



SERVICES FOR SCHOOLS

# Glossary of mathematical terms with word cards

Primary

# Contents

|                       |           |
|-----------------------|-----------|
| <b>Introduction</b>   | <b>1</b>  |
| <b>Glossary</b>       | <b>2</b>  |
| Key Stage 1           | 2         |
| Lower Key Stage 2     | 34        |
| Upper Key Stage 2     | 49        |
| <b>Glossary index</b> | <b>64</b> |
| <b>Word cards</b>     | <b>87</b> |
| <b>Word card list</b> | <b>90</b> |
| Key Stage 1           | 90        |
| Lower Key Stage 2     | 91        |
| Upper Key Stage 2     | 92        |
| <b>References</b>     | <b>93</b> |

# 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. Words in **bold** appear in the programmes of study and those in standard type appear in the non-statutory guidance section or are in general use in texts and resources.

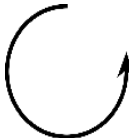
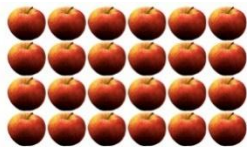
For each word, the year group and the National Curriculum domain in which it first appears is identified. This is not to say that the word is not used in other areas of mathematics or in subsequent year groups. Mathematics is a subject where a *spiral* curriculum is often advocated. Learners are expected 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.

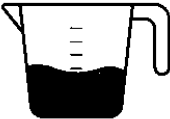
It is to be noted that not all the words in the glossary would be used in the classroom. This document provides a point of reference for teachers to ensure the language used is correct and precise and all concepts are taught with prior knowledge of meaning and definition.

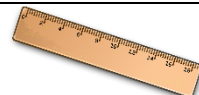
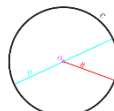
# Glossary

## Key Stage 1

| Word             | Domain                            | Year | Meaning                                                                                                                                                                   | Example                                                                             |
|------------------|-----------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>2-D shape</b> | Geometry: properties of shapes.   | 1    | A plane shape that has sides and vertices.                                                                                                                                |  |
| <b>3-D shape</b> | Geometry: properties of shapes.   | 1    | A solid shape that has faces, edges and vertices.                                                                                                                         |  |
| Above            | Geometry: position and direction. | 1    | A higher position than something else.                                                                                                                                    | I put the box on the shelf <b>above</b> the desk.                                   |
| <b>Addend</b>    | Addition and subtraction.         | 1    | A number to be added to another number.                                                                                                                                   | $8 + 3 = 11$<br>$14 + 21 + 8 + 0 = 43$<br>3, 8, 14 and 21 are all <b>addends</b> .  |
| <b>Addition</b>  | Addition and subtraction.         | 1    | The operation to combine two or more quantities to form another quantity (the sum or total). Addition is the inverse of subtraction and can be denoted with the symbol +. | addend + addend = total (sum).                                                      |
| <b>After</b>     | Measurement.                      | 1    | A period of time describing one event following another. A description of the position of a number or object in a sequence.                                               | We have lunch <b>after</b> our morning lessons.                                     |

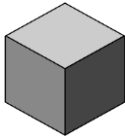
| Word                  | Domain                            | Year | Meaning                                                                                                             | Example                                                                              |
|-----------------------|-----------------------------------|------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Afternoon</b>      | Measurement.                      | 1    | A period of time describing the time after noon, midday, until the evening (often sunset).                          | After lunch we have lessons in the <b>afternoon</b> .                                |
| Altogether            | Addition and subtraction.         | 1    | The sum or total of a set of objects or quantities.                                                                 | I have 8 counters and you have 3, we have 11 counters <b>altogether</b> .            |
| <b>Amount</b>         | Measurement.                      | 2    | A quantity of something.                                                                                            | I have an <b>amount</b> of counters.                                                 |
| Analogue (clock)      | Measurement.                      | 2    | A clock that shows a 1-12 clockface.                                                                                |   |
| <b>Anti-clockwise</b> | Geometry: position and direction. | 2    | The opposite direction to which the hands on an analogue clock travel.                                              |   |
| Around                | Geometry: position and direction. | 1    | A description of turn.                                                                                              | The bus came <b>around</b> the corner.                                               |
| <b>Array</b>          | Multiplication and division.      | 1    | An ordered collection of objects or <i>cells</i> organised into rows and columns. Links to the area of a rectangle. |  |
| Associative           | Addition and subtraction.         | 2    | Addition or multiplication of three or more elements can be carried out in any order.                               | $3 + (4 + 2) = (3 + 4) + 2$<br>$3 \times (4 \times 2) = (3 \times 4) \times 2$       |

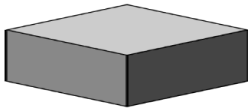
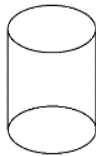
| Word                    | Domain                                                    | Year | Meaning                                                                                                                                                           | Example                                                                                                            |
|-------------------------|-----------------------------------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Backwards               | Addition and subtraction.<br>Measurement.                 | 1    | A direction of movement, sometimes back towards a starting point. This is often used on a number line to count from right to left.                                | He took a step <b>backward</b> .<br>I count <b>backwards</b> from 10 to zero.                                      |
| <b>Before</b>           | Measurement.<br>Number and place value.                   | 1    | A period of time describing one event preceding another. A description of the position of a number or object in a sequence.                                       | 7 is <b>before</b> 9 on the number line.                                                                           |
| Between                 | Geometry: position and direction.                         | 1    | A description of the position of an object or number compared to at least two other objects that are positioned on either side.                                   | 5 is <b>between</b> 4 and 6 on a number line.<br><i>"My water bottle is <b>between</b> my book and my pencil."</i> |
| <b>Block diagram</b>    | Statistics.                                               | 2    | A simple format for representing statistical information. One block represents one observation.                                                                   |                                 |
| <b>Calculate</b>        | Multiplication and division.<br>Addition and subtraction. | 1    | Latin: calculare: to reckon or compute. Today we use calculate to mean work out a numerical answer to a problem.                                                  | I <b>calculated</b> that 8 plus 4 equals 12.                                                                       |
| <b>Capacity</b>         | Measurement.                                              | 1    | The measure of the amount of liquid (or air or <i>pouring</i> materials such as sand) held in a vessel or container. Metric units include litres and millilitres. |                               |
| <b>Categorical data</b> | Statistics.                                               | 2    | Data arising from situations where categories are used.                                                                                                           | Data collected using the question: Which pets do you have from the following list?                                 |

| Word                | Domain                            | Year | Meaning                                                                                              | Example                                                                                                                                                                  |                     |  |           |                             |
|---------------------|-----------------------------------|------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--|-----------|-----------------------------|
| Category            | Statistics.                       | 2    | A class or division of things sorted according to shared characteristics.                            | Which pets do you have from the following list? One <b>category</b> might be dogs.                                                                                       |                     |  |           |                             |
| Centigrade (°C)     | Measurement.                      | 2    | A unit for measuring temperature, based on the properties of water.                                  | 0°C is the freezing point of water and 100°C is the boiling point of water.                                                                                              |                     |  |           |                             |
| Centimetre (cm)     | Measurement.                      | 2    | A metric measure of length that is one hundredth of a metre.                                         |                                                                                       |                     |  |           |                             |
| Change (money)      | Measurement.                      | 2    | The difference between the amount of money available and the amount of money spent.                  | <table border="1" data-bbox="1424 596 1986 665"><tr><td colspan="2">£1 (100p) available</td></tr><tr><td>25p spent</td><td>75p left over <b>change</b></td></tr></table> | £1 (100p) available |  | 25p spent | 75p left over <b>change</b> |
| £1 (100p) available |                                   |      |                                                                                                      |                                                                                                                                                                          |                     |  |           |                             |
| 25p spent           | 75p left over <b>change</b>       |      |                                                                                                      |                                                                                                                                                                          |                     |  |           |                             |
| Chronological       | Measurement.                      | 1    | Relating to events that occur in a time ordered sequence.                                            | Tell the story in <b>chronological</b> order:<br><i>“First, I got up, then I had breakfast. I got dressed and then I went to school.”</i>                                |                     |  |           |                             |
| Circle              | Geometry: properties of shapes.   | 1    | The set of all points that are a set distance from a central fixed point.                            |                                                                                       |                     |  |           |                             |
| Clock (face)        | Geometry: position and direction. | 1    | The display on an analogue clock that shows the numbers 1-12 evenly spaced around the circumference. |                                                                                     |                     |  |           |                             |
| Clockwise           | Geometry: position and direction. | 1    | The direction in which the hands on an analogue clock travel.                                        |                                                                                     |                     |  |           |                             |
| Close to            | Geometry: position and direction. | 1    | Description of the position of an object a short distance away.                                      | Jack is standing <b>close to</b> the desk.                                                                                                                               |                     |  |           |                             |

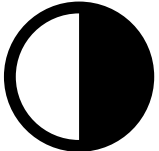
| Word                          | Domain                                                    | Year | Meaning                                                                                                                                                                                                     | Example                                                                                                           |
|-------------------------------|-----------------------------------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Coin</b>                   | Measurement.                                              | 1    | A circle, or polygon, with two different faces used as currency. Different values are assigned to different shaped and coloured coins.                                                                      |                                |
| Collate                       | Statistics.                                               | 2    | To put things together in a particular order.                                                                                                                                                               | 1,2,3,4,5.... are <b>collated</b> (and ordinal)                                                                   |
| Column (place value)          | Number and place value.                                   | 2    | Each column represents a decimal place value in our number system. These are ordered from right to left in increasing powers of 10.                                                                         | In the number 375, there is a 3 in the hundreds column, a 7 in the tens <b>column</b> and a 5 in the ones column. |
| <b>Combination (of coins)</b> | Measurement.                                              | 2    | A selection of items from a collection, the order does not matter.                                                                                                                                          | $10p = 2p + 5p + 2p + 1p$<br>$10p = 5p + 5p$<br>$10p = 2p + 2p + 2p + 2p = 2p$                                    |
| Combine                       | Addition and subtraction.                                 | 1    | To merge or amalgamate two items or values.                                                                                                                                                                 | 3 and 7 <b>combine</b> to make 10.                                                                                |
| <b>Commutative</b>            | Addition and subtraction.<br>Multiplication and division. | 2    | You can add or multiply a pair of numbers, regardless of their order. Addition and multiplication have the commutative property, subtraction and division do not. Commutativity is linked to associativity. | $19 + 23 = 23 + 19$<br>$43 - 12 \neq 12 - 43$<br>$2 \times 7 = 7 \times 2$<br>$10 \div 2 \neq 2 \div 10$          |



| Word                  | Domain                          | Year | Meaning                                                                                                                                                              | Example                                                                               |
|-----------------------|---------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Compare               | Number and place value.         | 1    | To examine the difference between numbers, quantities, or values to decide if it is greater than, less than or equal.                                                |    |
| Cone                  | Geometry: properties of shapes. | 2    | A 3-D figure with a circular (oval) base and one vertex.                                                                                                             |    |
| Container             | Measurement.                    | 1    | A vessel that can be used to hold or transport something.                                                                                                            |    |
| Continuous quantities | Fractions.                      | 1    | Data arising from measurements taken on a continuous variable.                                                                                                       | Lengths of caterpillars.<br>Mass of oranges.                                          |
| <b>Count</b>          | Number and place value.         | 1    | The act of determining the quantity in a group. To say numbers in order while assigning a value to an item in a group. It is the basis of one-to-one correspondence. |   |
| <b>Cube</b>           | Geometry: properties of shapes. | 1    | A 3-D figure with six identical, square faces. Adjoining edges and faces are at right angles.                                                                        |  |

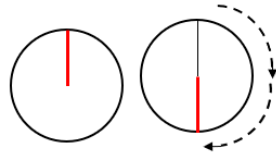
| Word                      | Domain                          | Year | Meaning                                                                                                                                                       | Example                                                                                               |
|---------------------------|---------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Cuboid</b>             | Geometry: properties of shapes. | 1    | A 3-D figure with three pairs of rectangular faces where opposite faces are the same. Adjoining edges and faces are at right angles.                          |                    |
| <b>Cylinder</b>           | Geometry: properties of shapes. | 2    | A 3-D figure with straight parallel sides and a circular or oval cross section.                                                                               |                    |
| <b>Date</b>               | Measurement.                    | 1    | The specified day of a particular month in a calendar system.                                                                                                 | 3 April 2021.<br>03-04-2021.                                                                          |
| <b>Denomination</b>       | Measurement.                    | 1    | A description of a currency amount, usually for coins or bank notes.                                                                                          | Five pence is the <b>denomination</b> of a 5p coin.                                                   |
| <b>Derive</b>             | Addition and subtraction.       | 2    | To obtain the result from a given source. To create new knowledge from <i>old</i> , that is already known. <i>"If I know this, then what else do I know?"</i> | I know that $7 + 3 = 10$ so $7 + 4 = 11$ ; since 4 is one more than 3, I can <b>derive</b> this fact. |
| <b>Difference</b>         | Addition and subtraction.       | 2    | The result of subtracting one number from another. By how much one number differs from another.                                                               | minuend – subtrahend = <b>difference</b> .<br>$11 - 4 = 7$<br>11 and 4 have a difference of 7.        |
| <b>Difference between</b> | Addition and subtraction.       | 1    | The result of subtracting one number from another. How much one number differs from another.                                                                  | The <b>difference between</b> 8 and 3 is 5.<br>$8 - 3 = 5$                                            |

| Word                         | Domain                                               | Year | Meaning                                                                                                                                                                                                                                                               | Example                                                                                                                 |
|------------------------------|------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Digit (value)</b>         | Number and place value.                              | 2    | A single whole number. (0 to 9) in a number 10 or larger.                                                                                                                                                                                                             | The number 124 has three digits. Each <b>digit</b> has a place value.                                                   |
| <b>Direction</b>             | Geometry: position and direction.                    | 1    | A course along which an object or person moves.                                                                                                                                                                                                                       |                                      |
| <b>Discrete (quantities)</b> | Fractions.<br>Number and place value.<br>Statistics. | 1    | A quantity that can only take on certain values. Countable quantities.                                                                                                                                                                                                | <br>You can count 3 birds (not 3.5). |
| <b>Distance between</b>      | Addition and subtraction.                            | 1    | The measure of the separation between two points.                                                                                                                                                                                                                     | A is 5cm from B.                                                                                                        |
| <b>Dividend</b>              | Multiplication and division.                         | 1    | In division, the number that is divided.                                                                                                                                                                                                                              | In $15 \div 3$ , 15 is the <b>dividend</b> .                                                                            |
| <b>Division</b>              | Multiplication and division.                         | 1    | 1. An operation on numbers interpreted in a number of ways. Division can be sharing – the number is shared equally into the stated number of parts; or grouping – the number of groups of a given size is found. Division is the inverse operation to multiplication. | $6 \div 3 = 2$<br>6 shared into 3 parts gives 2 per part.<br>6 grouped into parts of size 3 gives 2 groups.             |
| <b>Division</b>              | Multiplication and division.                         | 1    | 2. On a scale such as a ruler where each division might represent a millimetre.                                                                                                                                                                                       |                                    |

| Word                                   | Domain                            | Year | Meaning                                                                                                                               | Example                                                                                                                               |
|----------------------------------------|-----------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Division sign <math>\div</math></b> | Multiplication and division.      | 2    | An operation on numbers interpreted either as sharing or grouping. Division is the inverse operation to multiplication.               | $12 \div 3 = 4$ can be interpreted as 12 shared between 3 groups gives 4 in each group or 12 grouped into threes gives 4 groups.      |
| <b>Doubling</b>                        | Multiplication and division.      | 1    | Multiplying by two.<br>Twice as much.                                                                                                 | Double 3 is 6.<br>$3 \times 2 = 6$                                                                                                    |
| <b>Down</b>                            | Geometry: position and direction. | 1    | Toward a lower place.                                                                                                                 | I put the cup <b>down on</b> the table.                                                                                               |
| <b>Edge</b>                            | Geometry: properties of shapes.   | 2    | A line segment, joining two vertices of a plane (2-D) figure. A line segment formed by the intersection of two plane (flat) surfaces. | A square has four <b>edges</b> .<br>A cuboid has 12 <b>edges</b> .                                                                    |
| <b>Enumerate</b>                       | Number and place value.           | 1    | To determine the number of.<br>To count.                                                                                              | <br>There are one, two, three, four, five fingers. |
| <b>Equal (to)</b>                      | Number and place value.           | 1    | <i>is the same as</i> or <i>has the same value as</i> . The symbol is $=$ .                                                           | $2 + 7$ is <b>equal</b> to 9.<br>$2 + 7 = 9$                                                                                          |
| <b>Equal parts</b>                     | Fractions.                        | 1    | Parts of a whole quantity that have the same value (or size).                                                                         |                                                  |

| Word                         | Domain                                                  | Year | Meaning                                                                                                    | Example                                                                                                                                                                                                                                  |
|------------------------------|---------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Equivalent (fraction)</b> | Fractions.                                              | 2    | Fractions with the same value as another.                                                                  | $\frac{1}{2} = \frac{2}{4}$<br>one half is <b>equivalent to</b> two quarters.                                                                                                                                                            |
| <b>Estimate</b>              | Number and place value.                                 | 2    | To use approximate values to arrive at a rough or <i>close-to</i> answer.                                  | $17 + 4 \approx 17 + 3 (= 20)$                                                                                                                                                                                                           |
| <b>Even (number)</b>         | Number and place value.<br>Multiplication and division. | 1    | An integer multiple of 2.<br>A whole number that can be divided equally into two groups with no remainder. | $8 = 2 \times 4$ (so 8 is <b>even</b> ).<br>$7.4 = 2 \times 3.8$ (so 7.4 is not even since it is not an integer).<br>$17 = (2 \times 8) + 1$ (so 17 is not even, it is one more than a multiple of 2 and $17 \div 2 = 8 \text{ r } 1$ ). |
| <b>Evening</b>               | Measurement.                                            | 1    | The period of time at the end of the day between dusk and nightfall.                                       | It was seven o'clock in the <b>evening</b> .                                                                                                                                                                                             |
| <b>Event</b>                 | Measurement.<br>Statistics.                             | 1    | A description of something that has happened.<br>A possible outcome of a statistical trial.                | Measurement: events include having breakfast or writing a story to describe <b>events</b> in a chronological sequence.<br>Statistics: getting a <i>head</i> when a coin is tossed                                                        |
| <b>Face (of a 3-D shape)</b> | Geometry: properties of shapes.                         | 2    | One of the flat surfaces of a 3-D shape.                                                                   | A cube has six faces, each <b>face</b> being a square.                                                                                                                                                                                   |
| <b>Far</b>                   | Geometry: position and direction.                       | 1    | Description of the position of an object a long distance away.                                             | Jack is standing <b>far</b> away from me.                                                                                                                                                                                                |
| <b>Fewer (than)</b>          | Number and place value.                                 | 1    | Describes a quantity that is less than another.                                                            | I have <b>fewer</b> counters than Jane.                                                                                                                                                                                                  |

