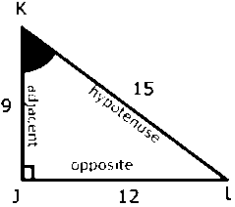
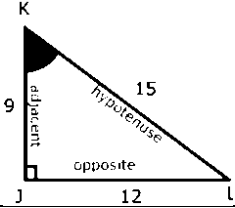
| Word                             | Domain                 | Year | Meaning                                                                                                                                                 | Example                                                                                                                                                                                                                                                                                      |
|----------------------------------|------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reciprocal (graph)</b>        | Algebra.               | 7+   | The graph of $y = 1/x$ .<br>$x \neq 0, y \neq 0$ .                                                                                                      |                                                                                                                                                                                                           |
| <b>Reduce (to simplest form)</b> | Algebra and number.    | 7+   | To resolve by division until no components have a common factor.                                                                                        | $\frac{6}{16} = \frac{3}{8}$ since $\frac{6}{16} = \frac{2 \times 3}{2 \times 8}$ .<br>The numerator and the denominator of $\frac{6}{16}$ are both divisible by 2.<br>Once this is done $\frac{3}{8}$ has no common factors and the fraction has been <b>reduced to its simplest form</b> . |
| <b>Reflection</b>                | Geometry and measures. | 7+   | In 2-D, a transformation of the whole plane involving a mirror line or axis of symmetry in the plane. A 2-D reflection is specified by its mirror line. |                                                                                                                                                                                                          |
| <b>Reflectively symmetric</b>    | Geometry and measures. | 7+   | A 2-D shape has reflection symmetry about a line if an identical looking object in the same position is produced by reflection in that line.            |                                                                                                                                                                                                         |

| Word                          | Domain                 | Year | Meaning                                                                                                                                                                                                              | Example                                                                                                                                                                                                                                    |
|-------------------------------|------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Root</b>                   | Number.                | 7+   | The root of a number $x$ is another number, which when multiplied by itself a given number of times, equals $x$ .                                                                                                    | The square <b>root</b> of 36 is 6 ( $6 \times 6 = 36$ ).<br>The cube <b>root</b> of 216 is 6 ( $6 \times 6 \times 6 = 216$ ).                                                                                                              |
| <b>Rotation</b>               | Geometry and measures. | 7+   | In 2-D, a transformation of the whole plane which turns about a fixed point, the centre of rotation. A rotation is specified by its centre and the angle and direction (clockwise or anti-cw) of rotation.           |                                                                                                                                                         |
| <b>Rotationally symmetric</b> | Geometry and measures. | 7+   | A 2-D shape has rotational symmetry about a point if an identical-looking shape in the same position is produced by a rotation through some angle greater than $0^\circ$ and less than $360^\circ$ about that point. | This shape has <b>rotational symmetry</b> or order 4.<br>It can be rotated $90^\circ$ around its centre point and map onto an identical shape.<br>      |
| <b>Sample</b>                 | Statistics.            | 7+   | A subset of a population. A sample of observations may be made from which to draw inferences about a larger population.                                                                                              | If you want to find out how many siblings the students in your year group have, you can take a small sample that represents the whole year group (the population).<br>You could ask every tenth person in alphabetical order, for example. |

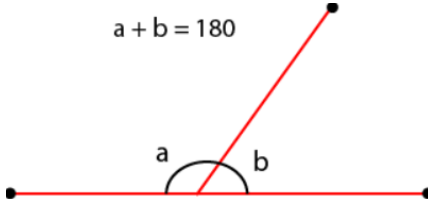
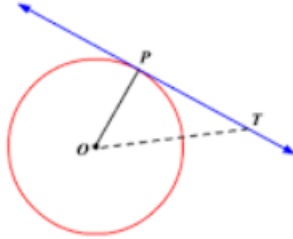
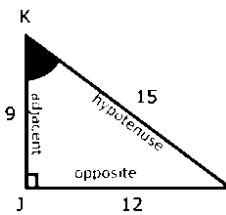
| Word                            | Domain                 | Year | Meaning                                                                                                                                                        | Example                                                                                                                                                                                                                                                           |
|---------------------------------|------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sample space</b>             | Probability.           | 7+   | The set of all possible outcomes of a trial. The sum of all the probabilities for all events in a sample space is 1.                                           |                                                                                                                                                                                |
| <b>Scale factor</b>             | Geometry and measures. | 7+   | The ratio of the distance of any transformed point from the centre to its distance from the centre prior to the transformation.                                | <p>This is an enlargement, <b>scale factor -2</b>.</p> <p>The image is twice the size of the object and is transformed to the opposite side of the centre of enlargement.</p>  |
| <b>Scale drawing (or model)</b> | Geometry and measures. | 7+   | An accurate drawing or model of a physical object in which all the lengths in the drawing are in the same ratio to corresponding lengths in the actual object. |                                                                                                                                                                               |

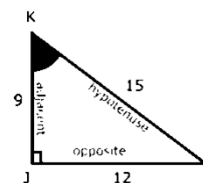
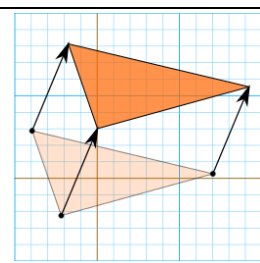
| Word                    | Domain                 | Year | Meaning                                                                                                       | Example                                                                                                                     |
|-------------------------|------------------------|------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Scatter graph</b>    | Statistics.            | 7+   | A graph on which paired observations are plotted and which may indicate a relationship between the variables. |                                          |
| <b>Sector</b>           | Geometry and measures. | 7+   | The region within a circle bounded by two radii and one of the arcs they cut off.                             |                                          |
| <b>Segment (circle)</b> | Geometry and measures. | 7+   | The region bounded by an arc and the chord joining its two end points.                                        |                                         |
| <b>Set</b>              | Probability.           | 7+   | A well-defined collection of objects called members or elements.                                              | <p>The elements of <b>set</b> A are all the odd numbers from 1 to 13.</p> <p><math>A = \{1, 3, 5, 7, 9, 11, 13\}</math></p> |

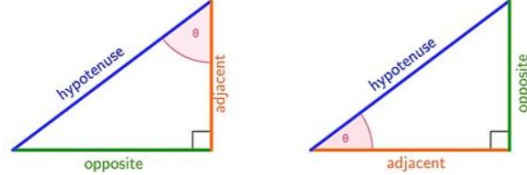
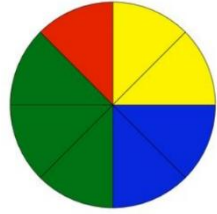
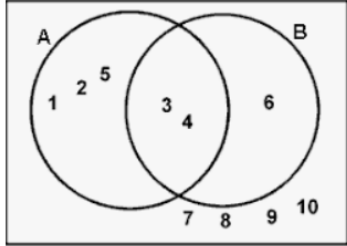
| Word                      | Domain                                 | Year | Meaning                                                                                                                                                                                                                                                                                                        | Example                                                                                                                                                                                              |
|---------------------------|----------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Significant figure</b> | Number.                                | 7+   | The run of digits in a number that are needed to specify the number to a required degree of accuracy. Additional zero digits may be needed to indicate the number's magnitude.                                                                                                                                 | 271.258 is 271, correct to 3 <b>significant figures</b> .<br>2.71258 is 2.71, correct to 3 <b>significant figures</b> .<br>3789 is 4000, correct to 1 <b>significant figure</b> .                    |
| <b>Similar shape</b>      | Geometry and measures.                 | 7+   | When two figures are similar, the ratios of the lengths of their corresponding sides are equal and the corresponding internal angles are the same.                                                                                                                                                             | These rectangles are similar.<br>Their sides are in the ratio 1:2 (simplified from 7:14)<br>Therefore a = 6cm<br> |
| <b>Simple interest</b>    | Ratio, proportion and rates of change. | 7+   | In savings (or loans), banks apply an interest rate on the sum invested (or loaned). Simple interest is what is added to the savings (or loan) at the end of the specified period.                                                                                                                             | A saver invests £200 at a <b>simple rate</b> of 1% per year for one year.<br>At the end of the year, the saver has 101% of £200, which is £202.                                                      |
| <b>Simplest form</b>      | Ratio, proportion and rates of change. | 7+   | A fraction is in simplest form when the numerator and denominator cannot be any smaller, while still being whole numbers. For a ratio, the simplest form is when the elements of the ratio cannot be any smaller, while still being whole numbers. Reducing to simplest form is by multiplication or division. | $\frac{10}{30}$ simplifies to $\frac{1}{3}$<br>10 : 20 simplifies to 1:2                                                                                                                             |

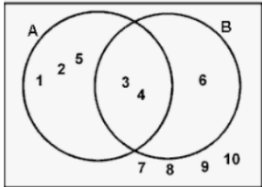
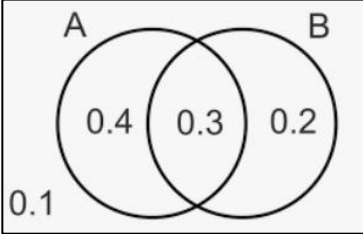
| Word                                   | Domain                 | Year | Meaning                                                                                                                                                                                                                                                       | Example                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------|------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Simultaneous (linear equations)</b> | Algebra.               | 7+   | Two linear equations that apply simultaneously to given variables. The solution to the simultaneous equations is the pair of values for the variables that satisfies both equations.                                                                          |  <p>The two equations form two straight lines that cross at the point (2, 3).<br/> <math>x=2</math> and <math>y=3</math> are solutions to the <b>simultaneous linear equations</b> <math>2x+y = 8</math> and <math>y=1=2x</math>.</p> |
| <b>Sine</b>                            | Geometry and measures. | 7+   | A function of an angle. It can also be described in terms of the ratio of two sides of a right-angled triangle containing the angle, where the sine of the angle is defined as the side length opposite to the angle divided by the length of the hypotenuse. | <p><math>\sin K = \text{opposite} / \text{adjacent} = 12/15</math></p>                                                                                                                                                                |
| <b>Sine<sup>-1</sup></b>               | Geometry and measures. | 7+   | The inverse of the sine function.                                                                                                                                                                                                                             | <p>Angle <math>K = \sin^{-1}(12/15)</math><br/> Angle <math>K \approx 53^\circ</math></p>                                                                                                                                           |

| Word                         | Domain                                  | Year | Meaning                                                                                                                                                                                                                       | Example                                                                                                                                                                                  |
|------------------------------|-----------------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Single event</b>          | Probability.                            | 7+   | Single-event probability is used to find the probability for a single event that occurs for an experiment.                                                                                                                    | The probability of getting a 'head' when tossing a coin is a <b>single-event</b> probability.                                                                                            |
| <b>Speed (compound unit)</b> | Ratio, proportion, and rates of change. | 7+   | A measure of how the distance travelled by a moving object changes with time. The units of speed are length/time.                                                                                                             | A car travelled a distance of 120 miles.<br>The journey took the car 2 hours.<br><b>Speed</b> = distance ÷ time<br><b>Speed</b> = $120 \div 2$<br><b>Speed</b> = 60 mph (miles per hour) |
| <b>Standard (index) form</b> | Number.                                 | 7+   | A form in which numbers are recorded as a number between 1 and 10 (including 1 and up to but not including 10), multiplied by a power of ten. This form is used as a succinct notation for very large and very small numbers. | 3659.4 written in <b>standard form</b> is $3.6594 \times 10^3$<br>0.000758 written in <b>standard form</b> is $7.58 \times 10^{-4}$                                                      |
| <b>Subject of a formula</b>  | Algebra.                                | 7+   | A formula relates different physical variables in a mathematical way. The subject of the formula is the unknown element that is presented alone on one side of the formula, with the related variables on the other.          | The formula to find the volume of a cone of radius $r$ and perpendicular height $h$ is<br>$V = \frac{1}{3} \pi r^2 h$<br>$V$ is the <b>subject of the formula</b> .                      |
| <b>Substitute</b>            | Develop fluency.                        | 7+   | Numbers can be substituted into an algebraic expression to get a value for that expression.                                                                                                                                   | Evaluate $7x - 10$ when $x = 12$<br><b>Substitute</b> $x$ into the expression to give<br>$7(12) - 10 = 74$                                                                               |

