

| Ten more/less | To increase/ decrease an amount by 10. |
| :--- | :--- |
| Compare | Estimate, measure or note the similarity or dissimilarity between numbers/ objects/ groups. |
| (In) order/a different order | To arrange in relation to others according to a particular pattern or sequence. |
| Size | The extent of something - how big something is. |
| Value | Numerical worth or amount. |
| Between, halfway between | At, into or a across a space or amount that separates objects or numbers. |
| Above, below | At a higher/ lower level than. |
| Hundred (s) | A number equal to 10 times 10, the first digit in a 3 digit number e.g 324 has 3 hundreds |
| Partition <br> Partitioning | A strategy that splits (partitions) numbers into smaller factors or place values to make calculations <br> easier e.g 156 can be partitioned into 1 hundred, 5 tens and 6 ones. <br> More <br> Less |



| Y1/2 Addition and Subtraction |  |
| :--- | :--- |
| Vocabulary | Definition |
| Number bonds | A mental or pictorial representation of a part-part-whole relationship. |
| A number and the parts that combine to make it. |  |$|$| Aumber line | A line marked with numbers which is useful as a visual aid for calculating and showing relationships <br> between values. |
| :--- | :--- |
| To join two or more numbers or quantities to get one number called the sum or total. |  |
| Add/ Addition | A greater or additional amount. |
| More | Another word for addition. |
| To form something by putting other parts or numbers together. |  |
| Make | The total or whole amount, the result of addition. |
| Sum | The total or whole amount, the result of addition. |
| Total | Another word for total. |
| Altogether | Opposite, reverse operations e.g addition and subtraction are inverse operations; multiplication and <br> division are inverse operations. |
| Inverse | Multiplied by two, twice as much. |
| Double | A double (or 2x) plus 1. Used as a strategy to make calculations easier. |
| Onear double | One of two equal parts. |
| Half/ Halves | Having the same amount or value. |
| Equals/ is the same as | The difference between two quantities or values involves subtraction. <br> The smaller is subtracted from the larger. |
| Difference between | To take one quantity away from another. |
| Subtract/ Take away / Minus |  |



| Y1/2 Multiplication and Division |  |
| :--- | :--- |
| Vocabulary | Definition |
| Odd | A number that is not divisible by 2, odd numbers have 1, 3, 5, 7 or 9 in the ones column. <br> Different to the others in a group. |
| Even | A number that is divisible by 2, even numbers have $0,2,4,6$ or 8 in the ones column. <br> Equal in number, amount or value. |
| Count in twos, threes, fives | To count forwards or backwards from any given number in 2's, 3's or 5's. |
| Count in tens (forwards <br> from/backwards from) | To add or subtract 10 from a given number to facilitate counting forwards or backward in tens. |
| Lots of/ Groups of | Linked to multiplication and division e.g how many groups of 2 are there in 10. |
| Multiple of | A number made by multiplying two whole numbers that are greater than one e.g the multiples of 2 <br> are, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24. |
| Multiply/ Times | A mathematical operation where a number is added to itself a number of times e.g 5 x 3 = 15. |
| Repeated addition | The process of repeatedly adding the same number. Used as a strategy for introducing <br> multiplication. |
| Array | A set of objects or numbers arranged in order, often in rows and columns. |
| Row | Items arranged in a horizontal line. |
| Column | Items arranged in a vertical line. |
| Double | Multiplied by two, twice as much. |
| Halve | To divide into two parts of equal or roughly equal size. |
| Share/ Share equally | To divide into equal groups. |
| Equal groups of | Amounts or parts of a whole amount that are the same. |
| Divide | To share or group a number into equal parts. |
| Left/ Left over | An amount or quantity that remains after the whole has been grouped/ divided/ shared equally. |



| Y1/2 Measure |  |
| :--- | :--- |
| Vocabulary | Definition |
| Full | Containing or holding as much or as many as possible; having no empty space. |
| Half full | Containing half as much as its full capacity. |
| Empty | Containing nothing. |
| Hold | To keep or detain. |
| Container | An object that is used for holding or transporting something. |
| Weigh, weighs | To find out how heavy (someone or something) is, typically using scales. |
| Weight | Having the same weight (mass) on either side. |
| Balance | Of great/ greater/ greatest weight, terms used to compare the weight of different objects. |
| Heavy/ Heavier/ Heaviest | Of little weight, terms used to compare the weight of different objects. |
| Light/ Lighter/ Lightest | A measuring instrument used to determine the weight of an object. |
| Scales | From past to present to future, the interval between two events or the duration of an event. <br> Measured with clocks and other timing devices. <br> Time <br> Dames given to days of the week. Children should know their names and the sequence of the <br> days. They should know which day comes before or after a given day. <br> Monday, Tuesday, etc |
| Seasons: spring, summer, | A season is a period of the year. |