| Word                     | Domain                                                                                       | Year | Meaning                                                                                                                                                                                                                                            | Example                                                                                                                                                                                  |
|--------------------------|----------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>First</b>             | Measurement.                                                                                 | 1    | Coming before all others in time or order.<br><br>An ordinal number denoting the position in a list or sequence.                                                                                                                                   | Jack came <b>first</b> in the race.                                                                                                                                                      |
| <b>Fluency</b>           | Number and place value.<br><br>Addition and subtraction.<br><br>Multiplication and division. | 2    | To be mathematically fluent one must have a mix of conceptual and procedural understanding, together with a knowledge of facts to enable you to tackle problems appropriate to your stage of development confidently, accurately, and efficiently. | I can use my knowledge of number bonds to 10 to work out $90 - 10$ , since I know that $9 - 1 = 8$ , then $90 - 10 = 80$ .<br><br>I do not need to count back from 90 to calculate this. |
| <b>Forwards</b>          | Addition and subtraction.<br><br>Measurement.                                                | 1    | A direction of movement, sometimes from a starting point. This is often used on a number line to count from left to right.                                                                                                                         | He took a step <b>forwards</b> .<br><br>I count <b>forwards</b> from zero to 10.                                                                                                         |
| <b>Fraction</b>          | Multiplication and division.                                                                 | 1    | The result of dividing one integer by a second integer. The dividend is the numerator and the non-zero divisor is the denominator.                                                                                                                 | $\frac{1}{2}$                                                                                                                                                                            |
| <b>Gram (g)</b>          | Measurement.                                                                                 | 2    | The unit of mass equal to one thousandth of a kilogram.                                                                                                                                                                                            | An apple has a mass of 10 <b>g</b> .                                                                                                                                                     |
| <b>Greater than &gt;</b> | Number and place value.                                                                      | 2    | An inequality used to compare two or more numbers, quantities, or values. It is used when a quantity or number is bigger or larger than the second or rest of the quantities or numbers.                                                           | $18 > 5$<br><br>Eighteen is <b>greater than</b> five.                                                                                                                                    |

| Word                      | Domain                            | Year | Meaning                                                                     | Example                                                                                                                                                                                                     |
|---------------------------|-----------------------------------|------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grouping</b>           | Multiplication and division.      | 1    | Dividing a quantity into equal groups for division.                         | Six frogs <b>grouped</b> into three <b>groups</b> of two.<br>                                                            |
| <b>Half</b>               | Fractions.                        | 1    | The result of division by 2.                                                | $\frac{1}{2} = 1 \div 2$                                                                                                                                                                                    |
| <b>Half (past)</b>        | Measurement.                      | 1    | Description of 30 minutes past an hour.                                     |                                                                                                                          |
| <b>Half (turn)</b>        | Geometry: position and direction. | 1    | A 180° turn.                                                                |                                                                                                                          |
| <b>Hands (on a clock)</b> | Measurement.                      | 1    | An <i>arm</i> that points to the numerals on a clock face to show the time. | The hour <b>hand</b> is pointing half way between the 3 and the 4 and the minute hand is showing <i>half past</i> .<br> |
| <b>Heavier (than)</b>     | Measurement.                      | 1    | Comparing one mass to another.                                              | The potato is <b>heavier</b> than the grape.                                                                                                                                                                |
| <b>Heavy</b>              | Measurement.                      | 1    | A description of weight or mass.                                            | This bag is <b>heavy</b> . It has a mass of 5kg.                                                                                                                                                            |
| <b>Height</b>             | Measurement.                      | 1    | A description of distance, usually vertical.                                | He dropped the bag from a great <b>height</b> .                                                                                                                                                             |

| Word               | Domain                            | Year | Meaning                                                                                                                                                        | Example                                                                                                                                                                  |
|--------------------|-----------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Hour</b>        | Measurement.                      | 1    | A unit of time.<br>One twenty-fourth of a day.<br>1 hour = 60 minutes.                                                                                         | He walked for 2 hours.<br>I waited one <b>hour</b> for the bus.                                                                                                          |
| <b>In front of</b> | Geometry: position and direction. | 1    | A description of the position of an object or number compared to at least one other object positioned behind.                                                  | Peter was <b>in front of</b> me in the lunch queue.                                                                                                                      |
| <b>Increase</b>    | Addition and subtraction.         | 1    | Become greater in size, amount or quantity.                                                                                                                    | <b>7 increased</b> by 3 makes 10.<br>$7 + 3 = 10$                                                                                                                        |
| <b>Infinite</b>    | Number and place value.           | 2    | Of a number, always bigger than any (finite) number that can be thought of.<br>Of a sequence or set, going on forever. The set of integers is an infinite set. | 3 is one more than 2.<br>4 is one more than 3.<br>5 is one more than 4.... I can always find a number that is one more than yours (and one less).                        |
| <b>Inside</b>      | Geometry: position and direction. | 1    | Describing the position of being within or the interior of an area.                                                                                            | Adam was waiting <b>inside</b> the classroom.<br>Lucy found the counters <b>inside</b> the box.                                                                          |
| <b>Interpret</b>   | Addition and subtraction.         | 1    | Decode or explain what a statement means.                                                                                                                      | I <b>interpret</b> $3 + 4$ as three and four more.                                                                                                                       |
| <b>Interpret</b>   | Statistics.                       | 2    | Give meaning to data in a real-life context.                                                                                                                   |  <p>This graph shows that more people have a birthday in July than in December.</p> |

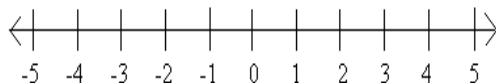


| Word                       | Domain                                                    | Year | Meaning                                                                                                                              | Example                                                                                                 |
|----------------------------|-----------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Interval (time)</b>     | Measurement.                                              | 2    | The amount of time between two events.                                                                                               | The lesson is one hour long. It starts at 10am (event 1) and ends at 11am (event 2).                    |
| <b>Inverse (operation)</b> | Addition and subtraction.<br>Multiplication and division. | 2    | Operations that <i>undo</i> each other.<br>Operations, that when they are combined, leave the thing they are operating on unchanged. | $6 + 5 - 5 = 6$<br>$6 \times 10 \div 10 = 6$                                                            |
| <b>Kilogram (kg)</b>       | Measurement.                                              | 2    | The base unit in mass in the SI (système international d'unités).                                                                    | 1kg = 1000g<br>This bag of potatoes has a mass of <b>two kilograms</b> .                                |
| <b>Least</b>               | Number and place value.                                   | 1    | The smallest amount or quantity.                                                                                                     | Anna has 5 pence, Peter has 8 pence and Tom has 20 pence.<br>Anna has the <b>least</b> amount of money. |
| <b>Left</b>                | Geometry: position and direction.                         | 1    | Relates to one side of an object.                                                                                                    | I write with my <b>left</b> hand.<br>The West side if the object is facing North.                       |
| <b>Length</b>              | Measurement.                                              | 1    | The extent of a line segment between two points.                                                                                     | This line is 3cm in <b>length</b> .                                                                     |
| <b>Less (than) &lt;</b>    | Number and place value.                                   | 1    | Describes a quantity or value that is smaller than another.                                                                          | Eight is <b>less than</b> nine.<br>$8 < 9$                                                              |
| <b>Light</b>               | Measurement.                                              | 1    | A description of mass or weight.<br>Is not heavy.                                                                                    | This apple is <b>light</b> . It has a mass of 10g.                                                      |
| <b>Lighter (than)</b>      | Measurement.                                              | 1    | Compares one mass to another.                                                                                                        | The grape is <b>lighter than</b> the potato.                                                            |

| Word                              | Domain                                                    | Year | Meaning                                                                                                                                    | Example                                                                                                                                      |
|-----------------------------------|-----------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Litre</b>                      | Measurement.                                              | 2    | A metric unit used for measuring capacity. A litre is equivalent to 1000 millilitres. A litre is also equivalent to 1000 cm <sup>3</sup> . |  <p>This water bottle contains 1 litre</p>                |
| <b>Long (-er)</b>                 | Measurement.                                              | 1    | Compares one length to another.<br>Describes length.                                                                                       | The pencil is <b>longer</b> than the paper clip.                                                                                             |
| <b>Many-to-one correspondence</b> | Statistics.                                               | 2    | A way of describing a mapping that has more than one output to one input.                                                                  | <p>One house ~ many inhabitants.</p> <p>One date ~ many people having their birthday on this date.</p>                                       |
| <b>Mass</b>                       | Measurement.                                              | 1    | The amount of matter within a body.<br>Mass differs from weight as mass remains constant and weight is dependent on gravity.               | This apple has a <b>mass</b> of 10g.                                                                                                         |
| <b>Measure</b>                    | Fractions.<br>Measurement.                                | 1    | The size in terms of an agreed unit.                                                                                                       | <p>The pencil <b>measures</b> 12cm.</p>                  |
| <b>Mental (method)</b>            | Addition and subtraction.<br>Multiplication and division. | 2    | A way of carrying out a calculation supported with a few simple jottings rather than a formal written calculation.                         | 14 + 16 is the same as 15 + 15 (near doubles <b>mental method</b> ).                                                                         |
| <b>Metre (m)</b>                  | Measurement.                                              | 2    | The base unit in length in the SI (systeme international d'unites).                                                                        | <p>A car is approximately four <b>metres</b> long.</p>  |

| Word                             | Domain                                                    | Year | Meaning                                                              | Example                                                                                                                                              |
|----------------------------------|-----------------------------------------------------------|------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Middle</b>                    | Geometry: position and direction.                         | 1    | A description of the position of a central object or quantity.       |  <p>The red counter is in the <b>middle</b> of the blue ones.</p> |
| <b>Millilitre (ml)</b>           | Measurement.                                              | 2    | A unit of Measurement for capacity.<br>One thousandth of a litre.    | <p>A medicine spoon has a capacity of <b>5 ml</b>.</p>            |
| <b>Minuend</b>                   | Addition and subtraction.                                 | 1    | A quantity or number from which another is subtracted.               | <b>Minuend</b> – subtrahend = difference.                                                                                                            |
| <b>Minus</b>                     | Addition and subtraction.                                 | 2    | A name for the symbol – , representing the operation of subtraction. | Eleven <b>minus</b> nine equals 2.                                                                                                                   |
| <b>Minute</b>                    | Measurement.                                              | 1    | A unit of time.<br>One sixtieth of an hour.<br>1 hour = 60 minutes   | <p>He walked for 24 <b>minutes</b>.</p> <p>I waited five <b>minutes</b> for the bus.</p>                                                             |
| <b>Missing (number problems)</b> | Addition and subtraction.<br>Multiplication and division. | 2    | A number sentence where one or more of the numbers is missing.       | $7 = \square - 9$                                                                                                                                    |
| <b>Month</b>                     | Measurement.                                              | 1    | A unit of time.<br>One twelfth of a year.<br>1 year = 12 months.     | My birthday is in the <b>month</b> of November.                                                                                                      |
| <b>More (than)</b>               | Number and place value.                                   | 1    | Describes a quantity or value that is larger than another.           | <p>Nine is <b>more than</b> eight.</p> <p><math>9 &gt; 8</math></p>                                                                                  |

| Word                  | Domain                                                  | Year | Meaning                                                                                                                                                                                                                                | Example                                                                                                       |
|-----------------------|---------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Morning</b>        | Measurement.                                            | 1    | The period of time at the beginning of the day from sunrise to midday, or noon.                                                                                                                                                        | It was seven o'clock in the <b>morning</b> .                                                                  |
| <b>Most</b>           | Number and place value.                                 | 1    | The greatest amount or quantity.                                                                                                                                                                                                       | Anna has 5 pence, Peter has 8 pence and Tom has 20 pence.<br>Tom has the <b>most</b> money.                   |
| <b>Motion</b>         | Geometry: position and direction.                       | 1    | The action of movement.                                                                                                                                                                                                                | The train was in <b>motion</b> as it pulled out of the station.                                               |
| <b>Movement</b>       | Geometry: position and direction.                       | 1    | The action of changing position or location.                                                                                                                                                                                           | The traffic jam finally showed some <b>movement</b> as the road cleared.                                      |
| <b>Multiple</b>       | Number and place value.<br>Multiplication and division. | 1    | For any integers a and b, a is a multiple of b if a third integer exists such that $a = b \times c$ .                                                                                                                                  | $2 \times 3 = 6$<br>$7 \times 3 = 21$<br>$10 \times 3 = 30$<br>So 6, 21 and 30 are all <b>multiples</b> of 3. |
| <b>Multiplication</b> | Multiplication and division.                            | 1    | The operation to combine two or more quantities to form another quantity (the product).<br>Multiplication is the inverse of division and can be denoted with the symbol $\times$ . It can be seen as the process of repeated addition. | $2 + 2 + 2 + 2 = 8$<br>4 groups of 2 is the same as 8.<br>$4 \times 2 = 8$                                    |
| <b>Near</b>           | Geometry: position and direction.                       | 1    | Description of the position of an object that is close by.                                                                                                                                                                             | Jack is standing <b>near</b> to me.                                                                           |
| <b>Next</b>           | Measurement.                                            | 1    | Coming immediately after.                                                                                                                                                                                                              | 9 is <b>next</b> to 8 on the number line.                                                                     |

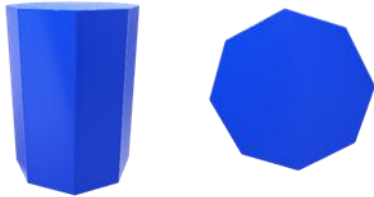
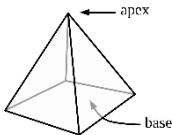
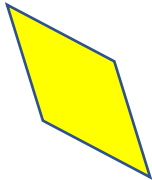
| Word                       | Domain                    | Year | Meaning                                                                                                                          | Example                                                                                                                                                                  |   |   |   |   |    |   |   |   |   |    |
|----------------------------|---------------------------|------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|----|---|---|---|---|----|
| <b>Non-standard units</b>  | Measurement.              | 1    | A <i>non-typical</i> unit of Measurement that is not universally accepted as a benchmark.                                        | This pencil is 9 cubes in length.<br>This apple weighs the same as 12 cubes.                                                                                             |   |   |   |   |    |   |   |   |   |    |
| <b>Non-unit (fraction)</b> | Fractions.                | 2    | A fraction where the numerator is greater than one. Describes more than one equal part.                                          | $\frac{3}{4}$                                                                                                                                                            |   |   |   |   |    |   |   |   |   |    |
| <b>Note (bank)</b>         | Measurement.              | 1    | A paper or polymer note used as currency. Different monetary values are assigned to different coloured and sized notes.          |                                                                                       |   |   |   |   |    |   |   |   |   |    |
| <b>Number</b>              | Number and place value.   | 1    | An arithmetical value expressed as a symbol. A quantity.                                                                         | 1, 5, 17, 3.5, -4 are all <b>numbers</b> .                                                                                                                               |   |   |   |   |    |   |   |   |   |    |
| <b>Number bonds</b>        | Addition and subtraction. | 1    | A pair of numbers with a particular total.                                                                                       | All pairs of numbers with a sum of 10 are <b>number bonds</b> for ten.<br>1 and 9; 2 and 8; 3 and 7.                                                                     |   |   |   |   |    |   |   |   |   |    |
| <b>Number-line</b>         | Number and place value.   | 1    | A line where numbers are represented by points upon it.                                                                          |                                                                                      |   |   |   |   |    |   |   |   |   |    |
| <b>Number-track</b>        | Number and place value.   | 1    | A numbered track along which counters can be moved. The number in a region represents the single number of moves from the start. | <table border="1" data-bbox="1420 1043 2013 1090"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr></table> | 1 | 2 | 3 | 4 | 5  | 6 | 7 | 8 | 9 | 10 |
| 1                          | 2                         | 3    | 4                                                                                                                                | 5                                                                                                                                                                        | 6 | 7 | 8 | 9 | 10 |   |   |   |   |    |
| <b>Numeral</b>             | Number and place value.   | 1    | A symbol denoting a number.                                                                                                      | 1, 2, 3, 4, 5, .... <b>are all numerals</b> .                                                                                                                            |   |   |   |   |    |   |   |   |   |    |