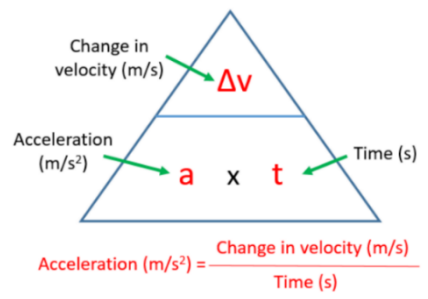
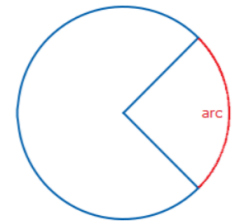
| Word                          | Domain                 | Year | Meaning                                                                                                                                                                                                                                                                   | Example                                                                                                                                                                             |
|-------------------------------|------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Supplementary angles</b>   | Geometry and measures. | 7+   | Two neighbouring angles whose sum is $180^\circ$ . When lines intersect each other, the resulting adjacent angles are supplementary.                                                                                                                                      | $a + b = 180$  <p>a and b are supplementary angles and always sum to <math>180^\circ</math>.</p> |
| <b>Surd</b>                   | Algebra.               | 7+   | An irrational number expressed as the root of a natural number.                                                                                                                                                                                                           | $\sqrt{3}$ is a surd.<br>The decimal equivalent of $\sqrt{3}$ is a non-terminating, non-repeating decimal and so is irrational.                                                     |
| <b>Tangent (circles)</b>      | Geometry and measures. | 7+   | A line is a tangent to a curve when it meets the curve in one and only one point.                                                                                                                                                                                         |                                                                                                  |
| <b>Tangent (trigonometry)</b> | Geometry and measures. | 7+   | A function of an angle. It can also be described in terms of the ratio of two sides of a right-angled triangle containing the angle, where the tangent of the angle is defined as the side length opposite to the angle divided by the side length adjacent to the angle. | <p>Tan K = opposite / adjacent = <math>12/9</math></p>                                         |

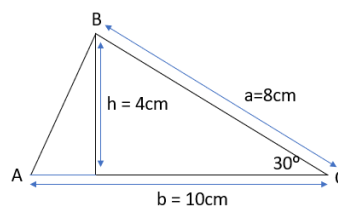
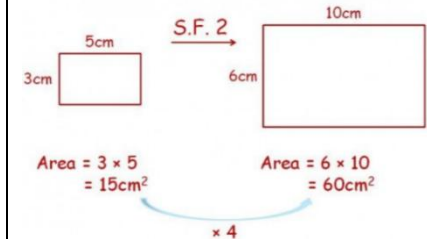
| Word                           | Domain                 | Year | Meaning                                                                                                                                               | Example                                                                                                                                                                                                                            |
|--------------------------------|------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Tangent<sup>-1</sup></b>    | Geometry and measures. | 7+   | The inverse of the tangent function.                                                                                                                  | <p>Angle K = <math>\tan^{-1} (12/9)</math><br/>           Angle K <math>\approx 53^\circ</math></p>                                             |
| <b>Terminating decimal</b>     | Number.                | 7+   | A decimal fraction that has a finite number of digits.                                                                                                | $\frac{3}{4} = 0.75$                                                                                                                                                                                                               |
| <b>Term-to-term rule</b>       | Algebra.               | 7+   | A rule to generate successive terms of a sequence, in terms of the immediately preceding term or terms.                                               | <p>9, 13, 17, 21...</p> <p>The <b>term-to-term rule</b> is 'add 4'.</p>                                                                                                                                                            |
| <b>Theoretical probability</b> | Probability.           | 7+   | The probability of the result of a trial calculated from a model based on theoretical considerations rather than real-life frequencies of occurrence. | <p>The <b>theoretical probability</b> of spinning a yellow is <math>2/8</math>.<br/>           (In practice, this may not always be true.)</p>  |
| <b>Transformation</b>          | Geometry and measures. | 7+   | A change that is, or is equivalent to, a change in position or direction of the coordinate axes.                                                      | Reflections, rotations, translations, and enlargements are <b>transformations</b> .                                                                                                                                                |
| <b>Translation</b>             | Geometry and measures. | 7+   | A transformation in which every point of a body moves the same distance in the same direction.                                                        |                                                                                                                                               |

| Word                                         | Domain                 | Year | Meaning                                                                                                                                                                                                                | Example                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------|------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Trapezium                                    | Geometry and measures. | 7+   | A quadrilateral with exactly one pair of parallel sides.                                                                                                                                                               |                                                                                                                                                                                                                                                       |
| <b>Trigonometric ratios and trigonometry</b> | Geometry and measures. | 7+   | Trigonometric functions are commonly defined as ratios of two sides of a right-angled triangle.<br><br>Functions of angle. The most familiar functions being sine, cosine and tangent. Also called circular functions. |  $\sin \theta = \frac{\text{opposite}}{\text{hypotenuse}} \quad \cos \theta = \frac{\text{adjacent}}{\text{hypotenuse}} \quad \tan \theta = \frac{\text{opposite}}{\text{adjacent}}$ <p>Sine, Cosine and Tangent are <b>trigonometric ratios</b>.</p> |
| <b>Unequally likely (outcomes)</b>           | Probability.           | 7+   | Outcomes of a probability experiment where the probabilities are not the same.                                                                                                                                         | <p>The probability of spinning red is <math>\frac{1}{8}</math></p> <p>The probability of spinning green is <math>\frac{3}{8}</math></p> <p>The outcomes do not have the same probability of occurring and so are <b>unequally likely</b>.</p>        |
| <b>Union (set)</b>                           | Probability.           | 7+   | The set of elements that belong to either, or both, of a given pair of sets. The union of two sets A and B is written $A \cup B$ .                                                                                     | <p><math>A \cup B</math> is <math>\{1, 2, 3, 4, 5, 6\}</math></p>                                                                                                                                                                                   |

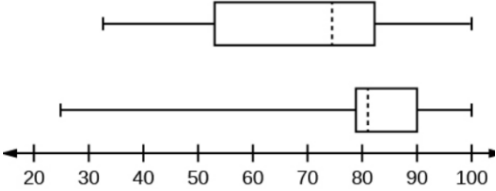
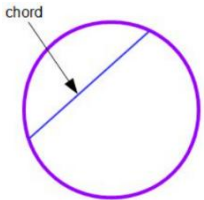
| Word                                 | Domain                                  | Year | Meaning                                                                                                                                                                                                                                              | Example                                                                                                                                                           |
|--------------------------------------|-----------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unique factorisation property</b> | Number.                                 | 7+   | Every integer greater than 1 either is a prime number itself or can be represented as the product of prime numbers and that, moreover, this representation is unique, up to (except for) the order of the factors.                                   | $24 = 2 \times 2 \times 2 \times 3$<br>$24 = 2^3 \times 3$<br>This is the <b>unique factorisation</b> of 24 since no other product of primes can be found for 24. |
| <b>Unit pricing (compound unit)</b>  | Ratio, proportion, and rates of change. | 7+   | The unit price tells you the cost per litre, per kilogram, per pound, etc, of what you want to buy.                                                                                                                                                  | If 5kg of flour costs £1.25 the <b>unit price</b> per kilogram is $125 \div 5 = 25$ .<br>1kg of flour costs 25p.                                                  |
| <b>Universal (set)</b>               | Probability.                            | 7+   | The set that contains all the items. The union of any set and its complement (all those elements not in the former set) form the universal set.<br>Symbol $\xi$                                                                                      | The <b>universal set</b> , $\xi$ , is $\{1,2,3,4,5,6,7,8,9,10\}$               |
| <b>Variable</b>                      | Algebra.                                | 7+   | A quantity that can take on a range of values.                                                                                                                                                                                                       | $9x - 7$<br>$x$ is the <b>variable</b> .                                                                                                                          |
| <b>Venn diagram</b>                  | Probability.                            | 7+   | A visual diagram to describe the relationships between two sets. The sets are represented by a circular region. The intersection of two sets is represented by an overlap of circles. The boundary of the Venn diagram represents the universal set. |                                                                              |

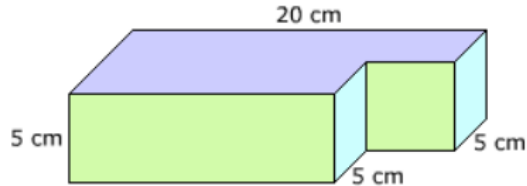
## Key Stage 4

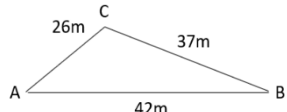
| Word                       | Domain                 | Year | Meaning                                                                                                                                                          | Example                                                                              |
|----------------------------|------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Acceleration</b>        | Algebra.               | 9+   | The rate at which velocity (speed) is changing. If an object is moving with a constant velocity, then its acceleration is zero since the velocity never changes. |   |
| <b>Algebraic fractions</b> | Algebra.               | 9+   | A fraction whose numerator and/or denominator are algebraic expressions.                                                                                         | $\frac{3x-4}{9+7x}$                                                                  |
| Arc                        | Geometry and measures. | 9+   | A portion of a curve or circle circumference.                                                                                                                    |  |

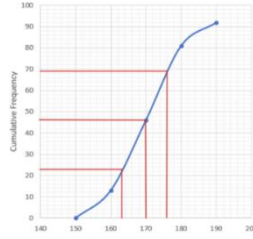
| Word                                | Domain                 | Year | Meaning                                                                                                                                                                                                         | Example                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------|------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Area (of a general triangle)</b> | Geometry and measures. | 9+   | Calculated as [half of the base x vertical height] or $[1/2 ab \sin C]$ , where a and b are side lengths enclosing a vertex of angle size $C^\circ$ .                                                           |  <p>The area of the triangle is <math>\frac{1}{2} \times b \times h = \frac{1}{2} \times 10 \times 4</math><br/> The area of the triangle = <math>20 \text{ cm}^2</math></p> <p>The area of the triangle is <math>\frac{1}{2} ab \sin C = \frac{1}{2} \times 8 \times 10 \times \sin 30</math><br/> The area of the triangle is <math>20 \text{ cm}^2</math></p> |
| <b>Area (scale factor)</b>          | Geometry and measures. | 9+   | When the linear scale factor of enlargement is $1:x$ , the corresponding area scale factor is $1^2:x^2$ .                                                                                                       | <p>The area scale factor is <math>\times 4</math>.</p>  <p>Area = <math>3 \times 5 = 15 \text{ cm}^2</math><br/> Area = <math>6 \times 10 = 60 \text{ cm}^2</math><br/> <math>\times 4</math></p>                                                                                                                                                                |
| Arithmetic progression              | Algebra.               | 9+   | A sequence of numbers in which successive terms are generated by adding or subtracting a constant amount to the preceding term. This constant is called the common difference. Also called arithmetic sequence. | 3, 7, 11, 15, 19 is an <b>arithmetic progression</b> with a common difference of 4 between each term.                                                                                                                                                                                                                                                                                                                                               |

