Courthill Infant School

Mathematics Vocabulary

Year Foundation

Our Rationale for Mathematics Vocabulary:

The national curriculum denotes the importance of spoken language in the maths programme of study. It states, *"The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and present a mathematical justification."*

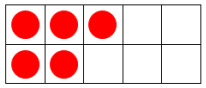
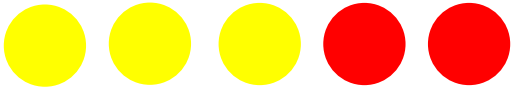
Our aims:

- A clear progression throughout the school, built upon year on year
- Expectation that as well as teaching the year group's vocabulary you must ensure that previous year group's vocabulary is embedded
- Children have secure use of vocabulary and can use it to explain their reasoning and ideas
- No child will be held back in their mathematics learning as a result of lack of understanding of the vocabulary
- New vocabulary is taught in a range of ways through discrete learning and use of stem sentences

Mathematics vocabulary is taught discretely with clear definitions and examples given to the children. Teachers use this wide range of vocabulary when teaching and model it when leading inputs. If children have a barrier with their mathematical vocabulary, this will be supported through targeted provision within lessons or pre teaching the language ahead of the lesson.

This booklet aims to show you, parents and carers, what vocabulary your child should know and be using by the end of foundation. Each page will focus on one area of the maths curriculum. Definitions are given where needed.

Number and Place Value

Count	Number
Represent *To show/demonstrate something in another way* *e.g. I am representing 5 apples as 5 counters*	Whole *All of an object, all of a number* *e.g. the whole number is 5 and I could make this using 2 and 3.*
More	Compare
Less	Order
Most	Answer
Least	All numbers 0 – 20
Tens grid *Used to support composition of number and visualisation of numbers* 	Counters (reversible) *Used to support composition of number* *e.g.* 
Equal	

Addition and Subtraction

Add	Subtract
Adding	Subtracting
More	Take-away
Number sentence *A mathematical equation/calculation* *e.g. 3 + 5 = 8, 8 – 3 = 5*	Left over
Number bond *A pair of numbers that add together to make another number e.g. number bonds to 5 are 5+0, 4+1, 3+2, 2+3, 1+4, 0+5*	Tens grid *See previous page*
Counters (reversible) *See previous page*	

Multiplication and Division

Note: children will not be taught to multiply and divide in foundation but will use the vocabulary below in practical contexts.

Double *A number that is twice as large as the given number e.g. double 2 is 4*	**Group** *A set of objects or pictures*
Share *Splitting/dividing the whole into equal groups*	**Equal**
Whole *See number and place value*	

Measurement

Size	Soon	Tall/er
Weight	Early	Heavy/ier
Height	Morning	Light/er
Length	Afternoon	Today
Order	Evening	Before
Time	Big/ger	After
Object	Small/er	Next
Now	Long/er	Quick
Later	Short/er	Slow

Shape

Shape	Solid
Pattern	Rectangle
Flat	Square
Curved	Circle
Straight	Triangle
Round	

Position and Direction

Over	In	Backwards
Under	Outside	Up
Above	Inside	Down
Below	Beside	To
Top	Next to	From
Bottom	Front	Pattern
Side	Back	
On	Forwards	