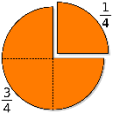
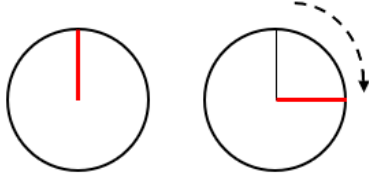
| Word                      | Domain                                                  | Year | Meaning                                                                                                                              | Example                                                                                                                                       |
|---------------------------|---------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Object</b>             | Number and place value.                                 | 1    | An item to be counted, ordered, grouped, or shared.                                                                                  | Counters.                                                  |
| <b>O'clock</b>            | Measurement.                                            | 1    | Used to specify on the hour when telling the time.                                                                                   | School starts at <b>9 o'clock</b> .                                                                                                           |
| <b>Odd</b>                | Number and place value.<br>Multiplication and division. | 1    | One more or less than an integer multiple of 2.<br>A whole number that can be divided equally into two groups with a remainder of 1. | $9 = (2 \times 4) + 1$ and $9 \div 2 = 4 \text{ r } 1$ (so 9 is <b>odd</b> ).<br>$8 = 2 \times 4$ (so 8 is not odd as it is a multiple of 2). |
| <b>One less</b>           | Number and place value.                                 | 1    | A decrease of one from any number.                                                                                                   | 5 is <b>one less</b> than 6.                                                                                                                  |
| <b>One more</b>           | Number and place value.                                 | 1    | An increase of one from any number.                                                                                                  | 5 is <b>one more</b> than 4.                                                                                                                  |
| <b>One-digit (number)</b> | Addition and subtraction.<br>Number and place value.    | 1    | A number that contains only a <i>ones</i> digit.                                                                                     | 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.                                                                                                                 |
| <b>Ones</b>               | Addition and subtraction.<br>Number and place value.    | 2    | The base unit for counting in any base.                                                                                              | The number 23 comprises 2 tens and 3 <b>ones</b> .<br>It also comprises 23 <b>ones</b> .                                                      |
| <b>One third</b>          | Fractions.                                              | 2    | A fraction that describes one of three equal parts.                                                                                  | $\frac{1}{3}$                                                                                                                                 |

| Word                   | Domain                                                    | Year | Meaning                                                                                                                                 | Example                                                                                                                                                                   |
|------------------------|-----------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Operation</b>       | Addition and subtraction.<br>Multiplication and division. | 1    | A rule to combine numbers in a set to produce another number.<br>Addition, subtraction, multiplication and division are all operations. | $3 + 6 = 9$<br>Three plus six equals nine, plus is the <b>operation</b> .                                                                                                 |
| <b>Order (numbers)</b> | Number and place value.                                   | 1    | To place a set of numbers in a sequence according to some rule.                                                                         | 10, 8, 4, 0 are in descending <b>order</b> of size.                                                                                                                       |
| <b>Ordinal number</b>  | Number and place value.                                   | 2    | A term that describes a position within an ordered set.                                                                                 | I am third in the line.<br>First, second, third are all <b>ordinal</b> numbers.                                                                                           |
| <b>Orientation</b>     | Geometry: properties of shapes.                           | 1    | How a shape is positioned (often according to a grid or page alignment).                                                                | This triangle is <i>upside down</i> ~ this is the <b>orientation</b> of the triangle.  |
| <b>Orientation</b>     | Geometry: position and direction.                         | 2    | The direction in which something is positioned with respect to a grid or directional system.                                            | I am facing North, I can change my <b>orientation</b> by turning to face East.                                                                                            |
| <b>Outside</b>         | Geometry: position and direction.                         | 1    | Describing the position of being without or the exterior of an area.                                                                    | Adam was waiting <b>outside</b> the classroom.<br>Lucy found the counters laying <b>outside</b> of the box.                                                               |
| <b>Partition</b>       | Number and place value.                                   | 2    | To separate into subsets.<br>To split a number into component parts.                                                                    | The number 38 can <b>be partitioned</b> into $30 + 8$ or $19 + 19$ .                                                                                                      |
| <b>Pattern</b>         | Number and place value.                                   | 1    | A systematic arrangement of numbers, shapes, or other items according to a rule.                                                        |                                                                                      |
| <b>Pence(p)</b>        | Measurement.                                              | 2    | A unit of money where $100 \text{ p} = \text{£}1$ .                                                                                     | I spent <b>50p</b> on a comic.                                                                                                                                            |

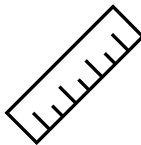
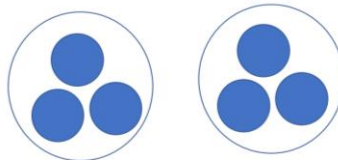
| Word                       | Domain                            | Year | Meaning                                                                                                            | Example                                                                                                                                                                                                                                                |
|----------------------------|-----------------------------------|------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pictogram</b>           | Statistics.                       | 2    | A format for representing statistical information where pictures, symbols or icons are used to represent objects.  |                                                                                                                                                                                                                                                        |
| <b>Pictorial</b>           | Number and place value.           | 1    | A visual representation of a piece of mathematics.                                                                 | This array shows 3 x 3 <b>pictorially</b> .                                                                                                                                                                                                            |
| <b>Place holder (zero)</b> | Number and place value.           | 2    | In decimal notation, the zero numeral is used as a place holder to denote the absence of a particular power of 10. | <p>The number 30 has three tens and no ones. The zero in the ones column shows that there are no ones in thirty.</p> <p>(Although we can think of 30 as thirty ones, it is a multiple of 10 and hence the ones can be grouped into complete tens).</p> |
| <b>Place value</b>         | Number and place value.           | 1    | The value of the digit that relates to its position or place in a number.                                          | In the number 36 the digits represent 3 tens and 6 ones respectively.                                                                                                                                                                                  |
| <b>Plus</b>                | Addition and subtraction.         | 1    | An alternative word for 'add'.                                                                                     | $6 + 3 = 9$<br>Six <b>plus</b> three equals nine.                                                                                                                                                                                                      |
| <b>Polygon</b>             | Geometry: properties of shapes.   | 2    | A closed plane figure bounded by straight lines.                                                                   | This is a pentagon. It is a five-sided <b>polygon</b> .                                                                                                                                                                                                |
| <b>Position</b>            | Geometry: position and direction. | 1    | A description of the place in which a shape, number or object appears in relation to others.                       | The triangle moved to the right and changed its <b>position</b> .                                                                                                                                                                                      |

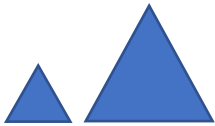
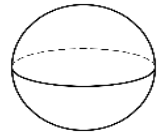


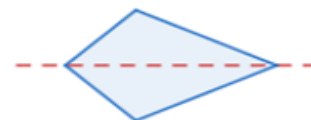
| Word                     | Domain                            | Year | Meaning                                                                                                                                                                                                                                                                            | Example                                                                                                                                       |
|--------------------------|-----------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pound (£)</b>         | Measurement.                      | 2    | A unit of money worth 100 pence.                                                                                                                                                                                                                                                   | The cinema ticket costs <b>£5</b> .                                                                                                           |
| <b>Prism</b>             | Geometry: properties of shapes.   | 2    | A 3-D shape bounded by two congruent (identical) polygons that are parallel (the bases) and parallelograms (the lateral faces) formed by joining the corresponding vertices of polygons. Prisms can be <i>sliced</i> along their length and always produce the same cross-section. | This <b>prism</b> has a cross section that is an octagon.  |
| <b>Programme (robot)</b> | Geometry: position and direction. | 2    | A set of instructions or coded commands to tell a device or robot like a turtle what tasks to perform.                                                                                                                                                                             | <code>turtle.forward(.)</code> and <code>turtle.left(.)</code>                                                                                |
| <b>Put together</b>      | Addition and subtraction.         | 1    | Describes combining numbers, objects, or quantities.                                                                                                                                                                                                                               | The 3 and the 4 have been <b>put together</b> to make 7.                                                                                      |
| <b>Pyramid</b>           | Geometry: properties of shapes.   | 1    | A 3-D shape with a polygon as its base and all other faces as triangles that meet at the <i>apex</i> .                                                                                                                                                                             |                                                            |
| <b>Quadrilateral</b>     | Geometry: properties of shapes.   | 2    | A polygon with four sides.                                                                                                                                                                                                                                                         |                                                          |
| <b>Quantity</b>          | Number and place value.           | 1    | An amount (of objects, material etc).                                                                                                                                                                                                                                              | I have a <b>quantity</b> of marbles.                                                                                                          |

| Word                         | Domain                                   | Year | Meaning                                                                                                                                                                            | Example                                                                                                                                                                                                         |
|------------------------------|------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Quarter</b>               | Fractions.                               | 1    | When an amount or item is divided into four equal groups, each group is 'one quarter' of the original whole. Also $1 \div 4$ .                                                     |                                                                                                                              |
| <b>Quarter (past)</b>        | Measurement.                             | 2    | Description of 15 minutes past an hour.                                                                                                                                            | We go out to break at <b>quarter past</b> ten.                                                                                                                                                                  |
| <b>Quarter (to)</b>          | Measurement.                             | 2    | Description of 15 minutes to an hour.                                                                                                                                              | Lunch-time finishes at <b>quarter to</b> one.                                                                                                                                                                   |
| <b>Quarter (turn)</b>        | Geometry: position and direction.        | 1    | A 90° turn.                                                                                                                                                                        |                                                                                                                              |
| <b>Ratio (for every)</b>     | Statistics.                              | 2    | A part to part comparison.<br>The ratio of a to b is written a:b.                                                                                                                  | In a recipe for pastry, fat and flour are mixed in the <b>ratio</b> 1:2.<br><br>This means that for every one unit of fat, we need 2 units of flour.<br><br>In other words, we need twice as much flour as fat. |
| <b>Reason (mathematical)</b> | Number and place value.<br>(all domains) | 2    | The connection between different pieces of mathematics that enable you to make sense of, and explain, the problem. A chain of reasoning often includes a <i>because</i> statement. | I know that a kite is a quadrilateral because it has four sides.                                                                                                                                                |

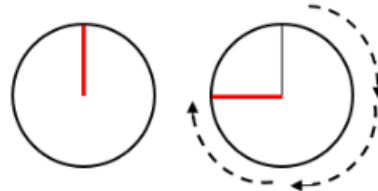
| Word                | Domain                                                        | Year | Meaning                                                                                                                     | Example                                                                                                                                                                                                                                       |             |             |   |     |   |     |   |     |
|---------------------|---------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|---|-----|---|-----|---|-----|
| Recall              | Addition and subtraction.<br>(all domains)                    | 2    | Remember and use a key fact stored in long term memory.                                                                     | In order to work out $3 + 5$ , I need to <b>recall</b> my number bonds within 10.                                                                                                                                                             |             |             |   |     |   |     |   |     |
| Record              | Measurement.                                                  | 1    | Create notes or pictures of an event.                                                                                       | <i>"I have 3 worms measuring 5cm, 6cm and 7cm <b>recorded</b> in my table."</i> <table><tr><th>Worm number</th><th>Worm length</th></tr><tr><td>1</td><td>5cm</td></tr><tr><td>2</td><td>6cm</td></tr><tr><td>3</td><td>7cm</td></tr></table> | Worm number | Worm length | 1 | 5cm | 2 | 6cm | 3 | 7cm |
| Worm number         | Worm length                                                   |      |                                                                                                                             |                                                                                                                                                                                                                                               |             |             |   |     |   |     |   |     |
| 1                   | 5cm                                                           |      |                                                                                                                             |                                                                                                                                                                                                                                               |             |             |   |     |   |     |   |     |
| 2                   | 6cm                                                           |      |                                                                                                                             |                                                                                                                                                                                                                                               |             |             |   |     |   |     |   |     |
| 3                   | 7cm                                                           |      |                                                                                                                             |                                                                                                                                                                                                                                               |             |             |   |     |   |     |   |     |
| Rectangle           | Geometry: properties of shapes.                               | 1    | A parallelogram with four equal interior angles of $90^\circ$ . Opposite sides are equal in length.                         |                                                                                                                                                            |             |             |   |     |   |     |   |     |
| Related fact        | Addition and subtraction.<br><br>Multiplication and division. | 2    | Families of facts that are connected and enable something that is unknown to be built from something that is already known. | $10 \times 2 = 20$ is a <b>fact related to</b> $20 \div 2 = 10$                                                                                                                                                                               |             |             |   |     |   |     |   |     |
| Repeated (addition) | Multiplication and division.                                  | 2    | Adding equal groups together. An early model for multiplication.                                                            | $3 + 3 + 3 + 3 = 12$ is the same as $4 \times 3 = 12$                                                                                                                                                                                         |             |             |   |     |   |     |   |     |
| Right               | Geometry: position and direction.                             | 1    | Relates to one side of an object.                                                                                           | I write with my <b>right</b> hand.<br>The East side if the object is facing North.                                                                                                                                                            |             |             |   |     |   |     |   |     |
| Right-angle         | Geometry: position and direction.                             | 2    | An angle of $90^\circ$ .                                                                                                    |                                                                                                                                                          |             |             |   |     |   |     |   |     |

| Word                     | Domain                                  | Year | Meaning                                                                           | Example                                                                                                                              |
|--------------------------|-----------------------------------------|------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rotation</b>          | Geometry: position and direction.       | 2    | A turn, usually about a fixed point.                                              |                                                   |
| <b>Ruler</b>             | Measurement.                            | 1    | An instrument to measure or draw a length.                                        |                                                   |
| <b>Scales (weighing)</b> | Measurement.                            | 1    | An instrument to measure weight or mass.                                          |                                                   |
| <b>Seconds</b>           | Measurement.                            | 1    | A Measurement of time. There are 60 seconds in one minute.                        | The winner of the race finished in 34 <b>seconds</b> .                                                                               |
| <b>Sequence</b>          | Measurement.<br>Number and place value. | 1    | A particular order in which related events, numbers or objects follow each other. | 2 , 4 , 6 , 8 , 10 , 12                                                                                                              |
| <b>Sharing</b>           | Multiplication and division.            | 1    | One model for the process of division (sharing equally).                          | <br>Six counters shared equally into two groups |
| <b>Short (-er)</b>       | Measurement.                            | 1    | Compares one length to another.<br>Describes length.                              | The pencil is <b>shorter than</b> the ruler.                                                                                         |

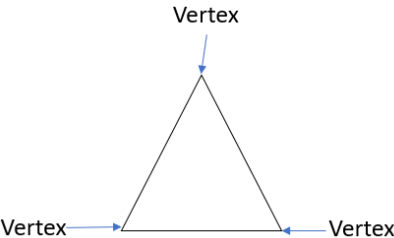
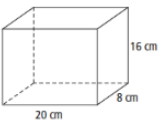
| Word                         | Domain                                          | Year | Meaning                                                                                                                           | Example                                                                                                                |
|------------------------------|-------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Side (of a 2-D shape)</b> | Geometry: properties of shapes.                 | 2    | A straight edge or line between two fixed vertices on a plane (2-D) shape.                                                        | The square has four <b>sides</b> .  |
| <b>Similar (shape)</b>       | Geometry: properties of shapes.                 | 1    | Two shapes where one is an exact enlargement of the other. Side lengths are in the same proportion. Internal angles are the same. |                                     |
| <b>Size</b>                  | Geometry: properties of shapes.<br>Measurement. | 1    | The relative magnitude of an object. How big something is.                                                                        |  3cm                                |
| <b>Solution</b>              | Number and place value.                         | 1    | Find an answer to a problem.                                                                                                      | 36 subtract 6 is 30 ~ I have solved the problem!                                                                       |
| <b>Sphere</b>                | Geometry: properties of shapes.                 | 1    | A round 3-D shape.                                                                                                                |                                     |
| <b>Square</b>                | Geometry: properties of shapes.                 | 1    | A plane figure with four equal straight sides and four right angles.                                                              |                                    |
| <b>Standard units</b>        | Measurement.                                    | 1    | Uniform units that are agreed throughout a community.                                                                             | The metre is a <b>standard unit</b> of length.<br>The handspan is not, as this can vary from person to person.         |

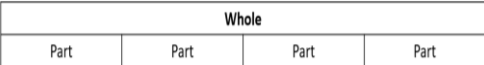
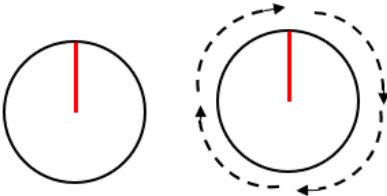
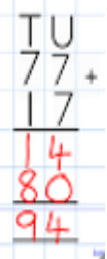
| Word               | Domain                                                        | Year | Meaning                                                                                                                                                            | Example                                                                                                                                                                              |     |        |     |   |     |   |      |   |         |   |
|--------------------|---------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------|-----|---|-----|---|------|---|---------|---|
| Statements         | Addition and subtraction.<br><br>Multiplication and division. | 1    | A definite or clear expression (of mathematical fact).                                                                                                             | $3 + 4 = 7$                                                                                                                                                                          |     |        |     |   |     |   |      |   |         |   |
| Subtraction        | Addition and subtraction.                                     | 1    | The inverse operation to addition.<br><br>Finding the difference when comparing magnitude.<br><br>Take away.                                                       | $7 - 4 = 3$                                                                                                                                                                          |     |        |     |   |     |   |      |   |         |   |
| Subtrahend         | Addition and subtraction.                                     | 1    | A quantity or number to be subtracted from another.                                                                                                                | minuend – <b>subtrahend</b> = difference                                                                                                                                             |     |        |     |   |     |   |      |   |         |   |
| Sum                | Addition and subtraction.                                     | 2    | The result of adding two or more numbers together.                                                                                                                 | $3 + 4 = 7$<br><br>The <b>sum</b> of three and four is seven.                                                                                                                        |     |        |     |   |     |   |      |   |         |   |
| Symmetry (line)    | Geometry: properties of shapes.                               | 2    | A line of symmetry bisects a 2-D shape to give two equal (mirror) parts.<br><br>Shapes that can be folded exactly in half can be said to have reflective symmetry. |                                                                                                   |     |        |     |   |     |   |      |   |         |   |
| Table (Statistics) | Statistics.                                                   | 2    | An orderly arrangement of information (or data), numbers or letters usually in rows and columns.                                                                   | <table><tr><th>Pet</th><th>Number</th></tr><tr><td>Dog</td><td>5</td></tr><tr><td>Cat</td><td>7</td></tr><tr><td>Fish</td><td>8</td></tr><tr><td>Hamster</td><td>2</td></tr></table> | Pet | Number | Dog | 5 | Cat | 7 | Fish | 8 | Hamster | 2 |
| Pet                | Number                                                        |      |                                                                                                                                                                    |                                                                                                                                                                                      |     |        |     |   |     |   |      |   |         |   |
| Dog                | 5                                                             |      |                                                                                                                                                                    |                                                                                                                                                                                      |     |        |     |   |     |   |      |   |         |   |
| Cat                | 7                                                             |      |                                                                                                                                                                    |                                                                                                                                                                                      |     |        |     |   |     |   |      |   |         |   |
| Fish               | 8                                                             |      |                                                                                                                                                                    |                                                                                                                                                                                      |     |        |     |   |     |   |      |   |         |   |
| Hamster            | 2                                                             |      |                                                                                                                                                                    |                                                                                                                                                                                      |     |        |     |   |     |   |      |   |         |   |