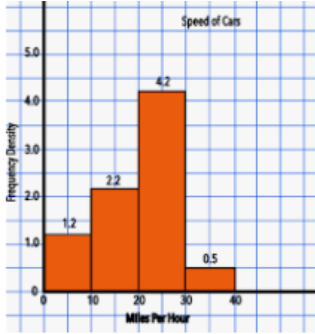
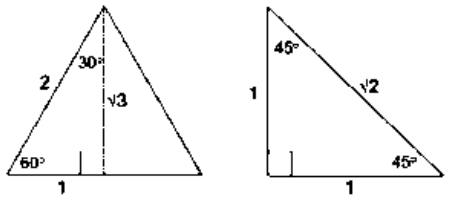
| Word                            | Domain                                 | Year | Meaning                                                                                                                                                                                                                                                                                                                      | Example                                                                                                                                                                                                                                                                                                                     |
|---------------------------------|----------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Average (rate of change)</b> | Ratio, proportion and rates of change. | 9+   | <p>The change in the value of a quantity divided by the elapsed time.</p> <p>This is the same as the slope of the graph over a given time interval.</p>                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                             |
| Bearings                        | Geometry and measures.                 | 9+   | <p>A <b>bearing</b> is the angle in degrees measured clockwise from north.</p> <p><b>Bearings</b> are usually given as a three-figure <b>bearing</b>. For example, 30° clockwise from north is usually written as 030°.</p>                                                                                                  |                                                                                                                                                                                                                                                                                                                             |
| Biased (unbiased)               | Probability.                           | 9+   | <p>In probability, biased means that the possible outcomes are not equally likely. In statistics, the <b>bias</b> of an estimator is the difference between this estimator's expected value and the true value of the parameter being estimated. An estimator or decision rule with zero <b>bias</b> is called unbiased.</p> | <p>A loaded die is <b>biased</b> because one outcome is more likely than another.</p> <p>A sample may be <b>biased</b> if a sub-group within the population is not represented in the sample. For example, if you want to find out the average shoe size of students in a year group but your sample includes no girls.</p> |

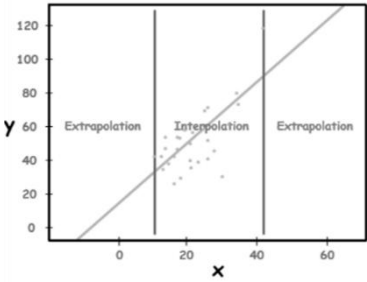
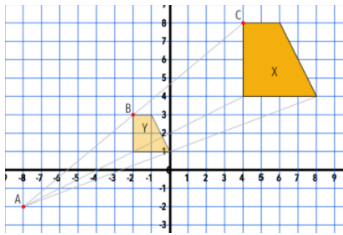
| Word                         | Domain                 | Year | Meaning                                                                                                                                                                                                                                                                                                                                           | Example                                                                                                                                                                                |
|------------------------------|------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Box plot</b>              | Statistics.            | 9+   | A box and whisker plot – also called a box plot – displays the five-number summary of a set of data. The five-number summary is the minimum, first (lower) quartile, median, third (upper) quartile, and maximum. In a box plot, we draw a box from the first quartile to the third quartile. A vertical line goes through the box at the median. |  <p>The horizontal lines forming the 'whiskers' go from the minimum value to the maximum value.</p> |
| Causation                    | Statistics.            | 9+   | Causation indicates a relationship between two events where one event is affected by the other. In statistics, when the value of one event, or variable, increases or decreases as a result of other events, it is said there is causation.                                                                                                       | We might observe that an increase in sunny days <b>causes</b> an increase in ice cream sales.                                                                                          |
| Chord                        | Geometry and measures. | 9+   | A straight-line segment joining two points on a circle or other curve.                                                                                                                                                                                                                                                                            |                                                                                                    |
| <b>Completing the square</b> | Algebra.               | 9+   | A method used to solve a quadratic equation by changing the form of the equation so that the left side is a perfect square trinomial.                                                                                                                                                                                                             | $x^2 + 6x + 7 = (x + 3)^2 - 9 + 7$ $= (x + 3)^2 - 2$                                                                                                                                   |

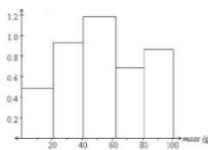
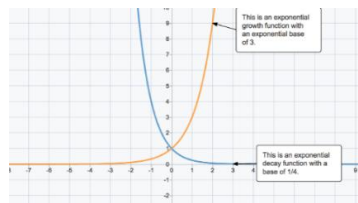
| Word                             | Domain                                  | Year | Meaning                                                                                                                                                                                                                                                                                                                            | Example                                                                                                                                                                                           |
|----------------------------------|-----------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Composite function fg (x)</b> | Algebra.                                | 9+   | A function whose values are found from two given functions by applying one function to an independent variable and then applying the second function to the result and whose domain consists of those values of the independent variable for which the result yielded by the first function lies in the domain of the second.      | Given $f(x) = 3x + 2$ and $g(x) = x + 5$<br>$f(g(x)) = f(x + 5)$<br>$= 3(x + 5) + 2$<br>$= 3x + 15 + 2$<br>$= 3x + 17$                                                                            |
| Composite solid                  | Geometry and measures.                  | 9+   | A solid shape formed by combining two or more solid shapes.                                                                                                                                                                                                                                                                        |                                                                                                                |
| Compound interest                | Ratio, proportion, and rates of change. | 9+   | In savings (or loans), banks apply an interest rate on the sum invested (or loaned). Compound interest is when the interest is added to the savings (or loan) at the end of a specified period within the life of the savings or loan. Interest is then earned on the amount invested plus interest earned during the next period. | If you deposit £250 in a bank account which is paying 5% interest per year, how much money will you have if the bank pays compound interest over 5 years?<br>$250 \times 1.05^5 = \text{£}319.07$ |

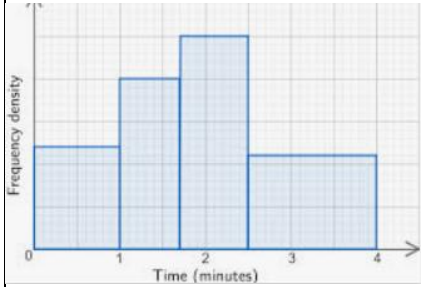
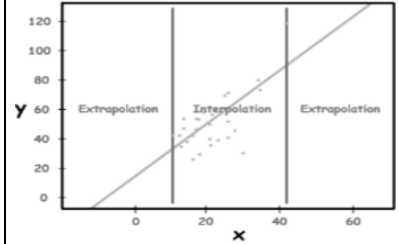
| Word                    | Domain                                  | Year             | Meaning                                                                                                                                                                                                                                                        | Example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |           |                  |       |      |      |      |      |        |      |      |      |       |      |      |   |
|-------------------------|-----------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|------------------|-------|------|------|------|------|--------|------|------|------|-------|------|------|---|
| Compound units          | Ratio, proportion, and rates of change. | 9+               | Units that require two different types of measurement such as speed, which is defined using distance and time.                                                                                                                                                 | <p>Calculate the density of aluminium if 20 cm<sup>3</sup> has a mass of 54g.</p> <p>Density = mass ÷ volume</p> <p>= 54 ÷ 20</p> <p>= 2.7 g / cm<sup>3</sup></p> <p>(grams per cubic centimetre).</p> <p>Density is measured using <b>compound units</b>.</p>                                                                                                                                                                                                                                                                                                         |  |           |                  |       |      |      |      |      |        |      |      |      |       |      |      |   |
| Conditional probability | Probability.                            | 9+               | Conditional probability refers to the chances that some outcome occurs given that another event has also occurred. It is often stated as the probability of <i>A given B</i> and written as P(A B), where the probability of A depends on that of B happening. | <table border="1"><thead><tr><th></th><th>Have pets</th><th>Do not have pets</th><th>Total</th></tr></thead><tbody><tr><th>Male</th><td>0.41</td><td>0.08</td><td>0.49</td></tr><tr><th>Female</th><td>0.45</td><td>0.06</td><td>0.51</td></tr><tr><th>Total</th><td>0.86</td><td>0.14</td><td>1</td></tr></tbody></table> <p>What is the (<b>conditional</b>) probability that a randomly selected person is male, given that they have a pet?</p> <p>P(male and have a pet) = 0.41</p> <p>P(Have a pet) = 0.86</p> <p>P(male   have a pet) = 0.41 / 0.86 = 0.477</p> |  | Have pets | Do not have pets | Total | Male | 0.41 | 0.08 | 0.49 | Female | 0.45 | 0.06 | 0.51 | Total | 0.86 | 0.14 | 1 |
|                         | Have pets                               | Do not have pets | Total                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |           |                  |       |      |      |      |      |        |      |      |      |       |      |      |   |
| Male                    | 0.41                                    | 0.08             | 0.49                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |           |                  |       |      |      |      |      |        |      |      |      |       |      |      |   |
| Female                  | 0.45                                    | 0.06             | 0.51                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |           |                  |       |      |      |      |      |        |      |      |      |       |      |      |   |
| Total                   | 0.86                                    | 0.14             | 1                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |           |                  |       |      |      |      |      |        |      |      |      |       |      |      |   |
| Cosine rule             | Geometry and measures.                  | 9+               | A trigonometric formula for calculating missing side lengths and angles in non-right triangles.<br>Cos A = (b <sup>2</sup> + c <sup>2</sup> – a <sup>2</sup> ) / 2bc.                                                                                          | <p>Find the value of angle A</p> <p>Cos A = <math>\frac{26^2 + 42^2 - 37^2}{2 \times 26 \times 42}</math></p> <p>= <math>\frac{1071}{2184}</math></p> <p>= 0.4904</p> <p>A = cos<sup>-1</sup>(0.4904)</p> <p>A = 60.63°</p>                                                                                                                                                                                                                                                       |  |           |                  |       |      |      |      |      |        |      |      |      |       |      |      |   |

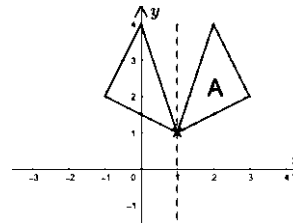
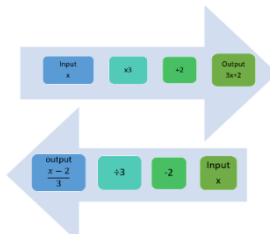
| Word                                | Domain                 | Year | Meaning                                                                                                                                                                                                                            | Example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------|------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Cumulative frequency (graph)</b> | Statistics.            | 9+   | A graph for displaying cumulative frequency. At a given point on the horizontal axis the sum of the frequencies of all the values up to that point is represented by a point whose vertical coordinate is proportional to the sum. | <p><b>Cumulative frequency graph</b> to show the heights of students in cm.</p>                                                                                                                                                                                                                                                                                                                                                                                 |
| Dependent event                     | Probability.           | 9+   | Two events are dependent if the outcome or occurrence of the first affects the outcome or occurrence of the second so that the probability is changed.                                                                             | <p>A card is chosen at random from a standard deck of 52 playing cards. Without replacing it, a second card is chosen. What is the probability that the first card chosen is a Queen and the second card chosen is a Jack?</p> <p> <math>P(\text{Queen}) = 4 / 52</math>; <math>P(\text{Jack}) = 4 / 51</math><br/> <math>P(\text{Queen and a Jack}) = 4 / 52 \times 4 / 51 = 16 / 2652</math><br/> <math>P(\text{Queen and a Jack}) = 4 / 663</math> </p> <p>The probability of the Jack is <b>dependent</b> on the probability of the Queen.</p> |
| Elevations (and plans)              | Geometry and measures. | 9+   | <p>The vertical height of a point above a base (line or plane).</p> <p>An elevation is also the view of a 3D shape when it is looked at from the side or from the front.</p>                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Empirical                           | Probability.           | 9+   | Knowledge derived from investigation, observation, experimentation, or experience, as opposed to theoretical knowledge based on logical or mathematical assumptions.                                                               | <p>The theoretical probability of rolling a 6 on a fair 1-6-sided die is <math>1/6</math>.</p> <p>We can carry out a number of trials to gather <b>empirical</b> data to test this.</p>                                                                                                                                                                                                                                                                                                                                                            |