| autumn, winter | Children should know the order of our seasons and be able to describe how the weather changes for each. |
| :---: | :---: |
| Week | A unit of time equal to 7 days. |
| Month | One of twelve time divisions in a year. Approximately the time it takes the moon to orbit the earth. |
| Year | Approximately the time it takes the earth to completely orbit the sun, equal to 12 months, 52 weeks or 365 days. |
| Weekend | The days of Saturday and Sunday. |
| Birthday | The anniversary of the day on which a person was born. |
| Morning | The period of time between midnight and noon. |
| Afternoon | The period time from noon to evening. |
| Evening | The period of time at the end of the day, usually from 6p.m until bed time. |
| Night | The period from sunset to sunrise in every 24 hours. |
| Midnight | Midnight is the middle of the night, 12 o'clock or 0:00 on a 24 hour clock. |
| Today | On or in the course of this present day. |
| Yesterday | The day before today. |
| Tomorrow | The day after today. |
| Before | The time or event that happened earlier than now. |



| After / Next | The time or event following now. |
| :--- | :--- |
| Quick/ Quicker/ Quickest | Moving fast or doing something in a short amount of time. |
| Fast/ Faster/ Fastest | Moving or capable of moving at high speed. |
| Slow/ Slower / Slowest | Moving or operating at low speed. |
| Old / Older/ Oldest | Having lived/ existed for a long time. |
| New/ Newer / Newest | Produced, introduced or discovered recently. |
| Hour | A period of time equal to a twenty-fourth part of a day and night and divided into 60 minutes. |
| O'clock | Half an hour after a stated time. |
| Half past | A mechanical or electrical device for measuring time indicating hours, minutes and sometimes <br> seconds. <br> Clock <br> Used to sequence. <br> First, second, third, etc. <br> Estimate <br> Few/ fewer/ fewest <br> Not enough <br> A small number of. <br> Enough <br> Length <br> Not as much or as many as required. |



| Width | The measurement, extent or distance of something from side to side. How wide something is. |
| :--- | :--- |
| Height | The measurement of something or someone from top to bottom |
| Long / Longer /Longest | Terms used to compare the length of different objects e.g The ruler is longer than the pencil. |
| Short/ Shorter/ Shortest | Terms used to compare the length of different objects e.g The rubber is shorter than the glue stick. |
| Tall / Taller /Tallest | Terms used to compare the height of different objects e.g The teacher is taller than the student. |
| Wide | Of great or more than average width. |
| Narrow | Of small width in relation to length. |
| Metre | The base unit of length. 1 metre $=100$ centimetres = 1000 millimetres <br> 1000 metres $=1$ kilometre |
| Money, coin, penny, pence, <br> pound, price, cost, buy, sell, <br> spend, spent, pay, change. | Terms used in the teaching of British currency. <br> Children should recognise and know the values of British coins and notes and be able to apply their <br> understand to solve problems linked to real life situations e.g buying and selling. |
| Total | The sum or whole amount. The result of addition. |
| Quarter past/ to | 15 minutes to or past the hour, used to describe the time of day |
| Temperature | A measurement of how hot or cold something is measured in degrees using a thermometer. |
| Metres (m) <br> Kilometres (km) | Metric units used for measuring distance <br> 1 metre $=100$ centimetres = 1000 millimetres |
| Gram (g) <br> Kilogram (kg) | The standard metric unit for measuring mass or weight. <br> 1 kilogram = 1000grams metres = 1 kilometre |
| Millilitre (ml) | The standard metric unit for measuring capacity or fluid volume. |







## Y1/2 Problem Solving

Sentence starters and key language children will be using

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| :--- | :--- | :--- | :--- |
| Fit | Say | Talk about | Fill in |
| Arrange | Think | Put | Colour |
| Rearrange | Start from | fit | Tick |
| Change | Start with | Make | Cross |
| Change over | Start at | Build | Draw |
| Split | Cook at | Roxplain | Record |
| Separate | Continue | Copy | Join (up) |
| Carry on | What comes next? | Complete | Count |
| Repeat | Collect | Finish | Answer out |
| Find | Use | Best way | Check |
| Tell me | Different way | Another way |  |
| Describe |  |  |  |
| Same way |  |  |  |



| In order | In a different order | Not all | Every/ Each |
| :---: | :---: | :---: | :---: |
| Predict | Find/ Find all/ Find different | Investigate | Create a rule |
| Equipment children will use to help them solve problems |  |  |  |
| Numberline | Number tracks | 100 square | Number cards |
| Abacus | Counters | Cubes | Blocks |
| Dice | Dominoes | Pegs | Peg board |
| Diennes | Numicon | Place value counters | Bead string |