| Word                           | Domain                                                   | Year      | Meaning                                                                                                                                                                                         | Example                                                                                                                                                                                                                                                                                                                 |           |       |           |      |   |   |      |   |   |       |   |   |       |   |    |   |
|--------------------------------|----------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------|-----------|------|---|---|------|---|---|-------|---|---|-------|---|----|---|
| <b>Tables (multiplication)</b> | Multiplication and division.                             | 2         | An array setting out numbers that multiply together to form the entries in the array.                                                                                                           | <table><tr><td>x</td><td>1</td><td>2</td><td>3</td></tr><tr><td>1</td><td>1</td><td>2</td><td>3</td></tr><tr><td>2</td><td>2</td><td>4</td><td>6</td></tr><tr><td>3</td><td>3</td><td>6</td><td>9</td></tr></table>                                                                                                     | x         | 1     | 2         | 3    | 1 | 1 | 2    | 3 | 2 | 2     | 4 | 6 | 3     | 3 | 6  | 9 |
| x                              | 1                                                        | 2         | 3                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                         |           |       |           |      |   |   |      |   |   |       |   |   |       |   |    |   |
| 1                              | 1                                                        | 2         | 3                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                         |           |       |           |      |   |   |      |   |   |       |   |   |       |   |    |   |
| 2                              | 2                                                        | 4         | 6                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                         |           |       |           |      |   |   |      |   |   |       |   |   |       |   |    |   |
| 3                              | 3                                                        | 6         | 9                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                         |           |       |           |      |   |   |      |   |   |       |   |   |       |   |    |   |
| <b>Take away</b>               | Addition and subtraction.                                | 1         | The inverse operation to addition.<br>Remove a number of items from a set.                                                                                                                      | 7 <b>take away</b> 3 leaves 4.<br>$7 - 3 = 4$                                                                                                                                                                                                                                                                           |           |       |           |      |   |   |      |   |   |       |   |   |       |   |    |   |
| <b>Tall (-er)</b>              | Measurement.                                             | 1         | Compares one height to another.<br>Describes length.                                                                                                                                            | The lady <b>is taller</b> than the child.                                                                                                                                                                                                                                                                               |           |       |           |      |   |   |      |   |   |       |   |   |       |   |    |   |
| <b>Tally chart</b>             | Statistics.                                              | 2         | A way of recording objects in a group.<br><br>The marks represent the number of objects counted, usually by drawing vertical lines and crossing the fifth count with a diagonal strike through. | <div>What kind of chocolate is your favourite?</div> <table><tr><th>Chocolate</th><th>Tally</th><th>Frequency</th></tr><tr><td>Milk</td><td>     </td><td>5</td></tr><tr><td>Dark</td><td>    </td><td>4</td></tr><tr><td>White</td><td>     </td><td>5</td></tr><tr><td colspan="2">Total</td><td>40</td></tr></table> | Chocolate | Tally | Frequency | Milk |   | 5 | Dark |   | 4 | White |   | 5 | Total |   | 40 |   |
| Chocolate                      | Tally                                                    | Frequency |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                         |           |       |           |      |   |   |      |   |   |       |   |   |       |   |    |   |
| Milk                           |                                                          | 5         |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                         |           |       |           |      |   |   |      |   |   |       |   |   |       |   |    |   |
| Dark                           |                                                          | 4         |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                         |           |       |           |      |   |   |      |   |   |       |   |   |       |   |    |   |
| White                          |                                                          | 5         |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                         |           |       |           |      |   |   |      |   |   |       |   |   |       |   |    |   |
| Total                          |                                                          | 40        |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                         |           |       |           |      |   |   |      |   |   |       |   |   |       |   |    |   |
| <b>Temperature</b>             | Measurement.                                             | 2         | A measure of the hotness of a solid, liquid or gas.                                                                                                                                             | The water was boiling. Its <b>temperature</b> was 100°C.                                                                                                                                                                                                                                                                |           |       |           |      |   |   |      |   |   |       |   |   |       |   |    |   |
| <b>Tens</b>                    | Addition and subtraction.<br><br>Number and place value. | 2         | The base group for counting in a decimal system.                                                                                                                                                | The number 23 has 2 <b>tens</b> and 3 ones.                                                                                                                                                                                                                                                                             |           |       |           |      |   |   |      |   |   |       |   |   |       |   |    |   |

| Word                        | Domain                            | Year | Meaning                                             | Example                                                                               |
|-----------------------------|-----------------------------------|------|-----------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Thermometer</b>          | Measurement.                      | 2    | An object used to measure temperature.              |    |
| <b>Three-quarters</b>       | Fractions.                        | 2    | Three equal shares from four equal groups.          | $\frac{3}{4}$                                                                         |
| <b>Three-quarter (turn)</b> | Geometry: position and direction. | 1    | A 270° turn.                                        |    |
| <b>Time</b>                 | Measurement.                      | 1    | A measure of change marking the duration of events. |    |
| <b>Today</b>                | Measurement.                      | 1    | The day after yesterday.                            | She is going swimming <b>today</b> .                                                  |
| <b>Tomorrow</b>             | Measurement.                      | 1    | The day after today.                                | He will go to school <b>tomorrow</b> .                                                |
| <b>Top</b>                  | Geometry: position and direction. | 1    | The highest point or position.                      | He put the book on <b>top</b> of the pile.                                            |
| <b>Total</b>                | Addition and subtraction.         | 1    | The aggregate or sum found by adding.               | The <b>total</b> of 7 and 3 is 10.<br>$7 + 3 = 10$                                    |
| <b>Triangle</b>             | Geometry: properties of shapes.   | 1    | A 2-D closed shape with three straight sides.       |  |

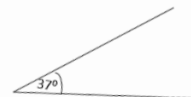


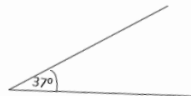
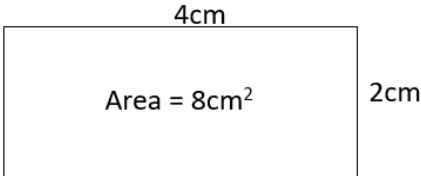
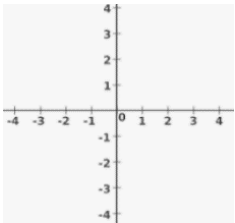
| Word                      | Domain                                               | Year | Meaning                                                                                      | Example                                                                               |
|---------------------------|------------------------------------------------------|------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Two-digit (number)</b> | Addition and subtraction.<br>Number and place value. | 1    | A number made up of at least one ten and between zero and nine ones.                         | Any number between 10 and 99.                                                         |
| <b>Up</b>                 | Geometry: position and direction.                    | 1    | Toward a higher place.                                                                       | He puts the box <b>up</b> on the shelf.                                               |
| <b>Vertex (vertices)</b>  | Geometry: properties of shapes.                      | 2    | The point at which two or more lines intersect.                                              |    |
| <b>Vertical</b>           | Geometry: properties of shapes.                      | 2    | At right angles to the horizontal plane.<br>The <i>up-down</i> direction on a graph or grid. |   |
| <b>Volume</b>             | Measurement.                                         | 1    | The amount of space enclosed by a closed 3-D shape or solid.                                 |  |
| <b>Week</b>               | Measurement.                                         | 1    | A period of seven days.                                                                      | The school holidays last for six <b>weeks</b> .                                       |

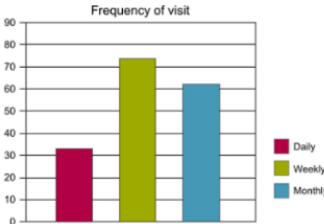
| Word                    | Domain                                                                         | Year | Meaning                                                                                                                                    | Example                                                                              |
|-------------------------|--------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Weight</b>           | Measurement.                                                                   | 1    | A measure of how heavy or light something is.<br><br>Mass differs from weight as mass remains constant and weight is dependent on gravity. | The <b>weight</b> of the apple is 10 grams.                                          |
| <b>Whole</b>            | Fractions.                                                                     | 1    | All equal parts together make the whole.<br><br>A full set.                                                                                |   |
| <b>Whole(turn)</b>      | Geometry: position and direction.                                              | 1    | 360°                                                                                                                                       |   |
| <b>Written (method)</b> | Addition and subtraction.<br><br>(Multiplication and division at Key Stage 2). | 2    | A formal, recorded, method for setting out a calculation, using place value to align the elements.                                         |  |
| <b>Year</b>             | Measurement.                                                                   | 1    | The time taken by the earth to make one revolution around the sun.<br><br>365 days.                                                        | He was five <b>years</b> old.                                                        |
| <b>Yesterday</b>        | Measurement.                                                                   | 1    | The day before today.                                                                                                                      | He went to school <b>yesterday</b> .                                                 |

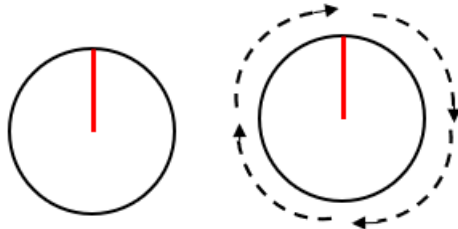
| Word        | Domain                                               | Year | Meaning                                                                                                                                               | Example                                                    |
|-------------|------------------------------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| <b>Zero</b> | Addition and subtraction.<br>Number and place value. | 1    | When used as a counting number, means that no objects are present.<br>It is the only number on the number-line that is neither negative nor positive. | Seven and <b>zero</b> is the same as seven.<br>$7 + 0 = 7$ |

## Lower Key Stage 2

| Word                  | Domain                          | Year | Meaning                                                                                                                              | Example                                                                               |
|-----------------------|---------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>12-hour clock</b>  | Measurement.                    | 3    | The 24 hours of a complete day are divided into two 12-hour periods (am and pm).                                                     | Lunchtime finishes at 1 pm.                                                           |
| <b>24-hour clock</b>  | Measurement.                    | 3    | The time is shown as how many hours and minutes since midnight.                                                                      | Lunchtime finishes at 13:00.                                                          |
| Acute                 | Geometry: properties of shapes. | 3    | An angle between $0^\circ$ and $90^\circ$ .                                                                                          |    |
| Algebraically         | Measurement.                    | 4    | The part of mathematics that deals with generalised arithmetic. Letters or symbols are used to denote variables and unknown numbers. | $a + b = 15$                                                                          |
| <b>Am</b>             | Measurement.                    | 3    | The time of day between midnight and noon (ante meridiem – before noon).                                                             | Our maths lesson starts at <b>9 am</b> .                                              |
| <b>Analogue clock</b> | Measurement.                    | 4    | A clock that shows a 1-12 clockface.                                                                                                 |  |

| Word         | Domain                                                    | Year | Meaning                                                                                                                                                                                                               | Example                                                                              |
|--------------|-----------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Angle</b> | Geometry: properties of shapes.                           | 3    | A measure of rotation.                                                                                                                                                                                                |   |
| <b>Area</b>  | Measurement.                                              | 4    | A measure of the size of a plane (flat) surface. It is usually measured in square units such as $\text{cm}^2$ .                                                                                                       |   |
| Associative  | Addition and subtraction.<br>Multiplication and division. | 3    | An operation on three or more numbers is associative if the order in which the calculation is carried out does not change the outcome. Addition and multiplication are associative. Subtraction and division are not. | $3 \times (7 \times 2) = (3 \times 7) \times 2$<br>$3 + (7 + 2) = (3 + 7) + 2$       |
| Axis (-es)   | Geometry: position and direction.                         | 4    | A fixed, reference line along which or from which distances or angles are taken.                                                                                                                                      |  |

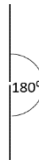
| Word                   | Domain                                      | Year                                    | Meaning                                                                                                                                                                       | Example                                                                                                                                                                                                                                                                                              |  |      |          |                   |                   |                      |                       |                                             |                                         |
|------------------------|---------------------------------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------|----------|-------------------|-------------------|----------------------|-----------------------|---------------------------------------------|-----------------------------------------|
| Bar chart              | Statistics.                                 | 3                                       | A format to represent statistical information. Bars, of equal width but varied height, represent frequencies.                                                                 |                                                                                                                                                                                                                   |  |      |          |                   |                   |                      |                       |                                             |                                         |
| Carroll diagram        | Geometry: properties of shapes.             | 3                                       | A sorting diagram named after Lewis Carroll, author and mathematician, in which numbers (or objects) are classified as having a certain property or not having that property. | <table><tr><td></td><td>Even</td><td>Not even</td></tr><tr><td>Multiple of three</td><td>6, 12, 18, 24, 30</td><td>3, 9, 15, 21, 27, 33</td></tr><tr><td>Not multiple of three</td><td>2, 4, 8, 10, 14, 16, 20, 22, 24, 26, 28, 32</td><td>1, 5, 7, 11, 13, 17, 19, 23, 25, 29, 31</td></tr></table> |  | Even | Not even | Multiple of three | 6, 12, 18, 24, 30 | 3, 9, 15, 21, 27, 33 | Not multiple of three | 2, 4, 8, 10, 14, 16, 20, 22, 24, 26, 28, 32 | 1, 5, 7, 11, 13, 17, 19, 23, 25, 29, 31 |
|                        | Even                                        | Not even                                |                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                      |  |      |          |                   |                   |                      |                       |                                             |                                         |
| Multiple of three      | 6, 12, 18, 24, 30                           | 3, 9, 15, 21, 27, 33                    |                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                      |  |      |          |                   |                   |                      |                       |                                             |                                         |
| Not multiple of three  | 2, 4, 8, 10, 14, 16, 20, 22, 24, 26, 28, 32 | 1, 5, 7, 11, 13, 17, 19, 23, 25, 29, 31 |                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                      |  |      |          |                   |                   |                      |                       |                                             |                                         |
| Classify               | Geometry: properties of shapes.             | 4                                       | To arrange a group of people or things into classes or categories according to a common property.                                                                             | I grouped the shapes into two classes, ones with three sides and ones with four sides. I <b>classified</b> the shapes.                                                                                                                                                                               |  |      |          |                   |                   |                      |                       |                                             |                                         |
| Columnar (addition)    | Addition and subtraction.                   | 3                                       | A formal, recorded, method for setting out an addition calculation, using place value to align the elements.                                                                  | 789 + 642 becomes<br><div><div>789</div><div>+ 642</div><div><div>1431</div><div>11</div></div></div><br>Answer: 1431                                                                                                                                                                                |  |      |          |                   |                   |                      |                       |                                             |                                         |
| Columnar (subtraction) | Addition and subtraction.                   | 3                                       | A formal, recorded, method for setting out a subtraction calculation, using place value to align the elements.                                                                | 932 - 457 becomes<br><div><div>932</div><div>- 457</div><div><div>475</div></div></div><br>Answer: 475                                                                                                                                                                                               |  |      |          |                   |                   |                      |                       |                                             |                                         |

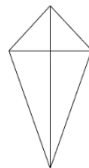
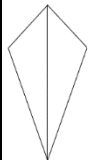
| Word                             | Domain                           | Year | Meaning                                                                                                                                                                                                                                                             | Example                                                                                                                                                                     |
|----------------------------------|----------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Complete turn</b>             | Geometry: properties of shapes.  | 3    | A turn of $360^\circ$ .                                                                                                                                                                                                                                             |                                                                                          |
| <b>Continuous data</b>           | Statistics.                      | 4    | Data arising from measurements taken on a continuous variable such as height in cm of plants, this data may be grouped into touching but non-overlapping categories.                                                                                                | <p>Heights of pupils (x cm) can be grouped into:</p> $130 \leq x < 140$<br>$140 \leq x < 150$<br>$150 \leq x < 160$ .                                                       |
| <b>Coordinate</b>                | Geometry: position and direction | 4    | In geometry, a coordinate system is a system which uses one or more numbers, or coordinates, to uniquely determine the position of a point in space. We use a coordinate grid to define the horizontal and vertical distance from a starting point or origin (0,0). | (3, 2) is the coordinate that describes the point that is 3 units in the positive horizontal distance and 2 units in the positive vertical direction from the origin (0,0). |
| <b>Correspondence (problems)</b> | Multiplication and division.     | 3    | Problems in which m objects are connected to n objects. They often require you to list all possibilities.                                                                                                                                                           | 3 hats, 4 coats, how many different outfits?                                                                                                                                |
| Decimal (cm and mm)              | Geometry: properties of shape.   | 3    | Relating to base ten.<br>In the context of geometry, relates to drawing lines in cm and mm.                                                                                                                                                                         | <p>3.7 is a <b>decimal</b> number representing 3 ones and 7 tenths.</p> <p>3.7 cm represents 3cm and 7 tenths of a cm.</p>                                                  |

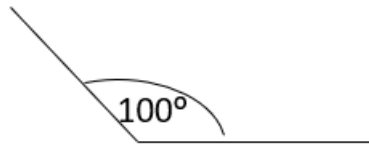
| Word                   | Domain                          | Year | Meaning                                                                                                                                                                | Example                                                                                                                                                    |
|------------------------|---------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Decimal notation       | Fractions and decimals.         | 4    | The use of columns of powers of ten together with a decimal point to denote whole and part numbers.                                                                    | 52.5 can be written as:<br>5 tens, 2 ones and 5 tenths.                                                                                                    |
| <b>Decimal place</b>   | Fractions and decimals.         | 4    | The decimal point divides whole and part numbers and is placed to the right of the ones column. Each column after the decimal point (to the right) is a decimal place. | The decimal fraction 0.12 has two <b>decimal places</b> . It is equivalent to $\frac{1}{10} + \frac{2}{100}$ .                                             |
| <b>Denominator</b>     | Fractions.                      | 3    | In the notation of common fractions, the number written below the line, ie the divisor. It <i>names</i> the fraction by defining how many equal parts there are.       | $\frac{1}{3}$<br>Three is the <b>denominator</b> , the whole is divided into three equal parts.                                                            |
| <b>Digital (clock)</b> | Measurement.                    | 4    | A clock that displays the time as hours and minutes passed, usually since midnight.                                                                                    | Four thirty in the afternoon is displayed as:<br><b>16:30.</b>                                                                                             |
| Dimension              | Measurement.                    | 4    | A measurement of length in one direction (could be on a polygon or polyhedron) such as length, width or height.                                                        | This square has two <b>dimensions</b> , length, and width.              |
| <b>Discrete data</b>   | Statistics.                     | 4    | Data resulting from situations involving discrete variables, ie things that can be counted with no interim values possible.                                            | The number of each colour star:<br>Red = 4<br>Green = 1<br>Blue = 2.  |
| Dissect                | Geometry: properties of shapes. | 4    | To cut into parts.                                                                                                                                                     |                                                                       |