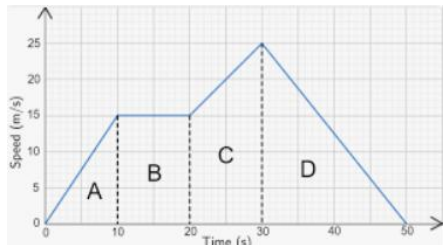
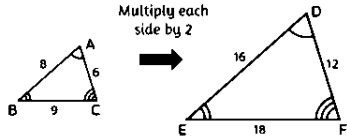
| Word                                     | Domain       | Year | Meaning                                                                                                                                                                                                                                                                                                                                                                                      | Example                                                                                                                                                                                                                                                      |
|------------------------------------------|--------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equal class intervals (histogram)</b> | Statistics.  | 9+   | Used to organise grouped discrete data into classes with equal intervals.                                                                                                                                                                                                                                                                                                                    | <p>The <b>class intervals</b>, or widths for this histogram are all equal (10):</p> $0 \leq x < 10$ $10 \leq x < 20$ $20 \leq x < 30$ $30 \leq x < 40$                    |
| <b>Exact values (of a trig function)</b> | Algebra.     | 9+   | A value that is not rounded or estimated but is precise. With trig values, this is sometimes in surd form. Exact values for $45^\circ$ can be found using an isosceles right-angled triangle of side lengths $[1, 1, \sqrt{2}]$ . Exact values for $30^\circ$ and $60^\circ$ can be found using an equilateral triangle of side lengths 2, leading to a perpendicular height of $\sqrt{3}$ . | <p>SOH CAH TOA</p> <p><math>\sin 30 = \text{opposite/hypotenuse}</math></p> <p><math>\sin 30 = \frac{1}{2}</math></p>                                                     |
| Exhaustive (set)                         | Probability. | 9+   | A set of events is jointly or collectively exhaustive if at least one of the events must occur.                                                                                                                                                                                                                                                                                              | When rolling a six-sided die, the events 1, 2, 3, 4, 5, and 6 (each consisting of a single outcome) are collectively <b>exhaustive</b> , because they encompass the entire range of possible outcomes. The set $\{1, 2, 3, 4, 5, 6\}$ is <b>exhaustive</b> . |
| <b>Expected frequency</b>                | Probability. | 9+   | The number of times that we predict an event will occur based on a calculation using theoretical probabilities.                                                                                                                                                                                                                                                                              | The <b>expected frequency</b> of heads is 500 out of 1,000 total coin-tosses. The <b>expected frequency</b> is based on our knowledge of probability – we have not actually done any coin tossing.                                                           |

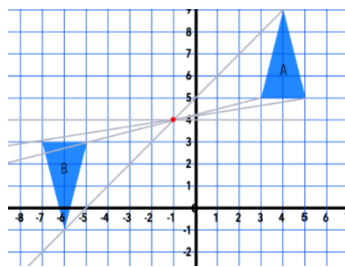
| Word                      | Domain                 | Year | Meaning                                                                                                                                                                                                                                                                                                                                         | Example                                                                                                                                                                                                                                                 |
|---------------------------|------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Extrapolate               | Statistics.            | 9+   | An estimation of a value based on extending a known sequence of values or facts beyond the area that is certainly known.                                                                                                                                                                                                                        |                                                                                                                                                                      |
| Fibonacci (sequence)      | Algebra.               | 9+   | A set of numbers that starts with a one or a zero, followed by a one, and proceeds based on the rule that each number (called a Fibonacci number) is equal to the sum of the preceding two numbers.<br>(Other starting points produce different Fibonacci-like sequences.)                                                                      | $F(0) = 0, 1, 1, 2, 3, 5, 8, 13, 21, 34 \dots$                                                                                                                                                                                                          |
| Fractional (scale factor) | Geometry and measures. | 9+   | A scale factor of enlargement between zero and 1 that produces a smaller image from the original object, eg half the size.<br><br>In cases where the fractional scale factor is an improper fraction (ie greater than 1), the enlargement will be larger than the object, eg $\frac{3}{2}$ will give an image 1.5 times the size of the object. | <p>The small trapezium (Y) is an enlargement, scale factor <math>\frac{1}{2}</math>, of the larger trapezium (X). Centre of enlargement <math>(-8, -2)</math>.</p>  |
| Fractional indices        | Number.                | 9+   | Fractional, positive, exponents (indices) represent roots.                                                                                                                                                                                                                                                                                      | $16^{1/2} = 4 \quad (\sqrt{16} = 4)$                                                                                                                                                                                                                    |

| Word                  | Domain                                 | Year      | Meaning                                                                                                                                                                                                                                                                                                               | Example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |                |           |                                       |      |    |    |     |       |    |    |     |       |    |    |     |       |    |    |     |        |    |    |     |
|-----------------------|----------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------|-----------|---------------------------------------|------|----|----|-----|-------|----|----|-----|-------|----|----|-----|-------|----|----|-----|--------|----|----|-----|
| Frequency density     | Statistics.                            | 9+        | A scale on the y-axis of a histogram, usually with unequal class widths. It is the area of the bar that tells us the frequency in a histogram, not its height. Instead of plotting frequency on the y-axis, we plot the frequency density. To calculate this, you divide the frequency of a group by the width of it. | <p>The <b>frequency density</b> is plotted on the y-axis.</p>  <table><thead><tr><th>Mass (g)</th><th>Interval width</th><th>Frequency</th><th>Frequency density = frequency / width</th></tr></thead><tbody><tr><td>0-20</td><td>20</td><td>10</td><td>0.5</td></tr><tr><td>20-40</td><td>20</td><td>18</td><td>0.9</td></tr><tr><td>40-60</td><td>20</td><td>24</td><td>1.2</td></tr><tr><td>60-80</td><td>20</td><td>14</td><td>0.7</td></tr><tr><td>80-100</td><td>20</td><td>18</td><td>0.9</td></tr></tbody></table> | Mass (g) | Interval width | Frequency | Frequency density = frequency / width | 0-20 | 20 | 10 | 0.5 | 20-40 | 20 | 18 | 0.9 | 40-60 | 20 | 24 | 1.2 | 60-80 | 20 | 14 | 0.7 | 80-100 | 20 | 18 | 0.9 |
| Mass (g)              | Interval width                         | Frequency | Frequency density = frequency / width                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                |           |                                       |      |    |    |     |       |    |    |     |       |    |    |     |       |    |    |     |        |    |    |     |
| 0-20                  | 20                                     | 10        | 0.5                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                |           |                                       |      |    |    |     |       |    |    |     |       |    |    |     |       |    |    |     |        |    |    |     |
| 20-40                 | 20                                     | 18        | 0.9                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                |           |                                       |      |    |    |     |       |    |    |     |       |    |    |     |       |    |    |     |        |    |    |     |
| 40-60                 | 20                                     | 24        | 1.2                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                |           |                                       |      |    |    |     |       |    |    |     |       |    |    |     |       |    |    |     |        |    |    |     |
| 60-80                 | 20                                     | 14        | 0.7                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                |           |                                       |      |    |    |     |       |    |    |     |       |    |    |     |       |    |    |     |        |    |    |     |
| 80-100                | 20                                     | 18        | 0.9                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                |           |                                       |      |    |    |     |       |    |    |     |       |    |    |     |       |    |    |     |        |    |    |     |
| Function f(x)         | Algebra.                               | 9+        | A relation between a set of inputs and a set of permissible outputs with the property that each input is related to exactly one output.                                                                                                                                                                               | $f(x) = 3x - 12$                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                |           |                                       |      |    |    |     |       |    |    |     |       |    |    |     |       |    |    |     |        |    |    |     |
| Geometric progression | Algebra.                               | 9+        | A series of terms in which each term is a constant multiple of the previous term (known as the common ratio). Sometimes called a geometric sequence.                                                                                                                                                                  | <p>5, 25, 125, 625 ....</p> <p>This is a <b>geometric progression</b> with a common ratio of 5.</p> <p>Each term is 5x the previous term.</p> <p>The nth term is <math>5^n</math>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                        |          |                |           |                                       |      |    |    |     |       |    |    |     |       |    |    |     |       |    |    |     |        |    |    |     |
| Growth and decay      | Ratio, proportion and rates of change. | 9+        | An exponential function that describes how a function increases or decreases.                                                                                                                                                                                                                                         | <p><math>y=3^x</math> (orange line)</p> <p><b>exponential growth</b></p> <p><math>y=(1/4)^x</math> (blue line)</p> <p><b>exponential decay</b></p>                                                                                                                                                                                                                                                                                                                                                                        |          |                |           |                                       |      |    |    |     |       |    |    |     |       |    |    |     |       |    |    |     |        |    |    |     |

| Word                                  | Domain                                 | Year | Meaning                                                                                                                                                                                                                                                                                                                                            | Example                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------|----------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Histogram</b>                      | Statistics.                            | 9+   | A representation of grouped data. Segments along the x axis are proportional to the class interval. Rectangles are drawn with the line segments as bases. The area of the rectangle is proportional to the frequency of the class. Where class intervals are not equal, the height of each rectangle is called the frequency density of the class. |                                                                                                                                                                                                                                                                  |
| Independent event                     | Probability.                           | 9+   | Two events, A and B, are independent if the fact that A occurs does not affect the probability of B occurring.                                                                                                                                                                                                                                     | Landing on heads after tossing a coin AND rolling a 5 on a single 6-sided die are examples of independent events.                                                                                                                                                                                                                                   |
| <b>Instantaneous (rate of change)</b> | Ratio, proportion and rates of change. | 9+   | The rate of change at a particular moment. Same as the value of the derivative at a particular point. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line. That is, it is the slope of a curve.                                                                                               | <p>A car is accelerating such that, over time, the speed has changed from 0 mph to 50 mph. This tells us an average rate of change over time. Within that time, it may go slower or faster.</p> <p>The <b>instantaneous rate of change</b> tells us how the speed has changed at one moment in time (all the points in between 0mph and 50mph).</p> |
| Interpolate                           | Statistics.                            | 9+   | Interpolation is an estimation of a value within two known values in a sequence of values.                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                |