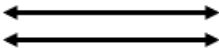
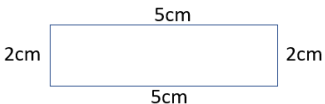


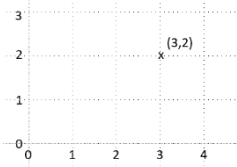
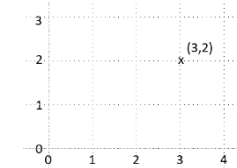
| Word                       | Domain                                                                | Year | Meaning                                                                                                                                                                                  | Example                                                                                                                                                                       |
|----------------------------|-----------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Distributive law</b>    | Multiplication and division.                                          | 4    | The distributive property lets you multiply a sum by multiplying each addend separately and then adding the two products. This is linked to the order of operations and to partitioning. | $3 \times 8 = 3 \times (2 + 6)$<br>$3 \times (2 + 6) = 3 \times 2 + 3 \times 6$<br>$3 \times 2 + 3 \times 6 = 6 + 18$<br>$6 + 18 = 24$<br>$24 = 3 \times 8$                   |
| Equilateral                | Geometry: properties of shapes.                                       | 4    | Of equal length.                                                                                                                                                                         | This triangle has all sides of equal length. It is called an <b>equilateral</b> triangle.  |
| <b>Equivalent fraction</b> | Fractions and decimals.                                               | 4    | Fractions with the same value as another.                                                                                                                                                | $\frac{3}{6} = \frac{2}{4}$                                                                                                                                                   |
| Expression                 | Addition and subtraction.<br>Multiplication and division.<br>Algebra. | 4    | A mathematical form expressed symbolically. (There will not be an equals sign as this would make it an equation.)                                                                        | <b><math>3a + b</math></b>                                                                                                                                                    |
| <b>Factor (pairs)</b>      | Multiplication and division.                                          | 4    | When a number can be expressed as the product of two whole numbers, these are the factors of the first.                                                                                  | $24 = 3 \times 8$<br>3 and 8 are <b>factors</b> of 24                                                                                                                         |
| <b>Four-digit (number)</b> | Number and place value.<br>Addition and subtraction.                  | 4    | A number comprising of at least one thousand and no more than nine thousands.                                                                                                            | <b>2568</b><br>This number has <b>four digits</b> .                                                                                                                           |

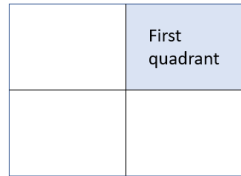
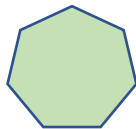
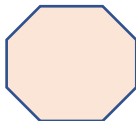
| Word                     | Domain                                                  | Year | Meaning                                                                                                                                                                                                        | Example                                                                                                                                                                    |   |   |   |   |   |   |   |   |
|--------------------------|---------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|
| <b>Geometric shapes</b>  | Geometry: properties of shapes.                         | 4    | Geometry is the aspect of mathematics concerned with the properties of space and figures or shapes in space. Geometric shapes are ones where their properties can be described in terms of geometric language. | Squares and triangles are <b>geometric shapes</b> . <div></div>                         |   |   |   |   |   |   |   |   |
| <b>Half-turn</b>         | Geometry: properties of shapes.                         | 3    | A turn of 180°.                                                                                                                                                                                                | <div></div>                                                                             |   |   |   |   |   |   |   |   |
| <b>Horizontal (line)</b> | Geometry: properties of shapes.                         | 3    | Parallel to the horizon. At right angles to a vertical (line).                                                                                                                                                 | This line is <b>horizontal</b> . <div></div>                                            |   |   |   |   |   |   |   |   |
| <b>Hundreds</b>          | Number and place value.<br>Addition and subtraction.    | 3    | The third column to the left relative to the decimal point in a number.                                                                                                                                        | There are 3 <b>hundreds</b> in this number <div><table><tr><td>H</td><td>T</td><td>O</td></tr><tr><td>3</td><td>7</td><td>2</td></tr></table></div>                        | H | T | O | 3 | 7 | 2 |   |   |
| H                        | T                                                       | O    |                                                                                                                                                                                                                |                                                                                                                                                                            |   |   |   |   |   |   |   |   |
| 3                        | 7                                                       | 2    |                                                                                                                                                                                                                |                                                                                                                                                                            |   |   |   |   |   |   |   |   |
| <b>Hundredth</b>         | Fractions and decimals.                                 | 4    | The result of dividing by 100. The second column to the right relative to the decimal point.                                                                                                                   | There are 2 <b>hundredths</b> in this number. <div><table><tr><td>o</td><td>●</td><td>t</td><td>h</td></tr><tr><td>3</td><td>●</td><td>7</td><td>2</td></tr></table></div> | o | ● | t | h | 3 | ● | 7 | 2 |
| o                        | ●                                                       | t    | h                                                                                                                                                                                                              |                                                                                                                                                                            |   |   |   |   |   |   |   |   |
| 3                        | ●                                                       | 7    | 2                                                                                                                                                                                                              |                                                                                                                                                                            |   |   |   |   |   |   |   |   |
| <b>Integer</b>           | Number and place value.<br>Multiplication and division. | 4    | Any positive or negative whole numbers and zero.                                                                                                                                                               | -3, -8, 4, 17 are all <b>integers</b> .                                                                                                                                    |   |   |   |   |   |   |   |   |

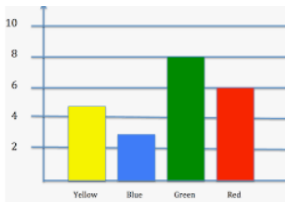
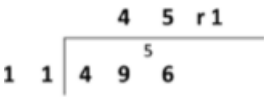
| Word                     | Domain                                                    | Year | Meaning                                                                                                                                                               | Example                                                                               |
|--------------------------|-----------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Inverse operation</b> | Addition and subtraction.<br>Multiplication and division. | 3    | Operations that, when they are combined, leave things unchanged. Addition and subtraction and inverse operations. Multiplication and division are inverse operations. | $3 + 7 - 7 = 3$<br>$3 \times 7 \div 7 = 3$                                            |
| Irregular                | Geometry: properties of shapes.                           | 4    | Not regular. In the context of shapes, irregular shapes do not have equal side lengths or equal interior angles.                                                      |    |
| Isosceles                | Geometry: properties of shapes.                           | 4    | A triangle (or trapezium) in which two sides have the same length and consequently two equal angles.                                                                  |    |
| Kilometre (km)           | Measurement.                                              | 3    | One thousand metres.                                                                                                                                                  | Jack travelled 3 <b>kilometres</b> to school.                                         |
| Kite                     | Geometry: properties of shapes.                           | 4    | A quadrilateral with two pairs of equal, adjacent sides whose diagonals consequently intersect at right angles.                                                       |   |
| <b>Leap year</b>         | Measurement.                                              | 3    | A year occurring once every four years that has 366 days, with 29 <sup>th</sup> February as the extra day.                                                            | The year 2020 was a <b>leap year</b> .                                                |
| <b>Line of symmetry</b>  | Geometry: properties of shapes.                           | 4    | Mirror lines. These are within a shape and are the lines along which a shape can be folded exactly in half.                                                           |  |

| Word                     | Domain                          | Year | Meaning                                                                                                                                           | Example                                                                                                                                    |
|--------------------------|---------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Metric measures          | Measurement.                    | 4    | Units of measure in the metric system. Metric measures use base 10.                                                                               | Metres and litres are <b>metric measures</b> .<br>1m = 100cm<br>1l = 1000ml                                                                |
| <b>Midnight</b>          | Measurement.                    | 3    | 12 o'clock at night. The transition time from one day to the next.                                                                                | Jane was fast asleep in bed at <b>midnight</b> .                                                                                           |
| <b>Millimetres (mm)</b>  | Measurement.                    | 3    | One thousandth of a metre.                                                                                                                        | The worm measures 50 <b>mm</b> .<br>                    |
| <b>Negative (number)</b> | Number and place value.         | 4    | A number less than zero. Numbers to the left of zero on a horizontal number line.                                                                 | -8, -17, -3.5 are all <b>negative numbers</b> .                                                                                            |
| Non-symmetrical (shape)  | Geometry: properties of shapes. | 3    | A shape that has no lines of symmetry.                                                                                                            | A parallelogram has no (folding) lines of symmetry.<br> |
| Numerator                | Fractions.                      | 3    | In the notation of common fractions, the number written above the line, ie the dividend. It tells you the number of equal parts out of the whole. | $\frac{1}{3}$<br>One is the <b>numerator</b> ; the whole is divided into three equal parts.                                                |
| Obtuse                   | Geometry: properties of shapes. | 3    | An angle greater than 90° but less than 180°.                                                                                                     |                                                       |

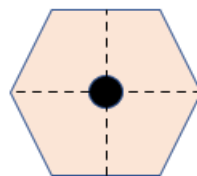
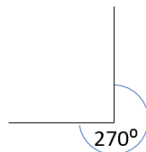
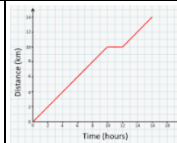
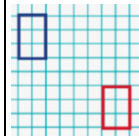
| Word                    | Domain                          | Year | Meaning                                                                                 | Example                                                                                                                                                                                                                  |
|-------------------------|---------------------------------|------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Operator (fractions of) | Fractions.                      | 3    | A mathematical action. In the context of fractions this links to fractions as division. | $\frac{1}{2}$ is the same as $1 \div 2$ .<br>He divided the apple in half.                                                                                                                                               |
| <b>PM</b>               | Measurement.                    | 3    | The time of day between noon and midnight (post meridiem – after noon).                 | The TV programme starts at 8 <b>pm</b> .                                                                                                                                                                                 |
| <b>Parallel</b>         | Geometry: properties of shapes. | 3    | In plane (flat or Euclidean) geometry, two lines or surfaces that remain equidistant.   | These lines are <b>parallel</b> .<br>                                                                                                 |
| Parallelogram           | Geometry: properties of shapes. | 4    | A quadrilateral whose opposite sides are parallel and consequently equal in length.     |                                                                                                                                       |
| <b>Partitioning</b>     | Number and place value.         | 3    | To separate a set into subsets; to split a number into component parts.                 | The number 36 can be <b>partitioned</b> in different ways.<br>$36 = 30 + 6$<br>$36 = 15 + 21$                                                                                                                            |
| <b>Perimeter</b>        | Measurement.                    | 3    | The length of a boundary of a closed shape.                                             | The length of this rectangle is 5cm.<br>The width of this rectangle is 2cm.<br>The <b>perimeter</b> is $5+2+5+2 = 14\text{cm}$ .<br> |
| <b>Perpendicular</b>    | Geometry: properties of shapes. | 3    | A line or plan that is at right angles to another line or plane.                        | These lines are <b>perpendicular</b> to each other.<br>                                                                             |

| Word                     | Domain                            | Year | Meaning                                                                                                                           | Example                                                                                                                                                        |
|--------------------------|-----------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plot</b>              | Geometry: position and direction. | 4    | To use a grid or coordinate system to define the position of a point in space.                                                    | The point (3,2) has been <b>plotted</b> on this grid.                       |
| <b>Point</b>             | Geometry: position and direction. | 4    | An element in geometry that has position but no magnitude (size).                                                                 | This shows the <b>point</b> (3,2).                                          |
| Polyhedron               | Geometry: properties of shapes.   | 3    | A closed, solid figure bounded by surfaces (faces). Its faces meet in line segments (edges). Its edges meet at points (vertices). |                                                                             |
| <b>Positive (number)</b> | Number and place value.           | 4    | A number greater than zero. Numbers to the right of zero on a horizontal number line.                                             | 3, 8, 742, 19.5 are all <b>positive numbers</b> .                                                                                                              |
| Proportion               | Fractions and decimals.           | 4    | A part to whole comparison.                                                                                                       | The <b>proportion</b> of this circle that has been shaded in is one half.  |
| Protractor               | Geometry: properties of shapes.   | 4    | An instrument for measuring angles.                                                                                               |                                                                           |

| Word                    | Domain                            | Year | Meaning                                                                                                                                                             | Example                                                                              |
|-------------------------|-----------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Quadrant (first)</b> | Geometry: position and direction. | 4    | The first of four regions into which a plane is divided by the x and y axes in a (Cartesian) coordinate system.                                                     |   |
| Quadrilateral           | Geometry: properties of shapes.   | 4    | A polygon with four straight sides.                                                                                                                                 |   |
| <b>Rectilinear</b>      | Measurement.                      | 4    | Bounded by straight lines. A closed rectilinear shape is also a polygon.                                                                                            |   |
| Regular                 | Geometry: properties of shapes.   | 4    | Having sides of equal length and internal angles of equal size.                                                                                                     |   |
| Rhombus                 | Geometry: properties of shapes.   | 4    | A parallelogram with all sides equal and two pairs of opposite equal internal angles.                                                                               |  |
| <b>Roman numeral</b>    | Measurement.                      | 3    | A system of <i>numerals</i> used in the ancient Roman Empire where capital letters denoted cardinal numbers. There was no zero and therefore no place value system. | <p>Eighteen in <b>roman numerals</b> is written as 10+5+1+1+1. <b>XVIII</b></p>      |
| <b>Round (number)</b>   | Number and place value.           | 4    | In the context of a number, to express that number to a required degree of accuracy.                                                                                | <p>384 <b>rounded</b> to the nearest hundred is 400.</p>                             |

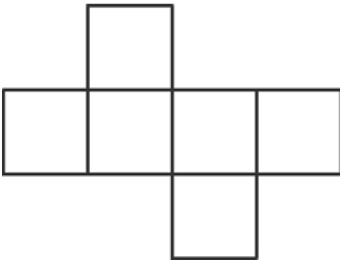
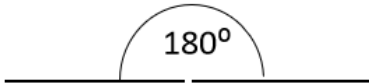
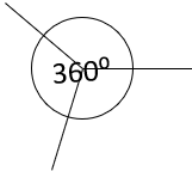
| Word                                        | Domain                          | Year | Meaning                                                                                                        | Example                                                                                                                                  |
|---------------------------------------------|---------------------------------|------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Scaled bar chart</b>                     | Statistics.                     | 3    | Bar charts with axes scaled in steps other than one.                                                           | The scale on this bar chart goes up in steps of two.  |
| Scalene                                     | Geometry: properties of shapes. | 4    | A triangle with no two sides equal and consequently no two angles equal.                                       |                                                       |
| <b>Scaling</b><br>(including scale drawing) | Multiplication and division.    | 3    | To enlarge or reduce a number, quantity or measurement by a given amount (called a scale factor).              | 3 x 2 can be thought of as <i>twice three</i> .<br>Three has been <b>scaled</b> up by a factor of 2.                                     |
| Short division                              | Multiplication and division.    | 3    | A compact formal written method of division.                                                                   |                                                       |
| Short multiplication                        | Multiplication and division.    | 3    | A simple multiplication by a one-digit number, with the working set out in place value columns (compact form). |                                                      |
| Simplify (fraction)                         | Fractions and decimals.         | 4    | Reduce a fraction to its simplest form.                                                                        | $\frac{6}{8}$ reduced to the <b>simplest form</b> is $\frac{3}{4}$ .                                                                     |

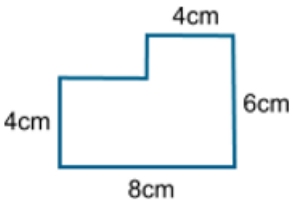


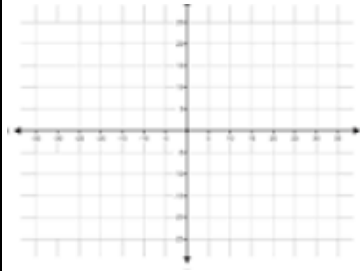
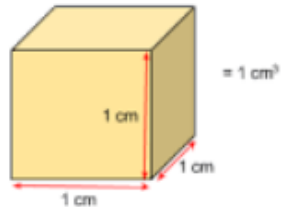
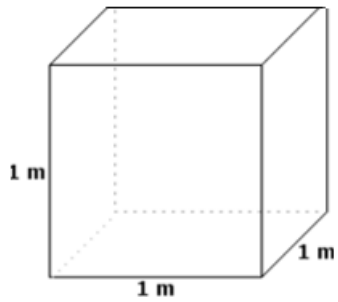
| Word                        | Domain                                | Year | Meaning                                                                                                                                                                                         | Example                                                                                                                                                                                          |    |   |   |   |   |   |   |   |
|-----------------------------|---------------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|---|---|---|---|---|
| Symmetrical (shape)         | Geometry: properties of shapes.       | 3    | A plane figure has symmetry if it is invariant under a reflection or a rotation, ie if the effect of the reflection or rotation is to produce an identical-looking figure in the same position. |                                                                                                               |    |   |   |   |   |   |   |   |
| <b>Tenth</b>                | Number and place value.<br>Fractions. | 3    | The result of dividing by 10.<br>The first column to the right relative to the decimal point.                                                                                                   | This number has 7 <b>tenths</b> . <table border="1" data-bbox="1774 494 2067 596"><tr><td>0</td><td>.</td><td>t</td></tr><tr><td>3</td><td>.</td><td>7</td></tr></table>                         | 0  | . | t | 3 | . | 7 |   |   |
| 0                           | .                                     | t    |                                                                                                                                                                                                 |                                                                                                                                                                                                  |    |   |   |   |   |   |   |   |
| 3                           | .                                     | 7    |                                                                                                                                                                                                 |                                                                                                                                                                                                  |    |   |   |   |   |   |   |   |
| <b>Thousands</b>            | Number and place value.               | 4    | The fourth column to the left relative to the decimal point in a number.                                                                                                                        | This number has 4 <b>thousands</b> . <table border="1" data-bbox="1713 641 2060 716"><tr><td>Th</td><td>H</td><td>T</td><td>O</td></tr><tr><td>4</td><td>5</td><td>3</td><td>1</td></tr></table> | Th | H | T | O | 4 | 5 | 3 | 1 |
| Th                          | H                                     | T    | O                                                                                                                                                                                               |                                                                                                                                                                                                  |    |   |   |   |   |   |   |   |
| 4                           | 5                                     | 3    | 1                                                                                                                                                                                               |                                                                                                                                                                                                  |    |   |   |   |   |   |   |   |
| <b>Three-digit (number)</b> | Number and place value.               | 3    | A number comprising of at least one hundred and no more than nine hundreds.                                                                                                                     | 865 is a <b>three-digit</b> number.                                                                                                                                                              |    |   |   |   |   |   |   |   |
| <b>Three-quarter-turn</b>   | Geometry: properties of shapes.       | 3    | A turn of 270°.                                                                                                                                                                                 |                                                                                                              |    |   |   |   |   |   |   |   |
| <b>Time graphs</b>          | Statistics.                           | 4    | A graphical representation of data changing over time.                                                                                                                                          |                                                                                                             |    |   |   |   |   |   |   |   |
| <b>Translation</b>          | Geometry: position and direction.     | 4    | A transformation in which every point of a body moves the same distance in the same direction. A transformation specified by distance and direction (vector).                                   |                                                                                                             |    |   |   |   |   |   |   |   |

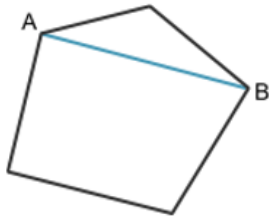
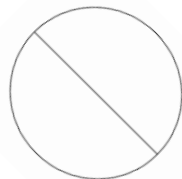
| Word                   | Domain                                             | Year | Meaning                                                                      | Example                                                                                                               |
|------------------------|----------------------------------------------------|------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Trapezium              | Geometry: properties of shapes.                    | 4    | A quadrilateral with exactly one pair of parallel sides.                     |                                    |
| Unit fraction          | Fractions and decimals.                            | 4    | A proper fraction with a numerator of one.                                   | $\frac{1}{4}$ is a <b>unit fraction</b> since it has a numerator of 1.                                                |
| <b>Vertical (line)</b> | Geometry: properties of shapes.                    | 3    | A line at right angles to the horizontal plane.                              | This line is <b>vertical</b> .<br> |
| <b>Whole number</b>    | Number and place value.<br>Fractions and decimals. | 4    | A non-zero number with no digits to the right relative to the decimal point. | 7, 53, 100, 5672 are all <b>whole numbers</b> .                                                                       |

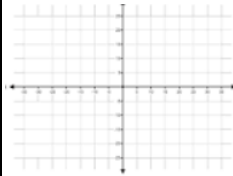
## Upper Key Stage 2

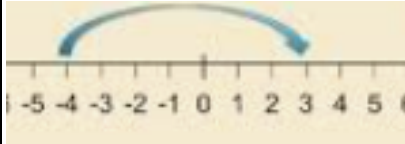
| Word                                          | Domain                                              | Year | Meaning                                                                                                                          | Example                                                                                                                                             |
|-----------------------------------------------|-----------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <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. |
| <b>Circumference</b>                          | Geometry: properties of shapes.                     | 6    | The distance around a circle (its perimeter).                                                                                    |                                                                |

| Word                     | Domain                                                             | Year | Meaning                                                                                                                                                                      | Example                                                                                                 |
|--------------------------|--------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <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.                                                                                                                              |                     |
| 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. |

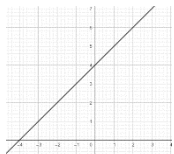
| Word                                     | Domain                            | Year | Meaning                                                                                                                                                                                                                    | Example                                                                              |
|------------------------------------------|-----------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <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.                                                                                                                                                 |   |
| <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.                                                                                                                                                  |  |

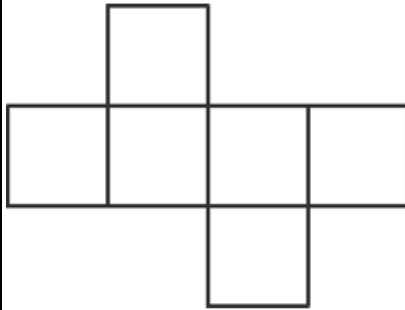
| Word                    | Domain                                        | Year | Meaning                                                                                                                                                                            | Example                                                                                                                          |
|-------------------------|-----------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <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.                                                                                                                 |                                               |
| <b>Diameter</b>         | Geometry: properties of shapes.               | 6    | Any of the chords of a circle or sphere that pass through the centre.                                                                                                              |                                             |

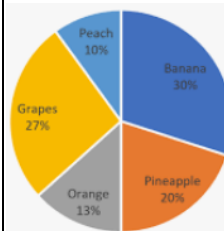
| Word                                  | Domain                                                    | Year | Meaning                                                                                                                                                                                   | Example                                                                                                                       |
|---------------------------------------|-----------------------------------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <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.                                                                                |                                           |
| 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. |

| Word                          | Domain                                               | Year | Meaning                                                                                                                                                                      | Example                                                                                                                              |
|-------------------------------|------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 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.                                                                     |                                                   |
| <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</b>                                                                                                                      |                                                                                                                                      |

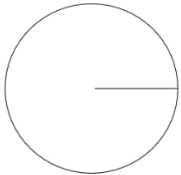
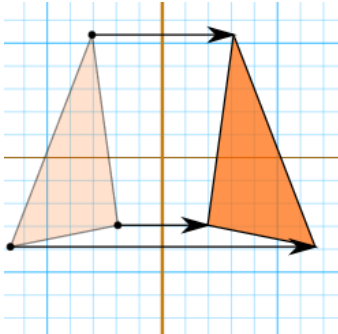
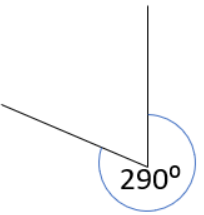


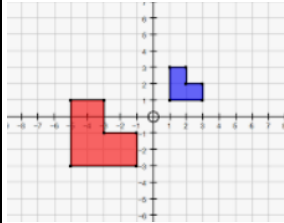
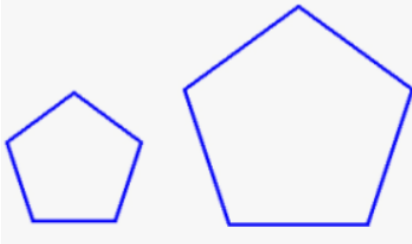
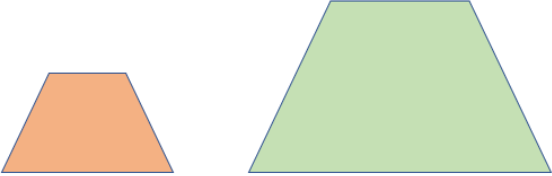
| Word                       | Domain                       | Year | Meaning                                                                                                                                                     | Example                                                                                                                                                                                                                                                                      |
|----------------------------|------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            |                              |      | variable for suitable values of an independent variable are connected by a straight line.                                                                   |                                                                                                                                                                                           |
| <b>Long division</b>       | Multiplication and division. | 6    | A columnar algorithm for division by more than a single digit.                                                                                              | <p><math>432 \div 15</math> becomes</p> $  \begin{array}{r}  28 \cdot 8 \\  15 \overline{) 432 \cdot 0} \\  \underline{30} \phantom{0} \\  132 \phantom{0} \\  \underline{120} \phantom{0} \\  120 \phantom{0} \\  \underline{120} \\  0  \end{array}  $ <p>Answer: 28.8</p> |
| <b>Long multiplication</b> | Multiplication and division. | 5    | A columnar algorithm for multiplication by more than a single digit.                                                                                        | <p><math>124 \times 26</math> becomes</p> $  \begin{array}{r}  124 \\  \times 26 \\  \hline  744 \\  2480 \\  \hline  3224  \end{array}  $ <p>Answer: 3224</p>                                                                                                               |
| <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). | <p>The <b>mean</b> average of 5, 6, 14, 15 and 45 is<br/> <math>(5 + 6 + 14 + 15 + 45) \div 5 = 17</math><br/> 17 is the arithmetic <b>mean</b>.</p>                                                                                                                         |

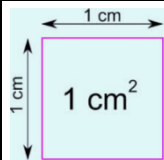
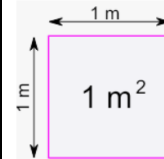
| Word                      | Domain                                               | Year | Meaning                                                                                                   | Example                                                                                                                  |
|---------------------------|------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <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.                                                                                     |
| <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.                                            | $2.97 \times 1042 \approx 3 \times 1000 \approx 3 \times 10^3$<br>The <b>magnitude</b> of this product is thousands.     |

| Word                         | Domain                                               | Year | Meaning                                                                                                                                                                                                                                              | Example                                                                              |
|------------------------------|------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 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>$2 + 12 = 14$       |
| Per cent %                   | Fractions, decimals, and percentages.                | 5    | Out of 100.                                                                                                                                                                                                                                          | From 100 counters, I choose 35.<br>This is 35% of the whole.                         |
| Percentage                   | 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%.                                                                                                                       | $35\% = \frac{35}{100} = 35$ out of 100.                                             |
| Pie chart                    | 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.                  |  |
| Pint                         | Measurement.                                         | 5    | An imperial measure of volume.                                                                                                                                                                                                                       | He drank a <b>pint</b> of lemonade.<br>(1 pint is just over 0.5 litre)               |
| Pound (lb)                   | Measurement.                                         | 5    | An imperial measure of mass.                                                                                                                                                                                                                         | She bought two pounds of potatoes.<br>(1lb is approximately 455 grams)               |

| Word                   | Domain                                | Year | Meaning                                                                                                | Example                                                                                                                           |
|------------------------|---------------------------------------|------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <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. | $\frac{3}{4}$                                                                                                                     |
| 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> .                                                                                   |

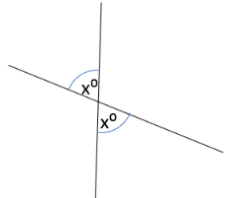
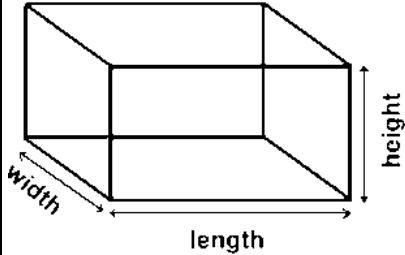
| Word                 | Domain                               | Year | Meaning                                                                                                                                                         | Example                                                                                               |
|----------------------|--------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <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.                                                                                       | $1/3 = 0.33333333.....$                                                                               |
| <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 $360^\circ$ .                                                                                           |                  |

| Word                 | Domain                       | Year | Meaning                                                                                                                                                      | Example                                                                                                                                                                                                                      |
|----------------------|------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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.        |                                                                                                                                           |
| <b>Scale factor</b>  | Ratio and proportion.        | 6    | For two similar geometric figures, the ratio of the corresponding edge lengths.                                                                              | Enlargement<br><b>scale factor 2.</b><br>Each corresponding edge in the larger pentagon is twice the length of the smaller pentagon.<br> |
| <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. |                                                                                                                                         |

| Word                                      | Domain                       | Year | Meaning                                                                                                                                                                            | Example                                                                                                                                         |
|-------------------------------------------|------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <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. | 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>Square centimetre (cm<sup>2</sup>)</b> | Measurement.                 | 5    | A unit of area, a square measuring 1cm by 1cm.                                                                                                                                     |                                                              |
| <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 x 6<br>36 = 6 <sup>2</sup><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 <sup>7</sup> .                                                                     | 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 <sup>4</sup> .                                                                               | 20, 503<br>This number reads <b>twenty thousand</b> , five hundred and three (2 lots of ten thousand).                                          |

| Word                   | Domain                                | Year    | Meaning                                                                                                   | Example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |
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| 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.<br>The third column to the left after the decimal point.                  | 3.658<br>The eight is in the <b>thousandths</b> column.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |
| <b>Timetable</b>       | Statistics.                           | 6       | A table of information showing when things will happen.                                                   | This <b>timetable</b> shows when the trains arrive at each station. <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    |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |
| <b>Unequal sharing</b> | Ratio and proportion.                 | 6       | The sharing of a quantity into parts that are not equal.                                                  | £20 is divided up in the ratio 3:2.<br>For every £3 one person gets, the other person gets £2.<br>This is <b>unequal sharing</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |
| <b>Unknown</b>         | Algebra.                              | 6       | In the context of calculation, the part that is to be worked out using the other known or given elements. | $a + 4 = 10$<br>$a$ is <b>unknown</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |         |         |         |         |         |               |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |               |       |       |       |       |       |              |       |       |       |       |       |               |       |       |       |       |       |                |       |       |       |       |       |           |       |       |       |       |       |                   |       |       |       |       |       |                 |       |       |       |       |       |



| Word                                | Domain                          | Year | Meaning                                                                                              | Example                                                                                        |
|-------------------------------------|---------------------------------|------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <b>Variable</b>                     | Algebra.                        | 6    | A quantity that can take on a range of values, often denoted by a symbol or letter.                  | If $x = 3$ , then $x + 2 = 5$<br>If $x = 4$ , then $x + 2 = 6$<br>$x$ is the <b>variable</b> . |
| <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 ( $\text{cm}^3$ ). |             |

# Glossary index

| Word                      | Domain                           | Section           |
|---------------------------|----------------------------------|-------------------|
| 12-hour clock             | Measurement                      | Lower Key Stage 2 |
| 24-hour clock             | Measurement                      | Lower Key Stage 2 |
| 2-D representation        | Geometry: properties of shapes   | Upper Key Stage 2 |
| 2-D shape                 | Geometry: properties of shapes   | Key Stage 1       |
| 3-D shape                 | Geometry: properties of shapes   | Key Stage 1       |
| Above                     | Geometry: position and direction | Key Stage 1       |
| Acute                     | Geometry: properties of shapes   | Lower Key Stage 2 |
| Addend                    | Addition and subtraction         | Key Stage 1       |
| Addition                  | Addition and subtraction         | Key Stage 1       |
| After                     | Measurement                      | Key Stage 1       |
| Afternoon                 | Measurement                      | Key Stage 1       |
| Algebraically (perimeter) | Measurement                      | Lower Key Stage 2 |
| Altogether                | Addition and subtraction         | Key Stage 1       |
| Am                        | Measurement                      | Lower Key Stage 2 |
| Amount                    | Measurement                      | Key Stage 1       |
| Analogue (clock)          | Measurement                      | Key Stage 1       |

| Word                                   | Domain                                              | Section           |
|----------------------------------------|-----------------------------------------------------|-------------------|
| Analogue clock                         | Measurement                                         | Lower Key Stage 2 |
| Angle                                  | Geometry: properties of shapes                      | Lower Key Stage 2 |
| Angles at a point (on a straight line) | Geometry: properties of shapes                      | Upper Key Stage 2 |
| Angles at a point (on a whole turn)    | Geometry: properties of shapes                      | Upper Key Stage 2 |
| Anti-clockwise                         | Geometry: position and direction                    | Key Stage 1       |
| Area                                   | Measurement                                         | Lower Key Stage 2 |
| Around                                 | Geometry: position and direction                    | Key Stage 1       |
| Array                                  | Multiplication and division                         | Key Stage 1       |
| Associative                            | Addition and subtraction                            | Key Stage 1       |
| Associative                            | Multiplication and division                         | Lower Key Stage 2 |
| Axis (-es)                             | Geometry: position and direction                    | Lower Key Stage 2 |
| Backwards                              | Addition and subtraction                            | Key Stage 1       |
| Bar chart                              | Statistics                                          | Lower Key Stage 2 |
| Before                                 | Measurement                                         | Key Stage 1       |
| Between                                | Geometry: position and direction                    | Key Stage 1       |
| Block diagram                          | Statistics                                          | Key Stage 1       |
| Brackets                               | Addition, subtraction, multiplication, and division | Upper Key Stage 2 |
| Calculate                              | Multiplication and division                         | Key Stage 1       |

| Word                | Domain                           | Section           |
|---------------------|----------------------------------|-------------------|
| Capacity            | Measurement                      | Key Stage 1       |
| Carroll diagram     | Geometry: properties of shapes   | Lower Key Stage 2 |
| Categorical data    | Statistics                       | Key Stage 1       |
| Category            | Statistics                       | Key Stage 1       |
| Centigrade (°c)     | Measurement                      | Key Stage 1       |
| Centimetre (cm)     | Measurement                      | Key Stage 1       |
| Change              | Measurement                      | Key Stage 1       |
| Chronological       | Measurement                      | Key Stage 1       |
| Circle              | Geometry: properties of shapes   | Key Stage 1       |
| Circumference       | Geometry: properties of shapes   | Upper Key Stage 2 |
| Classify            | Geometry: properties of shapes   | Lower Key Stage 2 |
| Clock face          | Measurement                      | Key Stage 1       |
| Clockwise           | Geometry: position and direction | Key Stage 1       |
| Close               | Geometry: position and direction | Key Stage 1       |
| Coin                | Measurement                      | Key Stage 1       |
| Collate             | Statistics                       | Key Stage 1       |
| Column              | Addition and subtraction         | Key Stage 1       |
| Columnar (addition) | Addition and subtraction         | Lower Key Stage 2 |