| Word                                           | Domain                 | Year | Meaning                                                                                                                                                                                                                                                                                        | Example                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------|------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Inter-quartile range</b>                    | Statistics.            | 9+   | The difference between the upper and lower quartiles. A measure of spread.                                                                                                                                                                                                                     | <p>Data: 1,2,3,4,5,6,7,8,9,10,11</p> <p>Median: 1,2,3,4,5,<b>6</b>,7,8,9,10,11</p> <p>To find the lower quartile, find the median of the lower half {1,2,3   4,5,6} = <b>3.5</b></p> <p>To find the upper quartile, find the median of the upper half {6,7,8   9,10,11} = <b>8.5</b></p> <p><b>Inter-quartile range</b> = <math>8.5 - 3.5 = 5</math></p> |
| <b>Invariance (transformations)</b>            | Geometry and measures. | 9+   | A property that does not change after certain transformations. Example: the side lengths of a triangle do not change when the triangle is rotated. So, we can say “ <i>triangle side lengths are invariant under rotation</i> ”.                                                               | <p>The point (1,1) does not change in this reflection in the line <math>x=1</math>.</p> <p>The point (1,1) is <b>invariant</b>.</p>                                                                                                                                   |
| <b>Inverse function <math>f^{-1}(x)</math></b> | Algebra.               | 9+   | An inverse function (or anti-function) is a function that <i>reverses</i> another function: if the function $f$ applied to an input $x$ gives a result of $y$ , then applying its inverse function $g$ to $y$ gives the result $x$ , and vice versa, ie $f(x) = y$ if and only if $g(y) = x$ . | <p><math>f(x) = 3x + 2</math></p> <p><math>f^{-1}(x) = (x-2)/3</math></p>                                                                                                                                                                                            |
| <b>Iteration</b>                               | Algebra.               | 9+   | The repeated application of a function or process in which the output of each step is used as the input for the next iteration.                                                                                                                                                                | <p><math>x_{n+1} = 4 - 3x_n</math></p> <p>Given <math>x_0 = 5</math>, calculate <math>x_3</math></p> <p><math>x_1 = 4 - 3(5) = -11</math></p> <p><math>x_2 = 4 - 3(-11) = 37</math></p> <p><math>x_3 = 4 - 3(37) = -107</math></p> <p>The third <b>iteration</b> is equal to -107.</p>                                                                   |

| Word                        | Domain                 | Year | Meaning                                                                                                                                                                                                                                                                                                                          | Example                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------|------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Kinematic (problems)</b> | Algebra.               | 9+   | Kinematics is the study of motion, without reference to the forces that cause the motion. Kinematics has many equations associated with it, but sometimes it is easier to use graphs to understand motion. There are three main kinematics graphs: displacement-time graphs, velocity-time graphs, and acceleration-time graphs. | This velocity-time graph is a <b>kinematic</b> graph.                                                                                                                                                                                                                                                                                                |
| Length (scale factor)       | Geometry and measures. | 9+   | In two similar geometric figures, the ratio of their corresponding sides is called the (length) scale factor.                                                                                                                                                                                                                    | The <b>length scale factor</b> is 2.<br>All corresponding side lengths in DEF are twice as long as in ABC.                                                                                                                                                                                                                                           |
| <b>Lower bound</b>          | Number.                | 9+   | Any number that is less than or equal to all of the elements of a given set.<br><br>The lower bound is the smallest value that would round up to the estimated value.                                                                                                                                                            | A mass (x) of 70 kg, rounded to the nearest 10 kg, has a <b>lower bound of 65 kg</b> , because 65 kg is the smallest mass that rounds to 70kg.<br><br><b><math>65\text{kg} \leq x &lt; 75\text{kg}</math></b><br><br>(A quick way to calculate upper and lower bounds is to halve the degree of accuracy specified, then add this to the rounded value for the upper bound and subtract it from the rounded value for the lower bound). |
| <b>Lower quartile</b>       | Statistics.            | 9+   | The lower quartile value is the median of the lower half of the data.                                                                                                                                                                                                                                                            | Data: 1,2,3,4,5,6,7,8,9,10,11<br>Median: 1,2,3,4,5, <b>6</b> ,7,8,9,10,11<br><br>To find the <b>lower quartile</b> , find the median of the lower half {1,2,3   4,5,6} = <b>3.5</b> .                                                                                                                                                                                                                                                   |

| Word                     | Domain                                 | Year | Meaning                                                                                                                                                                                                                                                                                                                                                            | Example                                                                                                                                                                                                                                                                                                                                                                                    |             |           |             |    |             |   |             |    |              |   |
|--------------------------|----------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|-------------|----|-------------|---|-------------|----|--------------|---|
| Modal class              | Statistics.                            | 9+   | When you have a set of numbers/counts, and cluster them into groups – ie classes – the modal class is the class with the highest frequency, ie the one having most <i>members</i> .                                                                                                                                                                                | <p>The <b>modal class</b> is 75 up to 95 since this is the class with the highest frequency (the most members).</p> <table border="1"><thead><tr><th>Weight (Kg)</th><th>Frequency</th></tr></thead><tbody><tr><td>60 up to 70</td><td>13</td></tr><tr><td>70 up to 75</td><td>2</td></tr><tr><td>75 up to 95</td><td>45</td></tr><tr><td>95 up to 100</td><td>7</td></tr></tbody></table> | Weight (Kg) | Frequency | 60 up to 70 | 13 | 70 up to 75 | 2 | 75 up to 95 | 45 | 95 up to 100 | 7 |
| Weight (Kg)              | Frequency                              |      |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                            |             |           |             |    |             |   |             |    |              |   |
| 60 up to 70              | 13                                     |      |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                            |             |           |             |    |             |   |             |    |              |   |
| 70 up to 75              | 2                                      |      |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                            |             |           |             |    |             |   |             |    |              |   |
| 75 up to 95              | 45                                     |      |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                            |             |           |             |    |             |   |             |    |              |   |
| 95 up to 100             | 7                                      |      |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                            |             |           |             |    |             |   |             |    |              |   |
| Negative (scale factor)  | Geometry and measures.                 | 9+   | An enlargement using a negative scale factor will cause the enlargement to appear on the other side of the centre of enlargement; and will be inverted (upside down). The shape will also change size depending on the value of the enlargement.                                                                                                                   | <p>This is an enlargement, <b>scale factor -1</b>, centre of enlargement (-1,4).</p>                                                                                                                                                                                                                    |             |           |             |    |             |   |             |    |              |   |
| Population               | Statistics.                            | 9+   | A set of similar items or events which is of interest for some question or experiment. In statistical inference, a subset of the population (a statistical sample) is chosen to represent the population in a statistical analysis.                                                                                                                                | <p>You ask 100 randomly chosen people at a football match what their main job is. Your <b>sample</b> is 100, but the <b>population</b> is all the people at that match.</p> <p>(The <b>population</b> is the whole group that is being studied).</p>                                                                                                                                       |             |           |             |    |             |   |             |    |              |   |
| Pressure (compound unit) | Ratio, proportion and rates of change. | 9+   | <p>The force per unit area. The pressure exerted by a solid object onto another solid surface is the weight of the object divided by the area of the object's surface. The formula is: pressure = force/ area.</p> <p>If the unit of force is a Newton (N) and the unit of area is a square metre (m<sup>2</sup>), then pressure is given as N/ m<sup>2</sup>.</p> | <p>The surface area of a pair of skis is 0.25 m<sup>2</sup>. The weight of a skier is 700N. How much pressure does the skier exert on the snow?</p> <p>Pressure is Newtons per square metre.</p> <p>Pressure = weight ÷ area.</p> <p>Pressure = 700 ÷ 0.25.</p> <p><b>Pressure</b> ≈ 2800 N/m<sup>2</sup>.</p>                                                                             |             |           |             |    |             |   |             |    |              |   |

| Word                               | Domain       | Year | Meaning                                                                                                                                                                                                               | Example                                                                                                                                                                                                                                                                                                   |
|------------------------------------|--------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Probability distribution           | Probability. | 9+   | A mathematical function that provides the probabilities of occurrence of different possible outcomes in an experiment. The normal distribution is a commonly encountered continuous probability distribution.         |                                                                                                                                                                                                                        |
| <b>Product rule (for counting)</b> | Number.      | 9+   | To find the total number of outcomes for two or more events, multiply the number of outcomes for each event together. This is called the product rule for counting because it involves multiplying to find a product. | <p>Katie has 52 different playing cards. She gives one to Anna, one to Bill and one to Carol.</p> <p>How many different ways can she do this?</p> <p>A has 52 choices, B has 51 choices, C has 50 choices.</p> <p>Total number of different ways is:</p> $52 \times 51 \times 50 = 132,600 \text{ ways.}$ |

# Glossary index

| Word                                          | Domain                         | Section           |
|-----------------------------------------------|--------------------------------|-------------------|
| <b>2-D representation</b>                     | Geometry: properties of shapes | Upper Key Stage 2 |
| Acceleration                                  | Algebra                        | Key Stage 4       |
| <b>Additive reasoning</b>                     | Reason mathematically          | Key Stage 3       |
| <b>Algebraic notation</b>                     | Algebra                        | Key Stage 3       |
| <b>Algebra</b>                                | Develop fluency                | Key Stage 3       |
| <b>Algebraic fractions</b>                    | Algebra                        | Key Stage 4       |
| <b>Alternate angles</b>                       | Geometry and measures          | Key Stage 3       |
| <b>Analyse</b>                                | Develop fluency                | Key Stage 3       |
| <b>Angle bisector</b>                         | Geometry and measures          | Key Stage 3       |
| <b>Angle sum (polygon)</b>                    | Geometry and measures          | Key Stage 3       |
| <b>Angles at a point (on a straight line)</b> | Geometry: properties of shapes | Upper Key Stage 2 |
| <b>Angles at a point (on a whole turn)</b>    | Geometry: properties of shapes | Upper Key Stage 2 |
| <b>Approximation</b>                          | Number                         | Key Stage 3       |
| Arc                                           | Geometry and measures          | Key Stage 4       |
| <b>Area (of a general triangle)</b>           | Geometry and measures          | Key Stage 4       |
| <b>Area (scale factor)</b>                    | Geometry and measures          | Key Stage 4       |

| Word                            | Domain                                              | Section           |
|---------------------------------|-----------------------------------------------------|-------------------|
| <b>Argument</b>                 | Reason mathematically                               | Key Stage 3       |
| Arithmetic progression          | Algebra                                             | Key Stage 4       |
| <b>Arithmetic sequence</b>      | Algebra                                             | Key Stage 3       |
| <b>Average (rate of change)</b> | Ratio, proportion, and rates of change              | Key Stage 4       |
| Bearings                        | Geometry and measures                               | Key Stage 4       |
| Biased (unbiased)               | Probability                                         | Key Stage 4       |
| <b>Binomial</b>                 | Algebra                                             | Key Stage 3       |
| <b>Bivariate data</b>           | Statistics                                          | Key Stage 3       |
| <b>Box plot</b>                 | Statistics                                          | Key Stage 4       |
| Brackets                        | Addition, subtraction, multiplication, and division | Upper Key Stage 2 |
| <b>Cartesian plane</b>          | Algebra                                             | Key Stage 3       |
| Causation                       | Statistics                                          | Key Stage 4       |
| Chord                           | Geometry and measures                               | Key Stage 4       |
| <b>Circumference</b>            | Geometry: properties of shapes                      | Upper Key Stage 2 |
| <b>Coefficient</b>              | Algebra                                             | Key Stage 3       |
| <b>Combined events</b>          | Probability                                         | Key Stage 3       |
| <b>Common factor</b>            | Addition, subtraction, multiplication, and division | Upper Key Stage 2 |
| <b>Common multiple</b>          | Addition, subtraction, multiplication, and division | Upper Key Stage 2 |
| Complement (of a number)        | Fractions, decimals, and percentages                | Upper Key Stage 2 |