| Word                     | Domain                                              | Section           |
|--------------------------|-----------------------------------------------------|-------------------|
| Columnar (subtraction)   | Addition and subtraction                            | Lower Key Stage 2 |
| Combination              | Measurement                                         | Key Stage 1       |
| Combine                  | Addition and subtraction                            | Key Stage 1       |
| Common factor            | Addition, subtraction, multiplication, and division | Upper Key Stage 2 |
| Common multiple          | Addition, subtraction, multiplication, and division | Upper Key Stage 2 |
| Commutative              | Addition and subtraction                            | Key Stage 1       |
| Compare                  | Number and place value                              | Key Stage 1       |
| Complement (of a number) | Fractions, decimals, and percentages                | Upper Key Stage 2 |
| Complete turn            | Geometry: properties of shapes                      | Lower Key Stage 2 |
| Composite number         | Multiplication and division                         | Upper Key Stage 2 |
| Composite shape          | Measurement                                         | Upper Key Stage 2 |
| Compound unit (speed)    | Measurement                                         | Upper Key Stage 2 |
| Cone                     | Geometry: properties of shapes                      | Key Stage 1       |
| Conjecture               | Fractions, decimals, and percentages                | Upper Key Stage 2 |
| Container                | Measurement                                         | Key Stage 1       |
| Continuous (quantities)  | Fractions                                           | Key Stage 1       |
| Continuous data          | Statistics                                          | Lower Key Stage 2 |
| Coordinate               | Geometry: position and direction                    | Lower Key Stage 2 |

| Word                      | Domain                               | Section           |
|---------------------------|--------------------------------------|-------------------|
| Coordinate plane          | Geometry: position and direction     | Upper Key Stage 2 |
| Correspondence (problems) | Multiplication and division          | Lower Key Stage 2 |
| Count                     | Number and place value               | Key Stage 1       |
| Cube                      | Geometry: properties of shapes       | Key Stage 1       |
| Cube number               | Multiplication and division          | Upper Key Stage 2 |
| Cubic centimetre          | Measurement                          | Upper Key Stage 2 |
| Cubic metre               | Measurement                          | Upper Key Stage 2 |
| Cuboid                    | Geometry: properties of shapes       | Key Stage 1       |
| Cylinder                  | Geometry: properties of shapes       | Key Stage 1       |
| Date                      | Measurement                          | Key Stage 1       |
| Decimal (mm and cm)       | Geometry: properties of shapes       | Lower Key Stage 2 |
| Decimal fraction          | Fractions, decimals, and percentages | Upper Key Stage 2 |
| Decimal notation          | Fractions and decimals               | Lower Key Stage 2 |
| Decimal place             | Fractions and decimals               | Lower Key Stage 2 |
| Deduction                 | Geometry: properties of shapes       | Upper Key Stage 2 |
| Degree                    | Geometry: properties of shapes       | Upper Key Stage 2 |
| Denomination              | Measurement                          | Key Stage 1       |
| Denominator               | Fractions                            | Lower Key Stage 2 |

| Word                    | Domain                           | Section           |
|-------------------------|----------------------------------|-------------------|
| Derive                  | Addition and subtraction         | Key Stage 1       |
| Diagonal (of a polygon) | Geometry: properties of shapes   | Upper Key Stage 2 |
| Diameter                | Geometry: properties of shapes   | Upper Key Stage 2 |
| Difference              | Addition and subtraction         | Key Stage 1       |
| Difference between      | Addition and subtraction         | Key Stage 1       |
| Digit (value)           | Number and place value           | Key Stage 1       |
| Digital (clock)         | Measurement                      | Lower Key Stage 2 |
| Digital clock           | Measurement                      | Lower Key Stage 2 |
| Dimension               | Measurement                      | Lower Key Stage 2 |
| Direction               | Geometry: position and direction | Key Stage 1       |
| Discrete (quantities)   | Fractions                        | Key Stage 1       |
| Discrete data           | Statistics                       | Lower Key Stage 2 |
| Dissect                 | Geometry: properties of shapes   | Lower Key Stage 2 |
| Distance between        | Addition and subtraction         | Key Stage 1       |
| Distributive law        | Multiplication and division      | Lower Key Stage 2 |
| Dividend                | Multiplication and division      | Key Stage 1       |
| Division                | Multiplication and division      | Key Stage 1       |
| Division sign $\div$    | Multiplication and division      | Key Stage 1       |

| Word                  | Domain                           | Section           |
|-----------------------|----------------------------------|-------------------|
| Doubling              | Multiplication and division      | Key Stage 1       |
| Down                  | Geometry: position and direction | Key Stage 1       |
| Edge (of a 3-d shape) | Geometry: properties of shapes   | Key Stage 1       |
| Enumerate             | Number and place value           | Key Stage 1       |
| Equal (to)            | Number and place value           | Key Stage 1       |
| Equal parts           | Fractions                        | Key Stage 1       |
| Equation              | Algebra                          | Upper Key Stage 2 |
| Equilateral           | Geometry: properties of shapes   | Lower Key Stage 2 |
| Equivalence statement | Multiplication and division      | Upper Key Stage 2 |
| Equivalent (fraction) | Fractions                        | Key Stage 1       |
| Equivalent fraction   | Fractions and decimals           | Lower Key Stage 2 |
| Estimate              | Number and place value           | Key Stage 1       |
| Even                  | Number and place value           | Key Stage 1       |
| Evening               | Measurement                      | Key Stage 1       |
| Event                 | Measurement                      | Key Stage 1       |
| Expression            | Multiplication and division      | Lower Key Stage 2 |
| Face (of a 3-d shape) | Geometry: properties of shapes   | Key Stage 1       |
| Factor (pairs)        | Multiplication and division      | Lower Key Stage 2 |



| Word                | Domain                           | Section           |
|---------------------|----------------------------------|-------------------|
| Far                 | Geometry: position and direction | Key Stage 1       |
| Fewer               | Number and place value           | Key Stage 1       |
| First               | Measurement                      | Key Stage 1       |
| Fluency             | Number and place value           | Key Stage 1       |
| Formula ( e )       | Algebra                          | Upper Key Stage 2 |
| Forwards            | Addition and subtraction         | Key Stage 1       |
| Four quadrants      | Geometry: position and direction | Upper Key Stage 2 |
| Four-digit (number) | Addition and subtraction         | Lower Key Stage 2 |
| Fraction            | Multiplication and division      | Key Stage 1       |
| Gallon              | Measurement                      | Upper Key Stage 2 |
| Generalisation      | Algebra                          | Upper Key Stage 2 |
| Geometric shapes    | Geometry: properties of shapes   | Lower Key Stage 2 |
| Gram (g)            | Measurement                      | Key Stage 1       |
| Greater than >      | Number and place value           | Key Stage 1       |
| Grouping            | Multiplication and division      | Key Stage 1       |
| Half                | Fractions                        | Key Stage 1       |
| Half (past)         | Measurement                      | Key Stage 1       |
| Half (turn)         | Geometry: position and direction | Key Stage 1       |

| Word               | Domain                               | Section           |
|--------------------|--------------------------------------|-------------------|
| Half-turn          | Geometry: properties of shapes       | Lower Key Stage 2 |
| Hands (on a clock) | Measurement                          | Key Stage 1       |
| Heavier (than)     | Measurement                          | Key Stage 1       |
| Heavy              | Measurement                          | Key Stage 1       |
| Height             | Measurement                          | Key Stage 1       |
| Horizontal (line)  | Geometry: properties of shapes       | Lower Key Stage 2 |
| Hours              | Measurement                          | Key Stage 1       |
| Hundred thousand   | Number and place value               | Upper Key Stage 2 |
| Hundreds           | Addition and subtraction             | Lower Key Stage 2 |
| Hundredth          | Fractions and decimals               | Lower Key Stage 2 |
| Imperial units     | Measurement                          | Upper Key Stage 2 |
| Improper fractions | Fractions, decimals, and percentages | Upper Key Stage 2 |
| In front of        | Geometry: position and direction     | Key Stage 1       |
| Inch               | Measurement                          | Upper Key Stage 2 |
| Increase           | Addition and subtraction             | Key Stage 1       |
| Infinite           | Number and place value               | Key Stage 1       |
| Inside             | Geometry: position and direction     | Key Stage 1       |
| Integer            | Multiplication and division          | Lower Key Stage 2 |

| Word                   | Domain                           | Section           |
|------------------------|----------------------------------|-------------------|
| Interpret              | Addition and subtraction         | Key Stage 1       |
| Interpret              | Statistics                       | Key Stage 1       |
| Interval (across zero) | Number and place value           | Upper Key Stage 2 |
| Interval (time)        | Measurement                      | Key Stage 1       |
| Inverse                | Addition and subtraction         | Key Stage 1       |
| Inverse operation      | Addition and subtraction         | Lower Key Stage 2 |
| Irregular              | Geometry: properties of shapes   | Lower Key Stage 2 |
| Isosceles              | Geometry: properties of shapes   | Lower Key Stage 2 |
| Kilogram (kg)          | Measurement                      | Key Stage 1       |
| Kilometre (km)         | Measurement                      | Lower Key Stage 2 |
| Kite                   | Geometry: properties of shapes   | Lower Key Stage 2 |
| Leap year              | Measurement                      | Lower Key Stage 2 |
| Least                  | Number and place value           | Key Stage 1       |
| Left                   | Geometry: position and direction | Key Stage 1       |
| Length                 | Measurement                      | Key Stage 1       |
| Less (than)            | Number and place value           | Key Stage 1       |
| Less than <            | Number and place value           | Key Stage 1       |
| Level of accuracy      | Addition and subtraction         | Upper Key Stage 2 |

| Word                       | Domain                                              | Section           |
|----------------------------|-----------------------------------------------------|-------------------|
| Light                      | Measurement                                         | Key Stage 1       |
| Lighter (than)             | Measurement                                         | Key Stage 1       |
| Line graph                 | Statistics                                          | Upper Key Stage 2 |
| Line of symmetry           | Geometry: properties of shapes                      | Lower Key Stage 2 |
| Linear number sequence     | Number and place value                              | Upper Key Stage 2 |
| Litre (l)                  | Measurement                                         | Key Stage 1       |
| Long (-er)                 | Measurement                                         | Key Stage 1       |
| Long division              | Addition, subtraction, multiplication, and division | Upper Key Stage 2 |
| Long multiplication        | Multiplication and division                         | Upper Key Stage 2 |
| Many-to-one correspondence | Statistics                                          | Key Stage 1       |
| Mass                       | Measurement                                         | Key Stage 1       |
| Mean (average)             | Statistics                                          | Upper Key Stage 2 |
| Measure                    | Fractions                                           | Key Stage 1       |
| Mental (method)            | Addition and subtraction                            | Key Stage 1       |
| Metre (m)                  | Measurement                                         | Key Stage 1       |
| Metric measures            | Measurement                                         | Lower Key Stage 2 |
| Middle                     | Geometry: position and direction                    | Key Stage 1       |
| Midnight                   | Measurement                                         | Lower Key Stage 2 |

| Word                      | Domain                                              | Section           |
|---------------------------|-----------------------------------------------------|-------------------|
| Mile                      | Measurement                                         | Upper Key Stage 2 |
| Millilitre (ml)           | Measurement                                         | Key Stage 1       |
| Millimetres (mm)          | Measurement                                         | Lower Key Stage 2 |
| Million                   | Number and place value                              | Upper Key Stage 2 |
| Minuend                   | Addition and subtraction                            | Key Stage 1       |
| Minus                     | Addition and subtraction                            | Key Stage 1       |
| Minute                    | Measurement                                         | Key Stage 1       |
| Missing (number problems) | Addition and subtraction                            | Key Stage 1       |
| Mixed numbers             | Fractions, decimals, and percentages                | Upper Key Stage 2 |
| Mixed operations          | Addition, subtraction, multiplication, and division | Upper Key Stage 2 |
| Month                     | Measurement                                         | Key Stage 1       |
| More (than)               | Number and place value                              | Key Stage 1       |
| Morning                   | Measurement                                         | Key Stage 1       |
| Most                      | Number and place value                              | Key Stage 1       |
| Motion                    | Geometry: position and direction                    | Key Stage 1       |
| Movement                  | Geometry: position and direction                    | Key Stage 1       |
| Multi-digit number        | Addition, subtraction, multiplication, and division | Upper Key Stage 2 |
| Multiple                  | Number and place value                              | Key Stage 1       |

| Word                    | Domain                           | Section           |
|-------------------------|----------------------------------|-------------------|
| Multiplication (tables) | Multiplication and division      | Key Stage 1       |
| Near                    | Geometry: position and direction | Key Stage 1       |
| Negative (number)       | Number and place value           | Lower Key Stage 2 |
| Net (of a shape)        | Geometry: properties of shapes   | Upper Key Stage 2 |
| Next                    | Measurement                      | Key Stage 1       |
| Non-standard units      | Measurement                      | Key Stage 1       |
| Non-symmetrical (shape) | Geometry: properties of shapes   | Lower Key Stage 2 |
| Non-unit (fraction)     | Fractions                        | Key Stage 1       |
| Note                    | Measurement                      | Key Stage 1       |
| Number                  | Number and place value           | Key Stage 1       |
| Number bonds            | Addition and subtraction         | Key Stage 1       |
| Number-line             | Number and place value           | Key Stage 1       |
| Number-track            | Number and place value           | Key Stage 1       |
| Numeral                 | Number and place value           | Key Stage 1       |
| Numerator               | Fractions                        | Lower Key Stage 2 |
| Object                  | Number and place value           | Key Stage 1       |
| Obtuse                  | Geometry: properties of shapes   | Lower Key Stage 2 |
| O'clock                 | Measurement                      | Key Stage 1       |

| Word                         | Domain                                              | Section           |
|------------------------------|-----------------------------------------------------|-------------------|
| Odd                          | Number and place value                              | Key Stage 1       |
| One less                     | Number and place value                              | Key Stage 1       |
| One more                     | Number and place value                              | Key Stage 1       |
| One third                    | Fractions                                           | Key Stage 1       |
| One-digit                    | Addition and subtraction                            | Key Stage 1       |
| Ones                         | Addition and subtraction                            | Key Stage 1       |
| Operation                    | Addition and subtraction                            | Key Stage 1       |
| Operator (fractions of)      | Fractions                                           | Lower Key Stage 2 |
| Order                        | Number and place value                              | Key Stage 1       |
| Order of magnitude           | Fractions, decimals, and percentages                | Upper Key Stage 2 |
| Order of operations (BODMAS) | Addition, subtraction, multiplication, and division | Upper Key Stage 2 |
| Ordinal numbers              | Number and place value                              | Key Stage 1       |
| Orientation (direction)      | Geometry: position and direction                    | Key Stage 1       |
| Orientation (of a shape)     | Geometry: properties of shapes                      | Key Stage 1       |
| Outside                      | Geometry: position and direction                    | Key Stage 1       |
| Parallel                     | Geometry: properties of shapes                      | Lower Key Stage 2 |
| Parallelogram                | Geometry: properties of shapes                      | Lower Key Stage 2 |
| Partition                    | Number and place value                              | Key Stage 1       |

| Word                | Domain                               | Section           |
|---------------------|--------------------------------------|-------------------|
| Partitioning        | Number and place value               | Lower Key Stage 2 |
| Pattern             | Number and place value               | Key Stage 1       |
| Pence(p)            | Measurement                          | Key Stage 1       |
| Per cent %          | Fractions, decimals, and percentages | Upper Key Stage 2 |
| Percentage          | Fractions, decimals, and percentages | Upper Key Stage 2 |
| Perimeter           | Measurement                          | Lower Key Stage 2 |
| Perpendicular       | Geometry: properties of shapes       | Lower Key Stage 2 |
| Pictogram           | Statistics                           | Key Stage 1       |
| Pictorial           | Number and place value               | Key Stage 1       |
| Pie chart           | Statistics                           | Upper Key Stage 2 |
| Pint                | Measurement                          | Upper Key Stage 2 |
| Place holder (zero) | Number and place value               | Key Stage 1       |
| Place value         | Number and place value               | Key Stage 1       |
| Plot                | Geometry: position and direction     | Lower Key Stage 2 |
| Plus                | Addition and subtraction             | Key Stage 1       |
| Pm                  | Measurement                          | Lower Key Stage 2 |
| Point               | Geometry: position and direction     | Lower Key Stage 2 |
| Polygon             | Geometry: properties of shapes       | Key Stage 1       |



| Word               | Domain                               | Section           |
|--------------------|--------------------------------------|-------------------|
| Polyhedron (-a)    | Geometry: properties of shapes       | Lower Key Stage 2 |
| Position           | Geometry: position and direction     | Key Stage 1       |
| Positive (number)  | Number and place value               | Lower Key Stage 2 |
| Pound (£)          | Measurement                          | Key Stage 1       |
| Pound (lb)         | Measurement                          | Upper Key Stage 2 |
| Powers of 10       | Number and place value               | Upper Key Stage 2 |
| Prime factor       | Multiplication and division          | Upper Key Stage 2 |
| Prime number       | Multiplication and division          | Upper Key Stage 2 |
| Prism              | Geometry: properties of shapes       | Key Stage 1       |
| Programme (robot)  | Geometry: position and direction     | Key Stage 1       |
| Proper (fraction)  | Fractions, decimals, and percentages | Upper Key Stage 2 |
| Proportion         | Fractions and decimals               | Lower Key Stage 2 |
| Proportional graph | Measurement                          | Upper Key Stage 2 |
| Proportionality    | Ratio and proportion                 | Upper Key Stage 2 |
| Protractor         | Geometry: properties of shapes       | Lower Key Stage 2 |
| Put together       | Addition and subtraction             | Key Stage 1       |
| Pyramid            | Geometry: properties of shapes       | Key Stage 1       |
| Quadrant (first)   | Geometry: position and direction     | Lower Key Stage 2 |

| Word                 | Domain                               | Section           |
|----------------------|--------------------------------------|-------------------|
| Quadrilateral        | Geometry: properties of shapes       | Key Stage 1       |
| Quantity             | Number and place value               | Key Stage 1       |
| Quarter              | Fractions                            | Key Stage 1       |
| Quarter (past)       | Measurement                          | Key Stage 1       |
| Quarter (to)         | Measurement                          | Key Stage 1       |
| Quarter (turn)       | Geometry: position and direction     | Key Stage 1       |
| Quotient             | Multiplication and division          | Upper Key Stage 2 |
| Radius               | Geometry: properties of shapes       | Upper Key Stage 2 |
| Ratio (a:b notation) | Ratio and proportion                 | Upper Key Stage 2 |
| Ratio (for every)    | Statistics                           | Key Stage 1       |
| Reason               | Number and place value               | Key Stage 1       |
| Recall               | Addition and subtraction             | Key Stage 1       |
| Record               | Measurement                          | Key Stage 1       |
| Rectangle            | Geometry: properties of shapes       | Key Stage 1       |
| Rectilinear          | Measurement                          | Lower Key Stage 2 |
| Recurring decimal    | Fractions, decimals, and percentages | Upper Key Stage 2 |
| Reflection           | Geometry: properties of shapes       | Upper Key Stage 2 |
| Reflex angle         | Geometry: properties of shapes       | Upper Key Stage 2 |

| Word                    | Domain                           | Section           |
|-------------------------|----------------------------------|-------------------|
| Regular                 | Geometry: properties of shapes   | Lower Key Stage 2 |
| Related fact            | Addition and subtraction         | Key Stage 1       |
| Relative size           | Ratio and proportion             | Upper Key Stage 2 |
| Remainder               | Multiplication and division      | Upper Key Stage 2 |
| Repeated (addition)     | Multiplication and division      | Key Stage 1       |
| Rhombus                 | Geometry: properties of shapes   | Lower Key Stage 2 |
| Right                   | Geometry: position and direction | Key Stage 1       |
| Right-angle             | Geometry: position and direction | Key Stage 1       |
| Roman numeral           | Measurement                      | Lower Key Stage 2 |
| Rotation                | Geometry: position and direction | Key Stage 1       |
| Round (number)          | Number and place value           | Lower Key Stage 2 |
| Ruler                   | Measurement                      | Key Stage 1       |
| Scale drawing           | Measurement                      | Upper Key Stage 2 |
| Scale factor            | Ratio and proportion             | Upper Key Stage 2 |
| Scaled bar chart        | Statistics                       | Lower Key Stage 2 |
| Scalene                 | Geometry: properties of shapes   | Lower Key Stage 2 |
| Scales (weighing)       | Measurement                      | Key Stage 1       |
| Scaling (scale drawing) | Multiplication and division      | Lower Key Stage 2 |

| Word                                 | Domain                         | Section           |
|--------------------------------------|--------------------------------|-------------------|
| Seconds                              | Measurement                    | Key Stage 1       |
| Sequence                             | Measurement                    | Key Stage 1       |
| Sharing                              | Multiplication and division    | Key Stage 1       |
| Short (-er)                          | Measurement                    | Key Stage 1       |
| Short division                       | Multiplication and division    | Lower Key Stage 2 |
| Short multiplication                 | Multiplication and division    | Lower Key Stage 2 |
| Side (of a 2-d shape)                | Geometry: properties of shapes | Key Stage 1       |
| Similar (shape)                      | Geometry: properties of shapes | Key Stage 1       |
| Similar shape                        | Ratio and proportion           | Upper Key Stage 2 |
| Simple rates                         | Multiplication and division    | Upper Key Stage 2 |
| Simplify                             | Fractions and decimals         | Lower Key Stage 2 |
| Size                                 | Geometry: properties of shapes | Key Stage 1       |
| Solution                             | Number and place value         | Key Stage 1       |
| Sphere                               | Geometry: properties of shapes | Key Stage 1       |
| Square                               | Geometry: properties of shapes | Key Stage 1       |
| Square centimetre (cm <sup>2</sup> ) | Measurement                    | Upper Key Stage 2 |
| Square metre (m <sup>2</sup> )       | Measurement                    | Upper Key Stage 2 |
| Square number                        | Multiplication and division    | Upper Key Stage 2 |

| Word                    | Domain                               | Section           |
|-------------------------|--------------------------------------|-------------------|
| Standard units          | Measurement                          | Key Stage 1       |
| Statements              | Addition and subtraction             | Key Stage 1       |
| Subtraction             | Addition and subtraction             | Key Stage 1       |
| Subtrahend              | Addition and subtraction             | Key Stage 1       |
| Sum                     | Addition and subtraction             | Key Stage 1       |
| Symmetrical (shape)     | Geometry: properties of shapes       | Lower Key Stage 2 |
| Symmetry (line)         | Geometry: properties of shapes       | Key Stage 1       |
| Table (statistics)      | Statistics                           | Key Stage 1       |
| Tables (multiplication) | Multiplication and division          | Key Stage 1       |
| Take away               | Addition and subtraction             | Key Stage 1       |
| Tall (-er)              | Measurement                          | Key Stage 1       |
| Tally chart             | Statistics                           | Key Stage 1       |
| Temperature (°c)        | Measurement                          | Key Stage 1       |
| Ten million             | Number and place value               | Upper Key Stage 2 |
| Ten thousand            | Number and place value               | Upper Key Stage 2 |
| Tens                    | Addition and subtraction             | Key Stage 1       |
| Tenth                   | Fractions                            | Lower Key Stage 2 |
| Terminating decimal     | Fractions, decimals, and percentages | Upper Key Stage 2 |

| Word                 | Domain                               | Section           |
|----------------------|--------------------------------------|-------------------|
| Term-to-term rule    | Number and place value               | Upper Key Stage 2 |
| Thermometer          | Measurement                          | Key Stage 1       |
| Thousands            | Number and place value               | Lower Key Stage 2 |
| Thousandths          | Fractions, decimals, and percentages | Upper Key Stage 2 |
| Three-digit (number) | Number and place value               | Lower Key Stage 2 |
| Three-quarter (turn) | Geometry: position and direction     | Key Stage 1       |
| Three-quarters       | Fractions                            | Key Stage 1       |
| Three-quarter-turn   | Geometry: properties of shapes       | Lower Key Stage 2 |
| Time                 | Measurement                          | Key Stage 1       |
| Time graphs          | Statistics                           | Lower Key Stage 2 |
| Timetable            | Statistics                           | Upper Key Stage 2 |
| Today                | Measurement                          | Key Stage 1       |
| Tomorrow             | Measurement                          | Key Stage 1       |
| Top                  | Geometry: position and direction     | Key Stage 1       |
| Total                | Addition and subtraction             | Key Stage 1       |
| Translation          | Geometry: position and direction     | Lower Key Stage 2 |
| Trapezium            | Geometry: properties of shapes       | Lower Key Stage 2 |
| Triangle             | Geometry: properties of shapes       | Key Stage 1       |

| Word                         | Domain                           | Section           |
|------------------------------|----------------------------------|-------------------|
| Two-digit (number)           | Addition and subtraction         | Key Stage 1       |
| Unequal sharing              | Ratio and proportion             | Upper Key Stage 2 |
| Unit fraction                | Fractions and decimals           | Lower Key Stage 2 |
| Unknown                      | Algebra                          | Upper Key Stage 2 |
| Up                           | Geometry: position and direction | Key Stage 1       |
| Variable                     | Algebra                          | Upper Key Stage 2 |
| Vertex (vertices)            | Geometry: properties of shapes   | Key Stage 1       |
| Vertical                     | Geometry: properties of shapes   | Key Stage 1       |
| Vertical (line)              | Geometry: properties of shapes   | Lower Key Stage 2 |
| Vertically opposite (angles) | Geometry: properties of shapes   | Upper Key Stage 2 |
| Volume                       | Measurement                      | Key Stage 1       |
| Volume                       | Measurement                      | Upper Key Stage 2 |
| Week                         | Measurement                      | Key Stage 1       |
| Weight                       | Measurement                      | Key Stage 1       |
| Whole                        | Fractions                        | Key Stage 1       |
| Whole number                 | Fractions and decimals           | Lower Key Stage 2 |
| Whole(turn)                  | Geometry: position and direction | Key Stage 1       |
| Written (method)             | Addition and subtraction         | Key Stage 1       |

| Word      | Domain                   | Section     |
|-----------|--------------------------|-------------|
| Year      | Measurement              | Key Stage 1 |
| Yesterday | Measurement              | Key Stage 1 |
| Zero      | Addition and subtraction | Key Stage 1 |



# 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.

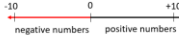
Effective communication in mathematics can be likened to learning a foreign language. We need to be precise when we speak 'mathematics' and we need to interpret the meaning of the words in the context of the subject and of the problem.

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     |
|-------------------------------------------------------------------------------------|-------------|
| one more than                                                                       | $5 + 1 = 6$ |
|  | $5 + 4 = 9$ |

| Word                                                                                 | Example |
|--------------------------------------------------------------------------------------|---------|
| negative number                                                                      | $-5$    |
|  | 2       |

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?

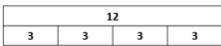
Consider the word *sum*. In everyday speak, we sometimes talk about *doing a sum*, to mean any calculation. We also use it in phrases such as *the sum of all fears* to mean your worst nightmares all in one place and to talk about an amount of money such as *that is a large sum of money*. In mathematics, 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.

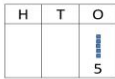
Equally, we can consider the word *difference*. In everyday speak, we use it to compare how people or things are dissimilar.

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.**

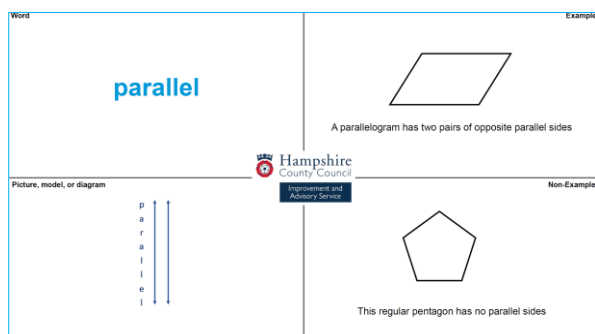
The cards can be used in a variety of ways. Teachers should utilise the resource in such a way that learners are able to collaborate and come to a common understanding as to the meaning and use of a particular mathematical word.

|                                                                                     |                                        |
|-------------------------------------------------------------------------------------|----------------------------------------|
| Word                                                                                | Example                                |
| <b>related fact</b>                                                                 | $3 \times 4 = 12$<br>$12 \div 4 = 3$   |
| Picture, model, or diagram                                                          | Non-Example                            |
|  | $3 \times 4 = 12$<br>$97 + 0.6 = 97.6$ |

|                                                                                      |                              |
|--------------------------------------------------------------------------------------|------------------------------|
| Word                                                                                 | Example                      |
| <b>ones</b>                                                                          | <b>5</b><br><i>Five ones</i> |
| Picture, model, or diagram                                                           | Non-Example                  |
|  | <b>20</b><br><i>Two tens</i> |

## 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 card list

## Key Stage 1

| Domain                           | Year 1 and Year 2                                                                                                            |                                                                                                                            |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Number and place value           | <ul style="list-style-type: none"> <li>• one more than</li> <li>• one less than</li> <li>• number</li> <li>• tens</li> </ul> | <ul style="list-style-type: none"> <li>• ones</li> <li>• greater than</li> <li>• less than</li> </ul>                      |
| Addition and subtraction         | <ul style="list-style-type: none"> <li>• number bond (to 10)</li> <li>• zero</li> <li>• add</li> <li>• subtract1</li> </ul>  | <ul style="list-style-type: none"> <li>• part</li> <li>• whole</li> <li>• inverse</li> </ul>                               |
| Multiplication and division      | <ul style="list-style-type: none"> <li>• array</li> <li>• double</li> <li>• groups of</li> </ul>                             | <ul style="list-style-type: none"> <li>• multiply</li> <li>• divide</li> <li>• equal groups</li> </ul>                     |
| Fractions                        | <ul style="list-style-type: none"> <li>• half</li> <li>• quarter</li> <li>• two-quarters</li> </ul>                          | <ul style="list-style-type: none"> <li>• three-quarters</li> <li>• one whole</li> </ul>                                    |
| Measurement                      | <ul style="list-style-type: none"> <li>• longer</li> <li>• shorter</li> <li>• hour</li> <li>• pound</li> </ul>               | <ul style="list-style-type: none"> <li>• pence</li> <li>• minute</li> <li>• temperature</li> </ul>                         |
| Geometry: properties of shape    | <ul style="list-style-type: none"> <li>• rectangle</li> <li>• square</li> <li>• cube</li> <li>• pyramid</li> </ul>           | <ul style="list-style-type: none"> <li>• 2-D shape</li> <li>• 3-D shape</li> <li>• triangle</li> <li>• cylinder</li> </ul> |
| Geometry: position and direction | <ul style="list-style-type: none"> <li>• whole turn</li> <li>• half turn</li> </ul>                                          | <ul style="list-style-type: none"> <li>• pattern</li> <li>• quarter turn</li> </ul>                                        |
| Statistics                       | <ul style="list-style-type: none"> <li>• tally chart</li> <li>• block diagram</li> </ul>                                     |                                                                                                                            |

## Lower Key Stage 2

| Domain                                      | Year 3 and Year 4                                                                                                    |                                                                                                                   |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Number and place value                      | <ul style="list-style-type: none"> <li>estimate</li> <li>hundreds</li> <li>multiple</li> </ul>                       | <ul style="list-style-type: none"> <li>negative number</li> <li>numeral</li> <li>thousands</li> </ul>             |
| Addition and subtraction                    | <ul style="list-style-type: none"> <li>columnar method</li> <li>difference</li> <li>operation</li> </ul>             | <ul style="list-style-type: none"> <li>sum</li> <li>total</li> </ul>                                              |
| Multiplication and division                 | <ul style="list-style-type: none"> <li>commutative</li> <li>factor (pairs)</li> </ul>                                | <ul style="list-style-type: none"> <li>multiplication table</li> <li>related fact</li> </ul>                      |
| Fractions<br>(including decimals in Year 4) | <ul style="list-style-type: none"> <li>decimal place</li> <li>denominator</li> <li>equivalent</li> </ul>             | <ul style="list-style-type: none"> <li>hundredth</li> <li>numerator</li> <li>tenth</li> </ul>                     |
| Measurement                                 | <ul style="list-style-type: none"> <li>centimetre</li> <li>change (money)</li> <li>gram</li> <li>kilogram</li> </ul> | <ul style="list-style-type: none"> <li>kilometre</li> <li>metre</li> <li>millimetre</li> <li>perimeter</li> </ul> |
| Geometry: properties of shape               | <ul style="list-style-type: none"> <li>angle</li> <li>horizontal</li> <li>parallel</li> <li>perpendicular</li> </ul> | <ul style="list-style-type: none"> <li>quadrilateral</li> <li>symmetry</li> <li>vertical</li> </ul>               |
| Geometry: position and direction            | <ul style="list-style-type: none"> <li>coordinate</li> <li>quadrant</li> </ul>                                       | <ul style="list-style-type: none"> <li>translation</li> </ul>                                                     |
| Statistics                                  | <ul style="list-style-type: none"> <li>bar chart</li> <li>continuous data</li> <li>discrete data</li> </ul>          | <ul style="list-style-type: none"> <li>pictogram</li> <li>time graph</li> </ul>                                   |

# Upper Key Stage 2

| Domain                                                  | Year 5 and Year 6                                                                                                                                                                                    |                                                                                                                                                                                          |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number and place value                                  | <ul style="list-style-type: none"> <li>accuracy</li> <li>hundred thousand</li> <li>million</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>ten million</li> <li>ten thousand</li> </ul>                                                                                                      |
| Addition and subtraction<br>Multiplication and division | <ul style="list-style-type: none"> <li>BODMAS</li> <li>brackets</li> <li>common factor</li> <li>common multiple</li> <li>cube number</li> </ul>                                                      | <ul style="list-style-type: none"> <li>mixed operation</li> <li>prime number</li> <li>remainder</li> <li>round (-ing)</li> <li>square number</li> </ul>                                  |
| Fractions, decimals, and percentages                    | <ul style="list-style-type: none"> <li>decimal (fraction)</li> <li>decimal (place)</li> <li>hundredth</li> <li>improper (fraction)</li> <li>mixed number</li> <li>per cent % (percentage)</li> </ul> | <ul style="list-style-type: none"> <li>proper (fraction)</li> <li>recurring decimal</li> <li>simplify</li> <li>terminating decimal</li> <li>thousandth</li> <li>unit fraction</li> </ul> |
| Ratio and proportion (Year 6)                           | <ul style="list-style-type: none"> <li>ratio notation</li> <li>scale (drawing)</li> <li>unequal sharing</li> </ul>                                                                                   |                                                                                                                                                                                          |
| Algebra (Year 6)                                        | <ul style="list-style-type: none"> <li>equation</li> <li>expression</li> <li>formula (-e)</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>linear sequence</li> <li>variable</li> </ul>                                                                                                      |
| Measurement                                             | <ul style="list-style-type: none"> <li>area</li> <li>cubic centimetre</li> <li>cubic metre</li> <li>inch</li> <li>litre</li> <li>mile</li> </ul>                                                     | <ul style="list-style-type: none"> <li>millilitre</li> <li>pint</li> <li>square centimetre</li> <li>square metre</li> <li>volume</li> </ul>                                              |
| Geometry: properties of shape                           | <ul style="list-style-type: none"> <li>acute</li> <li>circumference</li> <li>diameter</li> <li>dimension</li> <li>irregular (polygon)</li> <li>net (of a shape)</li> </ul>                           | <ul style="list-style-type: none"> <li>obtuse</li> <li>polygon</li> <li>radius</li> <li>reflex</li> <li>regular (polygon)</li> </ul>                                                     |
| Geometry: position and direction                        | <ul style="list-style-type: none"> <li>axis (-es)</li> <li>coordinate plane</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>reflection (of a shape)</li> </ul>                                                                                                                |
| Statistics                                              | <ul style="list-style-type: none"> <li>line graph</li> <li>mean (average)</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>pie chart</li> <li>timetable</li> </ul>                                                                                                           |

# References

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