| Word                                         | Domain                                 | Section           |
|----------------------------------------------|----------------------------------------|-------------------|
| <b>Completing the square</b>                 | Algebra                                | Key Stage 4       |
| <b>Composite function <math>fg(x)</math></b> | Algebra                                | Key Stage 4       |
| <b>Composite number</b>                      | Multiplication and division            | Upper Key Stage 2 |
| <b>Composite shape</b>                       | Geometry: properties of shapes         | Upper Key Stage 2 |
| Composite solid                              | Geometry and measures                  | Key Stage 4       |
| Compound interest                            | Ratio, proportion, and rates of change | Key Stage 4       |
| Compound unit (speed)                        | Measurement                            | Upper Key Stage 2 |
| Compound units                               | Ratio, proportion, and rates of change | Key Stage 4       |
| Concave                                      | Geometry and measures                  | Key Stage 3       |
| <b>Concept</b>                               | Solve problems                         | Key Stage 3       |
| <b>Conditional probability</b>               | Probability                            | Key Stage 4       |
| <b>Congruence</b>                            | Geometry and measures                  | Key Stage 3       |
| Conjecture                                   | Fractions, decimals, and percentages   | Upper Key Stage 2 |
| <b>Conjecture</b>                            | Reason mathematically                  | Key Stage 3       |
| Constant                                     | Algebra                                | Key Stage 3       |
| <b>Construction (ruler and compasses)</b>    | Geometry and measures                  | Key Stage 3       |
| <b>Continuous data</b>                       | Statistics                             | Key Stage 3       |
| <b>Coordinate plane</b>                      | Geometry: position and direction       | Upper Key Stage 2 |
| Correlation                                  | Statistics                             | Key Stage 3       |

| Word                                     | Domain                                 | Section           |
|------------------------------------------|----------------------------------------|-------------------|
| <b>Corresponding angles</b>              | Geometry and measures                  | Key Stage 3       |
| Cosine                                   | Geometry and measures                  | Key Stage 3       |
| <b>Cosine rule</b>                       | Geometry and measures                  | Key Stage 4       |
| $\text{Cosine}^{-1}$                     | Geometry and measures                  | Key Stage 3       |
| <b>Counter-example</b>                   | Reason mathematically                  | Key Stage 3       |
| <b>Cube number</b>                       | Multiplication and division            | Upper Key Stage 2 |
| Cubic                                    | Algebra                                | Key Stage 3       |
| <b>Cubic centimetre (cm<sup>3</sup>)</b> | Measurement                            | Upper Key Stage 2 |
| <b>Cubic curve</b>                       | Algebra                                | Key Stage 3       |
| <b>Cubic metre (m<sup>3</sup>)</b>       | Measurement                            | Upper Key Stage 2 |
| <b>Cumulative frequency</b>              | Statistics                             | Key Stage 4       |
| <b>Decimal fraction</b>                  | Fractions, decimals, and percentages   | Upper Key Stage 2 |
| Deduction                                | Geometry: properties of shapes         | Upper Key Stage 2 |
| <b>Deductive reasoning</b>               | Reason mathematically                  | Key Stage 3       |
| <b>Degree</b>                            | Geometry: properties of shapes         | Upper Key Stage 2 |
| <b>Degree of accuracy</b>                | Number                                 | Key Stage 3       |
| <b>Density (compound unit)</b>           | Ratio, proportion, and rates of change | Key Stage 3       |
| Dependent event                          | Probability                            | Key Stage 4       |
| <b>Derive</b>                            | Geometry and measures                  | Key Stage 3       |

| Word                                     | Domain                                 | Section           |
|------------------------------------------|----------------------------------------|-------------------|
| Diagonal (of a polygon)                  | Geometry: properties of shapes         | Upper Key Stage 2 |
| <b>Diagrammatic</b>                      | Develop fluency                        | Key Stage 3       |
| <b>Diameter</b>                          | Geometry: properties of shapes         | Upper Key Stage 2 |
| <b>Direct proportion</b>                 | Ratio, proportion, and rates of change | Key Stage 3       |
| <b>Discrete data</b>                     | Statistics                             | Key Stage 3       |
| Dividend                                 | Number                                 | Key Stage 3       |
| Divisor                                  | Number                                 | Key Stage 3       |
| <b>Distribution</b>                      | Statistics                             | Key Stage 3       |
| Elevations (and plans)                   | Geometry and measures                  | Key Stage 3       |
| Empirical                                | Probability                            | Key Stage 4       |
| Empty set                                | Probability                            | Key Stage 3       |
| <b>Enlargement</b>                       | Geometry and measures                  | Key Stage 3       |
| <b>Equal class intervals (histogram)</b> | Statistics                             | Key Stage 4       |
| <b>Equally likely (outcomes)</b>         | Probability                            | Key Stage 3       |
| <b>Equation</b>                          | Algebra                                | Upper Key Stage 2 |
| <b>Equation</b>                          | Algebra                                | Key Stage 3       |
| Equivalence statement                    | Multiplication and division            | Upper Key Stage 2 |
| <b>Error</b>                             | Number                                 | Key Stage 3       |
| <b>Evaluate (outcomes)</b>               | Solve problems                         | Key Stage 3       |

| Word                                     | Domain                           | Section           |
|------------------------------------------|----------------------------------|-------------------|
| <b>Event</b>                             | Probability                      | Key Stage 3       |
| <b>Exact values (of a trig function)</b> | Geometry and measures            | Key Stage 4       |
| Exhaustive (set)                         | Probability                      | Key Stage 4       |
| <b>Expand (products)</b>                 | Algebra                          | Key Stage 3       |
| <b>Expected frequency</b>                | Probability                      | Key Stage 4       |
| <b>Experimental probability</b>          | Probability                      | Key Stage 3       |
| Exponent                                 | Algebra                          | Key Stage 3       |
| <b>Exponential (graph)</b>               | Algebra                          | Key Stage 3       |
| <b>Expression</b>                        | Algebra                          | Key Stage 3       |
| Exterior angle                           | Geometry and measures            | Key Stage 3       |
| Extrapolate                              | Statistics                       | Key Stage 4       |
| <b>Factorise</b>                         | Algebra                          | Key Stage 3       |
| <b>Fairness</b>                          | Probability                      | Key Stage 3       |
| Fibonacci (sequence)                     | Algebra                          | Key Stage 4       |
| <b>Financial mathematics</b>             | Solve problems                   | Key Stage 3       |
| <b>Formula ( e )</b>                     | Algebra                          | Upper Key Stage 2 |
| <b>Four quadrants</b>                    | Geometry: position and direction | Upper Key Stage 2 |
| Fractional (scale factor)                | Geometry and measures            | Key Stage 4       |
| <b>Fractional indices</b>                | Number                           | Key Stage 4       |

| Word                                              | Domain                                 | Section           |
|---------------------------------------------------|----------------------------------------|-------------------|
| <b>Frequency</b>                                  | Probability                            | Key Stage 3       |
| Frequency density                                 | Statistics                             | Key Stage 4       |
| <b>Frequency table</b>                            | Statistics                             | Key Stage 3       |
| Function $f(x)$                                   | Algebra                                | Key Stage 4       |
| Gallon                                            | Measurement                            | Upper Key Stage 2 |
| Generalisation                                    | Algebra                                | Upper Key Stage 2 |
| <b>Generalise</b>                                 | Develop fluency                        | Key Stage 3       |
| Geometric progression                             | Algebra                                | Key Stage 4       |
| <b>Geometric sequence</b>                         | Algebra                                | Key Stage 3       |
| <b>Gradient</b>                                   | Algebra                                | Key Stage 3       |
| <b>Graphical</b>                                  | Develop fluency                        | Key Stage 3       |
| <b>Greater than or equal to <math>\geq</math></b> | Number                                 | Key Stage 3       |
| <b>Grouped data</b>                               | Statistics                             | Key Stage 3       |
| Growth and decay                                  | Ratio, proportion, and rates of change | Key Stage 4       |
| <b>Highest common factor</b>                      | Number                                 | Key Stage 3       |
| <b>Histogram</b>                                  | Statistics                             | Key Stage 4       |
| Identity                                          | Algebra                                | Key Stage 3       |
| <b>Imperial units</b>                             | Measurement                            | Upper Key Stage 2 |
| <b>Improper fractions</b>                         | Fractions, decimals, and percentages   | Upper Key Stage 2 |

| Word                                           | Domain                                 | Section           |
|------------------------------------------------|----------------------------------------|-------------------|
| <b>Inch</b>                                    | Measurement                            | Upper Key Stage 2 |
| Independent event                              | Probability                            | Key Stage 4       |
| Index laws                                     | Algebra                                | Key Stage 4       |
| <b>Index notation</b>                          | Algebra                                | Key Stage 3       |
| <b>Inequality</b>                              | Algebra                                | Key Stage 3       |
| Infinite                                       | Number                                 | Key Stage 3       |
| Inscribed                                      | Geometry and measures                  | Key Stage 3       |
| <b>Instantaneous ( rate of change)</b>         | Ratio, proportion, and rates of change | Key Stage 4       |
| Integer                                        | Number                                 | Key Stage 3       |
| <b>Intercept</b>                               | Algebra                                | Key Stage 3       |
| Interior angle                                 | Geometry and measures                  | Key Stage 3       |
| Interpolate                                    | Statistics                             | Key Stage 4       |
| <b>Inter-quartile range</b>                    | Statistics                             | Key Stage 4       |
| <b>Intersection (set)</b>                      | Probability                            | Key Stage 3       |
| <b>Interval (across zero)</b>                  | Number and place value                 | Upper Key Stage 2 |
| <b>Invariance (transformations)</b>            | Geometry and measures                  | Key Stage 4       |
| <b>Inverse function <math>f^{-1}(x)</math></b> | Algebra                                | Key Stage 4       |
| <b>Inverse proportion</b>                      | Ratio, proportion, and rates of change | Key Stage 3       |
| Inversely proportional graph                   | Ratio, proportion, and rates of change | Key Stage 3       |

| Word                                           | Domain                                              | Section           |
|------------------------------------------------|-----------------------------------------------------|-------------------|
| Irrational number                              | Number                                              | Key Stage 3       |
| <b>Iteration</b>                               | Algebra                                             | Key Stage 4       |
| Kinematic (problems)                           | Algebra                                             | Key Stage 4       |
| Length (scale factor)                          | Geometry and measures                               | Key Stage 4       |
| <b>Less than or equal to <math>\leq</math></b> | Number                                              | Key Stage 3       |
| <b>Level of accuracy</b>                       | Addition and subtraction                            | Upper Key Stage 2 |
| <b>Like terms</b>                              | Algebra                                             | Key Stage 3       |
| Line of best fit                               | Statistics                                          | Key Stage 3       |
| <b>Line segment</b>                            | Geometry and measures                               | Key Stage 3       |
| <b>Linear function</b>                         | Algebra                                             | Key Stage 3       |
| Linear number sequence                         | Number and place value                              | Upper Key Stage 2 |
| <b>Long division</b>                           | Addition, subtraction, multiplication, and division | Upper Key Stage 2 |
| <b>Long multiplication</b>                     | Multiplication and division                         | Upper Key Stage 2 |
| <b>Lower bound</b>                             | Number                                              | Key Stage 4       |
| <b>Lower quartile</b>                          | Statistics                                          | Key Stage 4       |
| <b>Lowest common multiple</b>                  | Number                                              | Key Stage 3       |
| <b>Mean (arithmetic)</b>                       | Statistics                                          | Key Stage 3       |
| <b>Mean (average)</b>                          | Statistics                                          | Upper Key Stage 2 |
| <b>Measure of central tendency</b>             | Statistics                                          | Key Stage 3       |

| Word                                  | Domain                                              | Section           |
|---------------------------------------|-----------------------------------------------------|-------------------|
| <b>Measure of spread</b>              | Statistics                                          | Key Stage 3       |
| <b>Median</b>                         | Statistics                                          | Key Stage 3       |
| <b>Mile</b>                           | Measurement                                         | Upper Key Stage 2 |
| <b>Million</b>                        | Number and place value                              | Upper Key Stage 2 |
| <b>Mixed numbers</b>                  | Fractions, decimals, and percentages                | Upper Key Stage 2 |
| Modal class                           | Statistics                                          | Key Stage 4       |
| <b>Mode</b>                           | Statistics                                          | Key Stage 3       |
| <b>Model (situations)</b>             | Solve problems                                      | Key Stage 3       |
| Moving average                        | Statistics                                          | Key Stage 3       |
| <b>Multi-digit number</b>             | Addition, subtraction, multiplication, and division | Upper Key Stage 2 |
| <b>Multiplicative reasoning</b>       | Reason mathematically                               | Key Stage 3       |
| <b>Mutually exclusive (outcomes)</b>  | Probability                                         | Key Stage 3       |
| <b>Negative (scale factor)</b>        | Geometry and measures                               | Key Stage 4       |
| <b>Net (of a shape)</b>               | Geometry: properties of shapes                      | Upper Key Stage 2 |
| <b>Not equal to <math>\neq</math></b> | Number                                              | Key Stage 3       |
| <b>Nth term (of a sequence)</b>       | Algebra                                             | Key Stage 3       |
| <b>Opposite angles</b>                | Geometry and measures                               | Key Stage 3       |
| Order of magnitude                    | Fractions, decimals, and percentages                | Upper Key Stage 2 |
| Order of operations                   | Addition, subtraction, multiplication, and division | Upper Key Stage 2 |

| Word                             | Domain                                 | Section           |
|----------------------------------|----------------------------------------|-------------------|
| Origin                           | Algebra                                | Key Stage 3       |
| <b>Original value</b>            | Ratio, proportion, and rates of change | Key Stage 3       |
| <b>Outcomes</b>                  | Probability                            | Key Stage 3       |
| <b>Outlier</b>                   | Statistics                             | Key Stage 3       |
| <b>Per cent %</b>                | Fractions, decimals, and percentages   | Upper Key Stage 2 |
| <b>Percentage</b>                | Fractions, decimals, and percentages   | Upper Key Stage 2 |
| <b>Percentage change</b>         | Ratio, proportion, and rates of change | Key Stage 3       |
| <b>Percentage decrease</b>       | Ratio, proportion, and rates of change | Key Stage 3       |
| <b>Percentage increase</b>       | Ratio, proportion, and rates of change | Key Stage 3       |
| <b>Perpendicular bisector</b>    | Geometry and measures                  | Key Stage 3       |
| <b>Pie chart</b>                 | Statistics                             | Upper Key Stage 2 |
| <b>Piece-wise linear (graph)</b> | Algebra                                | Key Stage 3       |
| <b>Pint</b>                      | Measurement                            | Upper Key Stage 2 |
| Plan view                        | Geometry and measures                  | Key Stage 3       |
| Plane figure                     | Geometry and measures                  | Key Stage 3       |
| <b>Plane figure</b>              | Geometry and measures                  | Key Stage 3       |
| Population                       | Statistics                             | Key Stage 4       |
| <b>Position-to-term rule</b>     | Algebra                                | Key Stage 3       |
| <b>Pound (lb)</b>                | Measurement                            | Upper Key Stage 2 |

| Word                               | Domain                                 | Section           |
|------------------------------------|----------------------------------------|-------------------|
| <b>Power</b>                       | Number                                 | Key Stage 3       |
| <b>Powers of 10</b>                | Number and place value                 | Upper Key Stage 2 |
| Pressure (compound unit)           | Ratio, proportion, and rates of change | Key Stage 4       |
| <b>Prime factor</b>                | Multiplication and division            | Upper Key Stage 2 |
| <b>Prime number</b>                | Multiplication and division            | Upper Key Stage 2 |
| Probability distribution           | Probability                            | Key Stage 4       |
| <b>Probability experiment</b>      | Probability                            | Key Stage 3       |
| <b>Probability scale (0-1)</b>     | Probability                            | Key Stage 3       |
| <b>Product rule (for counting)</b> | Number                                 | Key Stage 4       |
| <b>Proof</b>                       | Reason mathematically                  | Key Stage 3       |
| Proportional graph                 | Measurement                            | Upper Key Stage 2 |
| <b>Proportional reasoning</b>      | Reason mathematically                  | Key Stage 3       |
| Proportionality                    | Ratio and proportion                   | Upper Key Stage 2 |
| <b>Pythagoras' theorem</b>         | Geometry and measures                  | Key Stage 3       |
| <b>Quadratic (sequence)</b>        | Algebra                                | Key Stage 4       |
| <b>Quadratic formula</b>           | Algebra                                | Key Stage 4       |
| <b>Quadratic function</b>          | Algebra                                | Key Stage 3       |
| Quotient                           | multiplication and division            | Upper Key Stage 2 |
| <b>Radius</b>                      | Geometry: properties of shapes         | Upper Key Stage 2 |

| Word                             | Domain                                 | Section           |
|----------------------------------|----------------------------------------|-------------------|
| Random sample                    | Statistics                             | Key Stage 3       |
| Random variable                  | Statistics                             | Key Stage 3       |
| <b>Range</b>                     | Statistics                             | Key Stage 3       |
| Ratio (a:b notation)             | Ratio and proportion                   | Upper Key Stage 2 |
| <b>Ratio notation</b>            | Ratio, proportion, and rates of change | Key Stage 3       |
| <b>Rational number</b>           | Number                                 | Key Stage 3       |
| <b>Rationalise (denominator)</b> | Number                                 | Key Stage 4       |
| Raw data                         | Statistics                             | Key Stage 3       |
| <b>Real number</b>               | Number                                 | Key Stage 3       |
| <b>Reciprocal</b>                | Number                                 | Key Stage 3       |
| <b>Reciprocal (graph)</b>        | Algebra                                | Key Stage 3       |
| Recurring decimal                | Fractions, decimals, and percentages   | Upper Key Stage 2 |
| Reduce to (simplest form)        | Number                                 | Key Stage 3       |
| <b>Reflection</b>                | Geometry and measures                  | Key Stage 3       |
| <b>Reflectively symmetric</b>    | Geometry and measures                  | Key Stage 3       |
| <b>Reflex angle</b>              | Geometry: properties of shapes         | Upper Key Stage 2 |
| <b>Relative size</b>             | Ratio and proportion                   | Upper Key Stage 2 |
| <b>Remainder</b>                 | Multiplication and division            | Upper Key Stage 2 |
| <b>Root</b>                      | Number                                 | Key Stage 3       |

| Word                                   | Domain                                 | Section           |
|----------------------------------------|----------------------------------------|-------------------|
| Root (of a quadratic function)         | Algebra                                | Key Stage 4       |
| <b>Rotation</b>                        | Geometry and measures                  | Key Stage 3       |
| <b>Rotationally symmetric</b>          | Geometry and measures                  | Key Stage 3       |
| Sample                                 | Probability                            | Key Stage 3       |
| <b>Sample space</b>                    | Probability                            | Key Stage 3       |
| Scalar (quantity)                      | Geometry and measures                  | Key Stage 4       |
| Scale drawing                          | Measurement                            | Upper Key Stage 2 |
| <b>Scale factor</b>                    | Ratio and proportion                   | Upper Key Stage 2 |
| <b>Scatter graph</b>                   | Statistics                             | Key Stage 3       |
| Sector                                 | Geometry and measures                  | Key Stage 3       |
| <b>Segment</b>                         | Geometry and measures                  | Key Stage 3       |
| <b>Set</b>                             | Probability                            | Key Stage 3       |
| <b>Significant figure</b>              | Number                                 | Key Stage 3       |
| <b>Similar shape</b>                   | Ratio and proportion                   | Upper Key Stage 2 |
| <b>Simple interest</b>                 | Ratio, proportion, and rates of change | Key Stage 3       |
| <b>Simple rates</b>                    | Multiplication and division            | Upper Key Stage 2 |
| <b>Simplest form</b>                   | Ratio, proportion, and rates of change | Key Stage 3       |
| <b>Simultaneous (linear equations)</b> | Algebra                                | Key Stage 3       |
| Sine                                   | Geometry and measures                  | Key Stage 3       |

| Word                                      | Domain                                 | Section           |
|-------------------------------------------|----------------------------------------|-------------------|
| Sine rule                                 | Geometry and measures                  | Key Stage 4       |
| Sine <sup>-1</sup>                        | Geometry and measures                  | Key Stage 3       |
| <b>Single event</b>                       | Probability                            | Key Stage 3       |
| <b>Speed (compound unit)</b>              | Ratio, proportion, and rates of change | Key Stage 3       |
| <b>Square centimetre (cm<sup>2</sup>)</b> | Measurement                            | Upper Key Stage 2 |
| <b>Square metre (m<sup>2</sup>)</b>       | Measurement                            | Upper Key Stage 2 |
| <b>Square number</b>                      | Multiplication and division            | Upper Key Stage 2 |
| <b>Standard (index) form</b>              | Number                                 | Key Stage 3       |
| <b>Subject (of a formula)</b>             | Algebra                                | Key Stage 3       |
| <b>Substitute</b>                         | Develop fluency                        | Key Stage 3       |
| <b>Supplementary angles</b>               | Geometry and measures                  | Key Stage 3       |
| <b>Surd</b>                               | Number                                 | Key Stage 4       |
| <b>Tangent (circles)</b>                  | Geometry and measures                  | Key Stage 4       |
| Tangent (trigonometry)                    | Geometry and measures                  | Key Stage 3       |
| Tangent <sup>-1</sup>                     | Geometry and measures                  | Key Stage 3       |
| <b>Ten million</b>                        | Number and place value                 | Upper Key Stage 2 |
| <b>Terminating decimal</b>                | Number                                 | Key Stage 3       |
| Term-to-term rule                         | Number and place value                 | Upper Key Stage 2 |
| <b>Term-to-term rule</b>                  | Algebra                                | Key Stage 3       |

| Word                                       | Domain                                 | Section           |
|--------------------------------------------|----------------------------------------|-------------------|
| <b>Theorem (circle)</b>                    | Geometry and measures                  | Key Stage 4       |
| <b>Theoretical probability</b>             | Probability                            | Key Stage 3       |
| <b>Thousandths</b>                         | Fractions, decimals, and percentages   | Upper Key Stage 2 |
| Transformation                             | Geometry and measures                  | Key Stage 3       |
| <b>Translation</b>                         | Geometry and measures                  | Key Stage 3       |
| Trapezium (-a)                             | Geometry and measures                  | Key Stage 3       |
| Trapezium rule                             | Statistics                             | Key Stage 4       |
| Tree diagram                               | Probability                            | Key Stage 4       |
| Trend                                      | Statistics                             | Key Stage 4       |
| Triangular numbers (sequence)              | Algebra                                | Key Stage 4       |
| Trigonometric ratio                        | Geometry and measures                  | Key Stage 3       |
| Trigonometry                               | Geometry and measures                  | Key Stage 3       |
| <b>Turning point (of a graph)</b>          | Algebra                                | Key Stage 4       |
| <b>Unequal class intervals (histogram)</b> | Statistics                             | Key Stage 4       |
| <b>Unequal sharing</b>                     | Ratio and proportion                   | Upper Key Stage 2 |
| <b>Unequally likely (outcomes)</b>         | Probability                            | Key Stage 3       |
| <b>Union (set)</b>                         | Probability                            | Key Stage 3       |
| <b>Unique factorisation property</b>       | Number                                 | Key Stage 3       |
| <b>Unit pricing (compound unit)</b>        | Ratio, proportion, and rates of change | Key Stage 3       |

| Word                                | Domain                         | Section           |
|-------------------------------------|--------------------------------|-------------------|
| Univariate (distribution)           | Statistics                     | Key Stage 4       |
| Universal set                       | Probability                    | Key Stage 3       |
| <b>Unknown</b>                      | Algebra                        | Upper Key Stage 2 |
| <b>Upper bound</b>                  | Number                         | Key Stage 4       |
| <b>Upper quartile</b>               | Statistics                     | Key Stage 4       |
| <b>Variable</b>                     | Algebra                        | Upper Key Stage 2 |
| <b>Variable</b>                     | Algebra                        | Key Stage 3       |
| Vector                              | Geometry and measures          | Key Stage 4       |
| <b>Velocity-time graph</b>          | Algebra                        | Key Stage 4       |
| <b>Venn diagram</b>                 | Probability                    | Key Stage 3       |
| <b>Vertically opposite (angles)</b> | Geometry: properties of shapes | Upper Key Stage 2 |
| <b>Volume</b>                       | Measurement                    | Upper Key Stage 2 |
| <b>Volume (scale factor)</b>        | Geometry and measures          | Key Stage 4       |

# Word cards

## Introduction

### How do we learn to communicate in the language of mathematics?

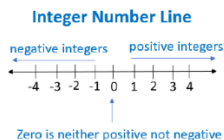
Sometimes the vocabulary is specific to the subject and not found elsewhere. Words such as geometry, square root and algebra may fall into this category. Sometimes the vocabulary has a different (or parallel) meaning in mathematics compared to everyday usage. Words such as product, square, average, sum, coordinate are examples of this.

Effective communication in mathematics can be likened to learning a foreign language. We need to be precise when we speak *mathematics* and we need to interpret the meaning of the words in the context of the subject and of the problem.

This resource is designed to provide a flexible way of developing the use of accurate and precise mathematical vocabulary in the classroom. The HIAS Mathematics Team glossary is intended to support teachers with ideas for definitions and examples for mathematical words and provides a reference point when creating cards that are bespoke to learners or particular topic areas.

The word cards are divided into four sections:

- the mathematical word
- an example of what the word is
- an example of what the word is **not**
- a model or image to represent the word visually or diagrammatically.

| Word                                                                                | Example                                             |
|-------------------------------------------------------------------------------------|-----------------------------------------------------|
| <b>integer</b>                                                                      | <b>-15 , 7 , 43</b><br>are all <b>integers</b>      |
| Picture, model, or diagram                                                          | Non-Example                                         |
|  | <b>0.5 , -6.2 , 81.9</b><br>are not <b>integers</b> |

The word cards are linked to the units of work in the HIAS scheme of learning for mathematics for Year 1 to Year 9, which is available to subscribing schools.

<https://maths.hias.hants.gov.uk/>.

## How can we support learners so that they use precise mathematical language correctly and accurately?

Consider the word *sum*. In everyday speak, we sometimes talk about *doing a sum*, to mean any calculation. We also use it in phrases such as *the sum of all fears* to mean your worst nightmares all in one place and to talk about an amount of money such as, *that is a large sum of money*. In mathematics, the definition is the same, but we are more precise in our usage. The sum is the total amount resulting from the addition of two or more numbers, items, or quantities.

Equally, we can consider the word *difference*. In everyday speak, we use it to compare how people or things are dissimilar.

We also use it in phrases that describe impact such as, *this action will make a difference to the outcome* and to describe an argument as in *Jack and Jill have had a difference of opinion*. In mathematics, the definition is the same, but we are more precise in our usage. The difference is the amount by which two quantities differ or the amount that is left after subtraction of one value from another.

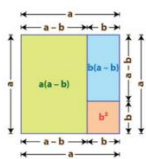
**To ensure that learners use precise mathematical language, they need opportunities to explore what it is and what it is not, they also need to represent the word or phrase in different ways to build meaning.**

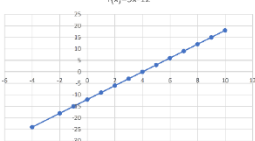
The cards can be used in a variety of ways. Teachers should utilise the resource in such a way that learners are able to collaborate and come to a common understanding as to the meaning and use of a particular mathematical word.

| Word                                                                                                                                                                                    |                                              |   |  |   |   |   |                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|---|--|---|---|---|---------------------------------------------|
| <b>dividend</b>                                                                                                                                                                         | $18 \div 3 = 6$<br><b>18 is the dividend</b> |   |  |   |   |   |                                             |
|                                                                                                      |                                              |   |  |   |   |   |                                             |
| Picture, model, or diagram                                                                                                                                                              |                                              |   |  |   |   |   |                                             |
| <table border="1"><tr><td colspan="3">18</td></tr><tr><td>6</td><td>6</td><td>6</td></tr></table> <p>18 divided between three<br/>The original amount to be divided is the dividend</p> | 18                                           |   |  | 6 | 6 | 6 | $18 \div 3 = 6$<br><b>3 is the divisor.</b> |
| 18                                                                                                                                                                                      |                                              |   |  |   |   |   |                                             |
| 6                                                                                                                                                                                       | 6                                            | 6 |  |   |   |   |                                             |

## Ideas for how to use the cards with learners and with teachers

- Matching activities – cut the completed cards into four pieces, shuffle the card pieces, and ask learners to work collaboratively to put them back together again.
- Guess the word – complete three sections, leaving the *word* box blank. Ask learners to independently decide which word is being described and then compare with other learners' ideas. Agree which words are possible and which are not, with reasons.
- Fill in the blanks – complete one or more sections on a card, leaving at least one section blank. Ask learners to collaborate to complete the blank sections and then compare with other groups' interpretations of the information given. Learners should discuss, agree, and justify choices in pairs and in larger groups.
- Word banks – use a small bank of maths words, taken from the topic you are teaching. Ask pupils to fill in the boxes for the same word and compare. Agree which is mathematically correct, discuss and justify choices.
- Teacher continuing professional development (CPD) – use the glossary and ask colleagues to complete blank cards for a particular word. Agree as a staff what is appropriate for different ages and stages. Develop a common understanding of progression in the use of mathematical vocabulary and an appreciation of different meanings or interpretations of the same word, such as *sequence of events* and *a number sequence* as well as different words with similar meanings, such as *sum* and *total*.

| Word                                                                                | Example                                                                  |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| identity ( $\equiv$ )                                                               | $a^2 - b^2 \equiv (a + b)(a - b)$ $(a - b)(a + b) = a^2 + ab - ab - b^2$ |
| Picture, model, or diagram                                                          | Non-Example                                                              |
|  | $ab \approx 17$                                                          |

| Word                                                                                | Example          |
|-------------------------------------------------------------------------------------|------------------|
| function                                                                            | $f(x) = 3x - 12$ |
| Picture, model, or diagram                                                          | Non-Example      |
|  | $3x - 12$        |

# Word card list

| Domain                                 | Key Stage 3                                                                                                                                                                                                           | Key Stage 4                                                                                                                                                                                                                    |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number                                 | <ul style="list-style-type: none"> <li>Integer</li> <li>Divisor</li> <li>Dividend</li> <li>Quotient</li> <li>Lowest common multiple</li> <li>Highest common factor</li> <li>Square root</li> <li>Cube root</li> </ul> | <ul style="list-style-type: none"> <li>Product rule (for counting)</li> <li>Index (-ices)</li> <li>Surd</li> <li>Rationalise (denominator)</li> <li>Standard (index) form</li> <li>Upper bound</li> <li>Lower bound</li> </ul> |
| Algebra                                | <ul style="list-style-type: none"> <li>Substitute</li> <li>Inequality</li> <li>Expand (brackets)</li> <li>Factorise</li> <li>Quadratic (function)</li> <li>nth term</li> </ul>                                        | <ul style="list-style-type: none"> <li>Algebraic fraction</li> <li>Identity</li> <li>Function</li> <li>Inverse function</li> <li>Composite function</li> <li>Turning point</li> <li>Iteration</li> </ul>                       |
| Ratio, proportion, and rates of change | <ul style="list-style-type: none"> <li>Scale factor</li> <li>Reduce (to simplest form)</li> <li>Percentage increase</li> <li>Percentage decrease</li> <li>Compound (units)</li> </ul>                                 | <ul style="list-style-type: none"> <li>Proportional</li> <li>Inversely proportional</li> <li>Trigonometric ratio (trigonometry)</li> <li>Exponential growth</li> <li>Exponential decay</li> </ul>                              |
| Geometry and measure                   | <ul style="list-style-type: none"> <li>Trapezium (-a)</li> <li>Perpendicular bisector</li> <li>Congruent</li> <li>Similar</li> <li>Rotation</li> <li>Pythagoras' Theorem</li> </ul>                                   | <ul style="list-style-type: none"> <li>Sector</li> <li>Segment</li> <li>Arc</li> <li>Chord</li> <li>Bearing</li> <li>Vector</li> </ul>                                                                                         |
| Probability                            | <ul style="list-style-type: none"> <li>Frequency</li> <li>Outcome</li> <li>Random</li> <li>Fair</li> <li>Probability scale (0-1)</li> <li>Venn diagram</li> <li>Sample space</li> </ul>                               | <ul style="list-style-type: none"> <li>Exhaustive (set)</li> <li>Empirical</li> <li>Theoretical</li> <li>Independent</li> <li>Dependent</li> <li>Conditional</li> <li>Tree diagram</li> </ul>                                  |
| Statistics                             | <ul style="list-style-type: none"> <li>Grouped (data)</li> <li>Mean</li> <li>Mode</li> <li>Median</li> <li>Range</li> <li>Outlier</li> <li>Bivariate (data)</li> <li>Scatter graphs</li> </ul>                        | <ul style="list-style-type: none"> <li>Histogram</li> <li>Sample</li> <li>Population</li> <li>Cumulative frequency</li> <li>Box plots</li> <li>Upper quartile</li> <li>Lower quartile</li> <li>Inter-quartile range</li> </ul> |

# References

- *Mathematics glossary for teachers in key stages 1 to 4*, Qualification and Curriculum Authority, May 2003.
- Mathematics programmes of study: key stages 1 to 4, National Curriculum in England: Department for Education, September 2013.
- *Mathematics glossary for teachers in key stages 1 to 3*, National Centre for Excellence in the Teaching of Mathematics, January 2014.
- [www.mathsisfun.com/definitions](http://www.mathsisfun.com/definitions).
- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize).