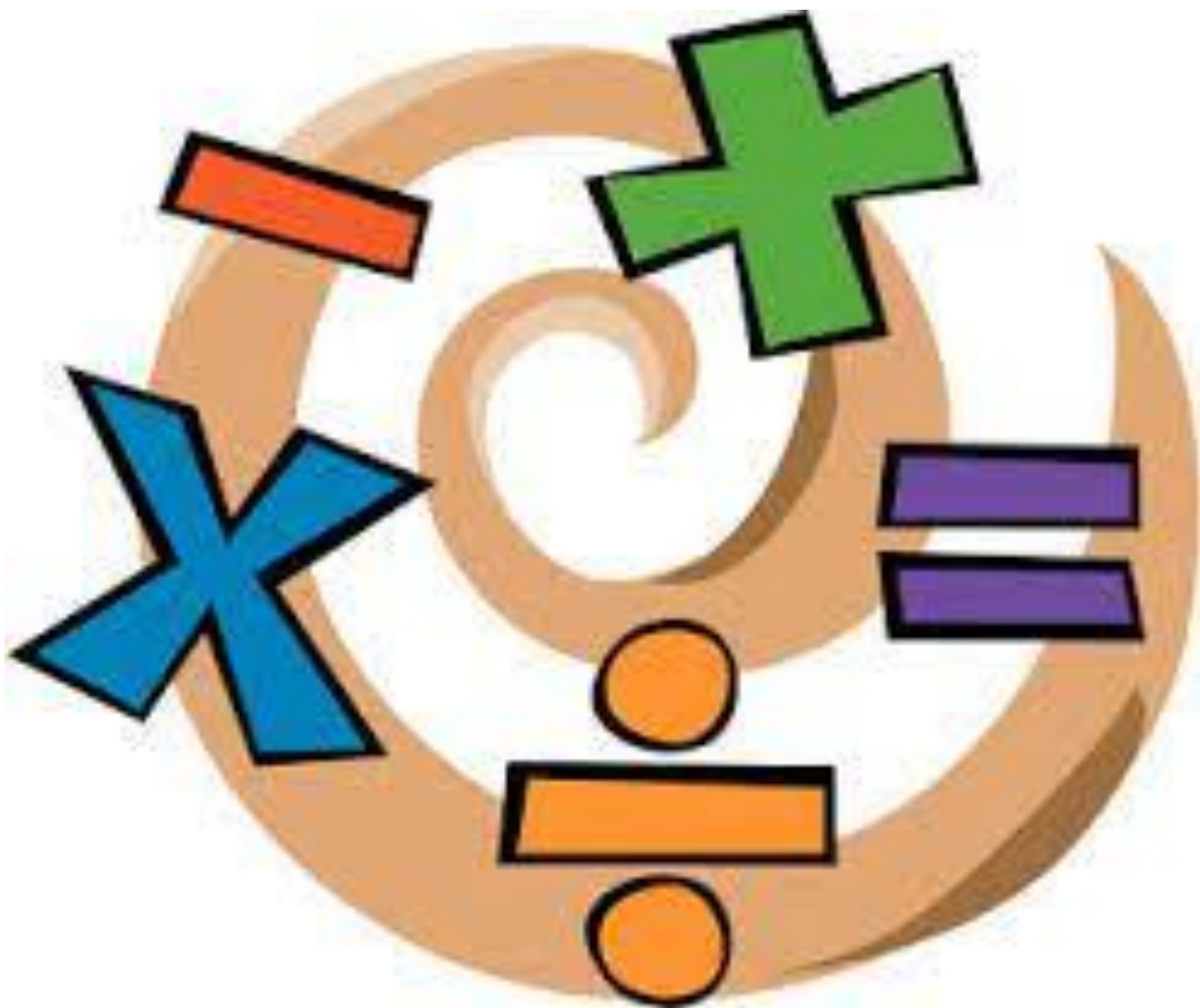



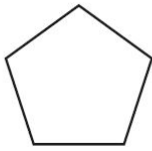
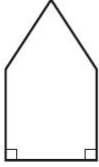

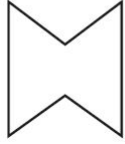






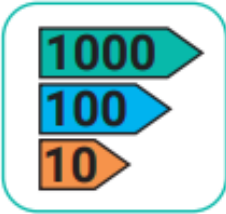


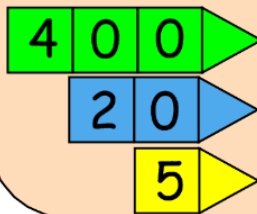
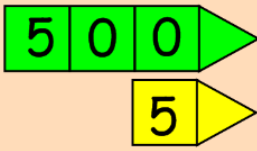
Maths Vocabulary

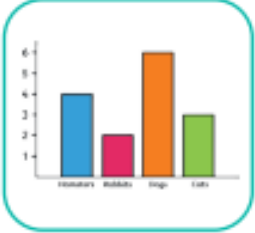
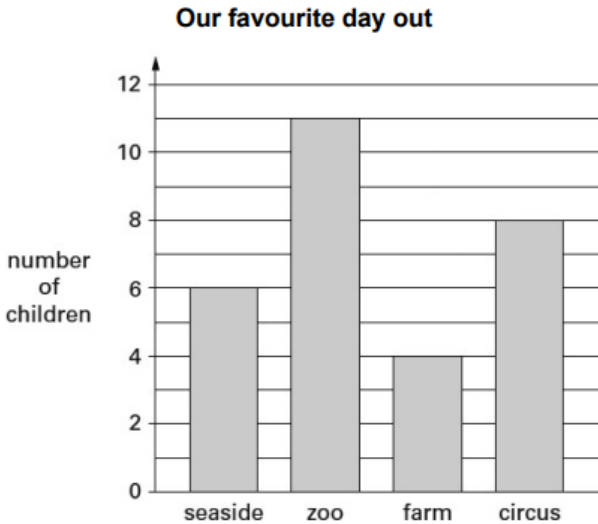
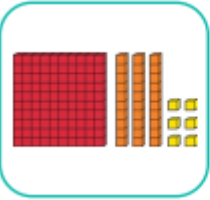
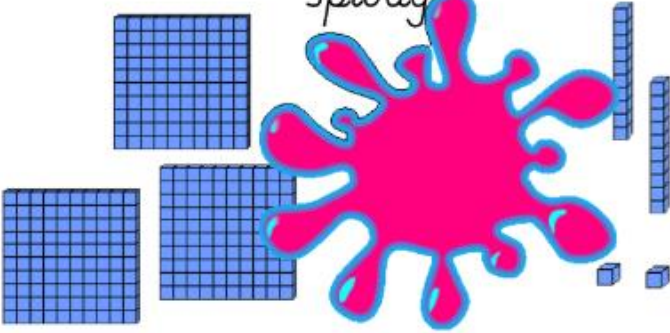

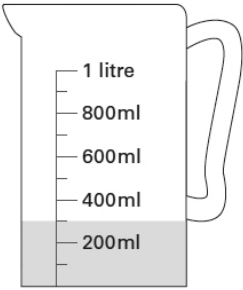

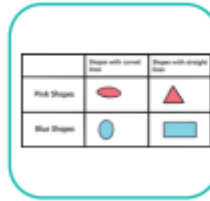
Help Booklet


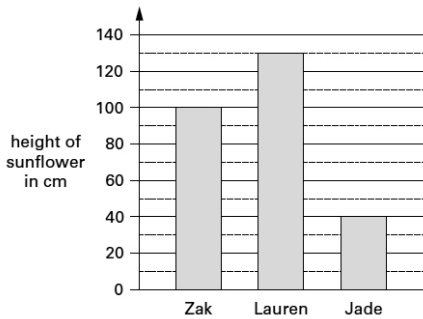





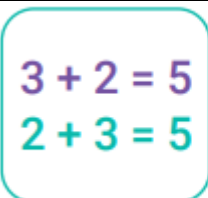









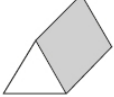






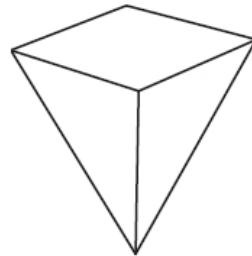
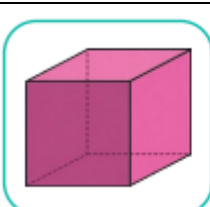









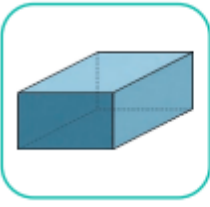
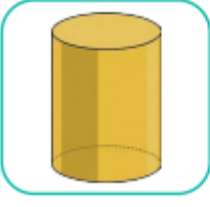
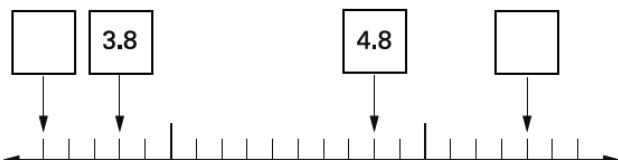


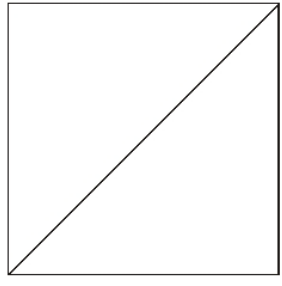
Year 3

Number & Place Value

Vocabulary	Description	Question Type
 <div>acute angle</div>	An angle of less than 90°.	<p>Circle the pentagon with exactly four acute angles.</p> <div>   </div> <div>   </div>
 <div>addition</div>	Finding the total value of two or more numbers. Denoted by the symbol '+'. 	<p>Write in the missing number.</p> $1 + 10 + \boxed{} = 100$
 <div>analogue clock</div>	A clock that uses an hour hand to show the hour and a minute hand to show minutes to and past the hour.	 <p>The time is <input type="text"/> past 5.</p> <p>This can also be written as <input type="text"/> minutes past 5.</p>
 <div>arithmetic</div>	Maths that deals with the properties of numbers and how to calculate using the four operations.	$222 = 100 + \boxed{} + 2$ $\boxed{} - 100 = 150$
 <div>array</div>	A pictorial representation to help children understand multiplication and division. Typically shown as rows of dots, for example 2 × 4 would be shown as two rows of four dots.	<p>Write 2 multiplication facts and 2 division facts for each group of peas.</p> 
 <div>arrow cards</div>	Used to help children understand partitioning and recombining in place value. Each card shows a arrow cards hundreds, tens or ones number.	<div>  <p>Rosie and Alfred use arrow cards to make a number. Who has made the bigger number?</p>  </div> <div>   </div>

<div data-bbox="111 127 348 344">  </div> <div data-bbox="388 201 531 246" data-label="Caption"> <p>bar chart</p> </div>	<p>A chart that displays information using blocks of different heights displayed on axes.</p>	<div data-bbox="1228 97 1686 163" data-label="Text"> <p>The children in Vijay's class vote for their favourite day out. Here are their results.</p> </div> <div data-bbox="1299 181 1858 670" data-label="Figure"> <p>Our favourite day out</p>  </div> <div data-bbox="1228 685 1516 712" data-label="Text"> <p>How many children vote for the zoo?</p> </div>									
<div data-bbox="111 742 306 928">  </div> <div data-bbox="342 813 550 851" data-label="Caption"> <p>base ten blocks</p> </div>	<p>Wooden or plastic cubes, rods and flats used to support children in understanding place value. Each small cube represents 1: a rod represents 10, a flat represents 100 and a large cube represents 1000. Also known as Dienes.</p>	<div data-bbox="1186 744 1896 928" data-label="Text"> <p>William is making 543, can you work out the Base 10 pieces covered by the splodge?</p> </div> <div data-bbox="1171 908 1797 1219" data-label="Image">  </div>									
<div data-bbox="111 1380 306 1584"> <p> $7 + 9 = 7 + (3 + 6)$ $7 + 3 = 10$ $10 + 6 = 16$ </p> </div> <div data-bbox="342 1448 611 1486" data-label="Caption"> <p>bridging through ten</p> </div>	<p>A mental method of adding two numbers whose total is greater than ten. Pupils are taught to count on to the next ten, and then add the remainder of the number to ten. For example, take $7 + 9$: bridging from 7 to 10 requires 3, which leaves 6 (from the original 9). $10 + 6 = 16$.</p>	<div data-bbox="1136 1418 1392 1463" data-label="Equation-Block"> $14 + 15 + 16 =$ </div> <div data-bbox="1499 1389 1768 1501" data-label="Form"> <input type="text"/> </div>									
<div data-bbox="111 1703 306 1890">  </div> <div data-bbox="342 1777 453 1816" data-label="Caption"> <p>capacity</p> </div>	<p>The term used when measuring how much fluid a container can hold. Measured in millilitres and litres.</p>	<div data-bbox="1146 1700 1409 1727" data-label="Text"> <p>Vijay has a jug with some water in.</p> </div> <div data-bbox="1367 1742 1593 2012" data-label="Figure">  </div> <div data-bbox="1146 2027 1566 2053" data-label="Text"> <p>How many more millilitres must he add to make 1 litre?</p> </div>									
<div data-bbox="111 2104 306 2291">  </div> <div data-bbox="342 2169 577 2208" data-label="Caption"> <p>cardinal numbers</p> </div>	<p>Numbers used to count a set of objects and give information about quantity – one, two, three, four and cardinal numbers so on</p>	<p>No specific questions for year 3.</p>									
<div data-bbox="111 2421 306 2608">  </div> <div data-bbox="342 2493 552 2531" data-label="Caption"> <p>Carroll diagram</p> </div>	<p>A way of sorting and presenting information in a table that uses columns and rows.</p>	<div data-bbox="1125 2418 1619 2513" data-label="Text"> <p>Here is a Carroll diagram for sorting numbers. Write these five numbers in the correct places on the diagram.</p> <p>25 247 7002 49 990</p> </div> <div data-bbox="1161 2531 1520 2792" data-label="Table"> <table> <tr> <th></th><th>odd</th><th>not odd</th></tr> <tr> <th>a 3-digit number</th><td></td><td></td></tr> <tr> <th>not a 3-digit number</th><td></td><td></td></tr> </table> </div>		odd	not odd	a 3-digit number			not a 3-digit number		
	odd	not odd									
a 3-digit number											
not a 3-digit number											

 <p>chart</p>	Another term for a graph or other way of presenting information.	<p>Three children measure the height of their sunflowers.</p> <p>Here are the results.</p>  <p>height of sunflower in cm</p> <p>Zak Lauren Jade</p> <p>How tall is Lauren's sunflower?</p>								
 <p>clockwise, anticlockwise</p>	A way of indicating the direction of a turn. Clockwise involves a turn to the right as if following the hands of a clock; anticlockwise involves a turn to the left, against the direction of a clock's hands	<table><tr><th>Starting Shape for Each Instruction</th><th>Half Turn Clockwise</th><th>Whole Turn Anti-Clockwise</th><th>Three Quarter Turn Clockwise</th></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Starting Shape for Each Instruction	Half Turn Clockwise	Whole Turn Anti-Clockwise	Three Quarter Turn Clockwise				
Starting Shape for Each Instruction	Half Turn Clockwise	Whole Turn Anti-Clockwise	Three Quarter Turn Clockwise							
										
 <p>column method</p>	A method of calculation where the numbers to be added or subtracted are set out above one another in columns. The calculation is done by 'regrouping' or 'exchanging' numbers from column to column.	<p>546 + 423 =</p> <div></div>								
 <p>commutativity</p>	Addition and multiplication have the property of commutativity. This means that when two numbers are added or multiplied, this can be done in any order and the same answer will be obtained. 3 + 2 = 5 and 2 + 3 = 5. 4 x 6 = 24 and 6 x 4 = 24. Subtraction and division are not commutative.	<p>Circle the groups on the array and circle the groups in a different way on the second array. Write sentences for what you see.</p> <div><div><p>_____ x _____ = _____</p><p>_____ x _____ = _____</p></div><div><p>_____ ÷ _____ = _____</p><p>_____ ÷ _____ = _____</p></div></div>								
 <p>complementary addition</p>	Also known as the 'jump method'. A method of addition using a number line where children are taught to start with the largest number in the calculation and count on along the number line to find the total.	<p>234 + 5 =</p> <div></div>								
 <p>concrete materials</p>	Anything which children may use to help them carry out practical maths activities, e.g. counters to help with addition, cubes and rods for place value or playdough to make 3D shapes.									
 <p>cone</p>	A 3D shape with one face, one edge and one curved surface which ends in an apex or point.	<div><div><p>A</p></div><div><p>B</p></div><div><p>C</p></div><div><p>D</p></div><div><p>E</p></div></div> <p>Which shape has exactly 5 faces?</p> <p>Write the letter.</p>								

	converting into the same units	Understanding the connection between units of measurement and how they can be converted one to another. For example, length can be measured in centimetres or metres; there are 100cm in a metre. 500cm = 5m	<p>The tree outside Cecily's house is 308cm tall.</p> <p>Cecily's bedroom window is 3m 68cm from the ground.</p>  <p>How much taller must the tree grow to reach the bottom of Cecily's bedroom window?</p>																
	corner	Also known as a vertex. The place on a 3D shape where three or more edges meet. Also used to describe the angles of a 2D shape where two sides meet. DfE guidance from 2020 states that from Y2 onwards all children should be using the terminology of vertex/ vertices, and not 'corners'.	<p>How many vertices does a square-based pyramid have?</p> 																
	cube	A 3D shape with six square faces, 12 edges and eight vertices.	<p>Write the missing numbers in the 2 empty boxes.</p> <table><tr><td></td><td>Number of square faces</td><td>Number of triangular faces</td><td>Number of circular faces</td></tr><tr><td>cube </td><td></td><td>0</td><td>0</td></tr><tr><td>pyramid </td><td>1</td><td>4</td><td>0</td></tr><tr><td>cylinder </td><td>0</td><td>0</td><td></td></tr></table>		Number of square faces	Number of triangular faces	Number of circular faces	cube 		0	0	pyramid 	1	4	0	cylinder 	0	0	
	Number of square faces	Number of triangular faces	Number of circular faces																
cube 		0	0																
pyramid 	1	4	0																
cylinder 	0	0																	
	cuboid	A 3D shape with six faces (all of which are rectangular, some of which may be square), 12 edges and eight cuboid vertices.																	
	cylinder	A 3D shape with two circular faces, one curved surface, two curved edges and no vertices.																	
1.6	decimal	Numbers are referred to as decimal if they contain a decimal point and represent an integer plus a fraction (tenths, hundredths, etc). For example, 5.2 or 6.08.	<p>Here is part of a number line.</p> <p>Write the missing numbers in the two empty boxes.</p> 																
	denominator	The 'bottom number' in a fraction. This describes how many equal parts the whole has been divided into.	<p>Which is larger, $\frac{6}{8}$ or $\frac{3}{8}$?</p> <p>Explain how you know.</p>																
	diagonal	A straight line that joins two vertices of a shape that are not next to each other.	 <p>Measure accurately the length of the diagonal of this square.</p> <p>Give your answer in centimetres.</p>																



digital clock

A clock that tells the time using numbers only

Mark got into the pool at 3.30 pm.

3 : 30



He was in the pool for 40 minutes.
At what time did he get out?



division

Division in maths is the process of breaking a number up into equal parts, finding out how many equal parts can be made and whether there is a remainder. For example, dividing 15 by 3 means splitting 15 into 3 equal groups of 5 or 5 equal groups of 3. Division is represented by the symbol '÷' or sometimes '/'

39 ÷ 3 =

16 ÷ 4 = 4

division fact

A division calculation related to the times tables. For example, the division fact 16 ÷ 4 = 4 is related to the 4 division fact times table.

16 ÷ 4 =

10 ÷ 5

divisor

The number of groups that a number is divided into in a division calculation. E.g. in the calculation 10 ÷ 5, the divisor is 5.

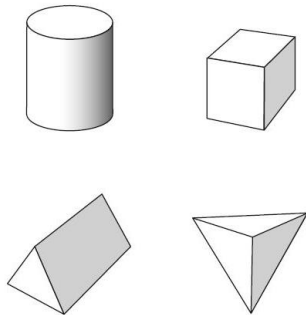
No specific questions to year 3.



edge

The place on a 3D shape where two faces or surfaces meet.

Two shapes have more than 8 edges.
Tick them.



10 + 2 = 8 + 4

equation

A calculation where both sides are equal. equation For example: 10 + 2 = 8 + 4.

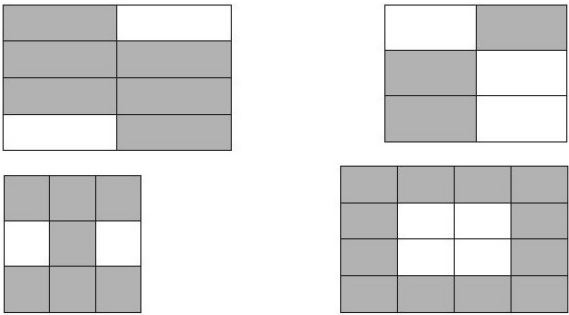
16 + 26 = + 27


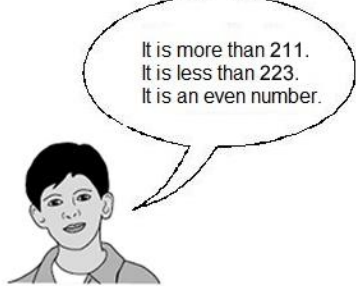












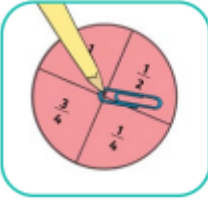



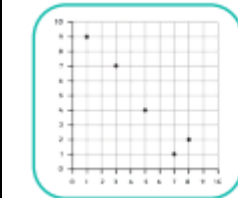
equivalent fractions

Two or more fractions that are equal. They represent the same amount, but have been divided into different numbers of equal parts. For example, 1/3 is the same as 2/6 and 4/12.

Tick the shape that has 1/2 shaded.



<div><div>?</div><div>estimate</div></div>	Sometimes called an ‘educated guess’. Estimating is roughly guessing a number of objects or the answer to a calculation based on existing knowledge.	<div>Dan’s book has 42 pages.</div> <div></div> <div>Dan has read about half the number of pages.</div> <div>About how many pages could this be?</div> <div>Circle the number.</div> <div>10 20 30 40 50</div>																
<div><div>246 810</div><div>even numbers</div></div>	Numbers that are divisible by two with no remainder. Even numbers always end with 0, 2, 4, 6 or 8.	<div>Write the number Divan might be thinking of.</div> <div></div> <div>It is more than 211. It is less than 223. It is an even number.</div>																
<div><div>43 = 40 + 3 26 = 20 + 6</div><div>expanded notation</div></div>	Writing calculations where the numbers have been partitioned. For example, 43 + 26 could be written as 40 + 3 + 20 + 6.																	
<div><div></div><div>face</div></div>	Any flat surface of a 3D shape. Faces can be many different shapes.	<div>Write the missing numbers in the 2 empty boxes.</div> <table><thead><tr><th></th><th>Number of square faces</th><th>Number of triangular faces</th><th>Number of circular faces</th></tr></thead><tbody><tr><td>cube </td><td></td><td>0</td><td>0</td></tr><tr><td>pyramid </td><td>1</td><td>4</td><td>0</td></tr><tr><td>cylinder </td><td>0</td><td>0</td><td></td></tr></tbody></table>		Number of square faces	Number of triangular faces	Number of circular faces	cube 		0	0	pyramid 	1	4	0	cylinder 	0	0	
	Number of square faces	Number of triangular faces	Number of circular faces															
cube 		0	0															
pyramid 	1	4	0															
cylinder 	0	0																
<div><div></div><div>finding the difference</div></div>	A way of carrying out subtraction calculations by finding the numerical difference between two numbers. For example, to solve the calculation 47 - 34, we can find the difference between 34 and 47. Most often taught by using a number line to count on from the smaller to the greater number. See also jump method.	<div>82 - 49 =</div> <div></div>																
<div><div></div><div>fraction</div></div>	A fraction is a number that represents part of a whole. It is represented using a numerator and denominator, e.g. fraction 1/2, 3/4.	<div>Sarah has a bag of 24 marbles.</div> <div>$\frac{1}{3}$ of the marbles are red.</div> <div>How many marbles are red?</div>																
<div><div></div><div>geometry</div></div>	The study of shape, position and movement. Includes aspects such as 2D and 3D shapes, angles, symmetry, geometry pattern, tessellation, turns and position.																	



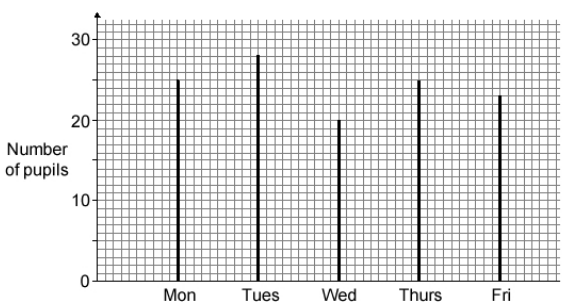
graph

A pictorial way of representing and comparing information. Types taught in primary school include block graphs, bar charts, pictograms, pie charts and line graphs.

How many pupils?

This question is about pupils in class 7Y.

The graph shows how many of these pupils were at school each day.



(a) On which days were only 25 pupils at school?



greater than (>) and less than (<)

Symbols used to compare numbers. The wide end of the symbol always faces the larger number, e.g. $25 > 10$. Also known as inequality symbols or comparison symbols.

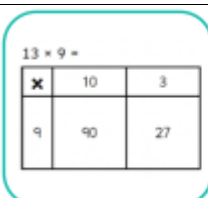
Here are some signs.



Write the correct sign in each box.

$10 + 5$ 10×5

2×6 $6 + 6$



grid method

The grid method is a written technique used to teach children multiplication. It involves partitioning numbers into tens and units before they are multiplied, and placing them in a grid. The numbers are then multiplied two by two and the results are added together to give a total answer.

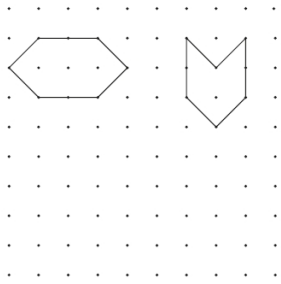
$56 \times 5 =$



hexagon

A 2D shape with six sides and six vertices.

Use the dots to draw a **different** hexagon. You may use a ruler.



horizontal

A horizontal line runs from left to right. It can join equivalent points on two opposite sides of a shape.

Match the image to the correct statement.

A	B	C	D
1	2	3	4
4 horizontal lines 4 vertical lines	2 horizontal lines 2 vertical lines	3 horizontal lines 2 vertical lines	2 horizontal lines 0 vertical lines



integer

See whole number. Integers can be positive or negative. 0 is also an integer but is neither positive nor negative

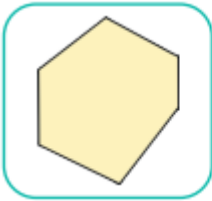

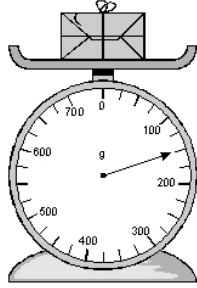

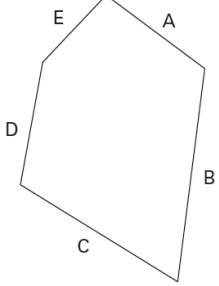


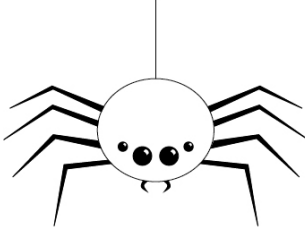
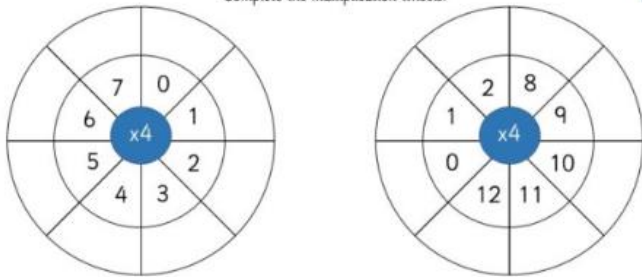


inverse operation

The operation opposite to a given operation. Addition is the inverse of subtraction and multiplication is the inverse of division. So for the calculation $4 + 3 = 7$, the following calculations also apply: $3 + 4 = 7$ (commutativity), $7 - 4 = 3$ and $7 - 3 = 4$. For the calculation $3 \times 2 = 6$, we can also say $2 \times 3 = 6$ (commutativity), $6 \div 2 = 3$ and $6 \div 3 = 2$.

Use the inverse operation to complete the calculations below.

A.	<input type="text"/>	+	432	=	566
B.	67	+	<input type="text"/>	=	93
C.	<input type="text"/>	-	341	=	395
D.	<input type="text"/>	-	36	=	46

 <p>irregular shapes</p>	<p>2D shapes whose sides and angles are not all equal.</p>	
 <p>mass</p>	<p>A measurement of the quantity of matter in an object, measured for example in grams (g) and kilograms (kg). The word 'weight' is used in year 1, however from year 2 onwards the word 'mass' should be used, as these are technically not the same thing.</p>	<p>(a) What is the mass of this parcel?</p> 
 <p>measurement</p>	<p>In maths, children learn about different forms of measurement including length, mass, capacity and measurement volume, time and temperature.</p>	 <p>Two sides of the shape are the same length. Use a ruler to find them.</p>
 <p>mental method</p>	<p>Calculations and problem-solving carried out mentally without the need to write down any working-out.</p>	<p>$824 - 200 =$ </p>
<p>$4 \times 5 = 20$ $20 \div 4 = 5$ $20 \div 5 = 4$</p> <p>multiple</p>	<p>A multiple is a number that can be divided by another number a certain number of times without a remainder. In the number sentence $4 \times 5 = 20$, 20 is a multiple of 4 and a multiple of 5.</p>	<p>Circle all the numbers that are multiples of four.</p> <p>8 24 5 30 12</p>
 <p>multiplication</p>	<p>Finding how many altogether in a given number of groups of equal sizes. Represented by the symbol 'x'.</p>	<p>A spider has 8 legs.</p>  <p>If there are 5 spiders, how many legs are there altogether?</p>
<p>$3 \times 3 = 9$</p> <p>multiplication fact</p>	<p>A multiplication calculation from the multiplication tables, including its answer. For example, $3 \times 3 = 9$.</p>	<p>Complete the multiplication wheels.</p> 
<p>$1 \times 1 = 1$ $2 \times 2 = 4$ $3 \times 3 = 9$</p> <p>multiplication tables</p>	<p>The multiplication calculations for all numbers from 1×1 to 12×12. Usually grouped by the number being multiplied. Children begin by learning the $2\times$, $5\times$ and $10\times$ tables, and the English curriculum requires that multiplication tables and the related division facts are known by heart by the end of year 4</p>	
<p>$9 + 1 = 10$ $8 + 2 = 10$ $7 + 3 = 10$</p> <p>number bonds</p>	<p>Pairs of numbers that add up to a specific number. For example, the number bonds of 10 are $10 + 0$, $9 + 1$, $8 + 2$, $7 + 3$, $6 + 4$ and $5 + 5$. Children are taught these bonds early on as they help calculation skills and also show patterns that are repeated for other number bonds, for example of 20 or 100.</p>	



number facts

Basic addition, subtraction, multiplication and division facts that children should learn to recall instantly to support more complex calculations

100	
75	

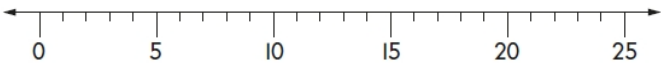
75 + ____ = 100
____ + 75 = 100
100 - 75 = ____
100 - ____ = 75



number line

A visual representation of numbers along a horizontal line. Can start at zero or represent a set of numbers from elsewhere in the number system. Used to support counting, place value and calculation skills.

Kiz worked out the answer to 7×3 on a number line.
Show how Kiz could have worked out the answer on this number line.



number square

A set of numbers written in sequence in a square format. Often used with numbers from 1 to 100, it is a valuable primary school teaching aid as it teaches number sequences and patterns as well as basic addition and subtraction.



numerator

The top number in a fraction. This describes how many of the equal parts are being counted.



oblong

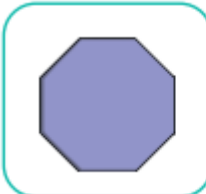
A quadrilateral with two pairs of parallel sides and adjacent sides of different lengths. (Referred to as a rectangle in the UK.)



odd numbers

Whole numbers that are not exactly divisible by 2. Odd numbers always end in 1, 3, 5, 7 or 9.

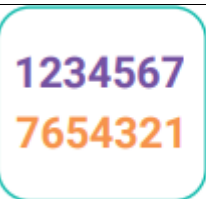
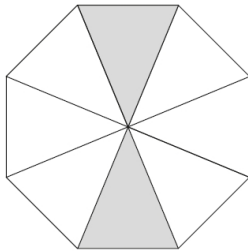
The first **five** odd numbers add up to 25
What do the first **six** odd numbers add up to?



octagon

A 2D shape with eight sides and eight vertices.

This shape is divided into equal parts.
What fraction of this shape is shaded?



ordering

Putting numbers in the correct order according to size. Ascending order goes from smallest to greatest; descending order goes from greatest to smallest. Ordering also involves using the greater than, less than and equals symbols ($>$, $<$ and $=$).

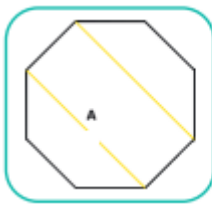
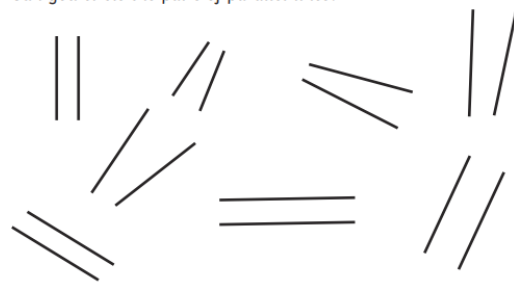
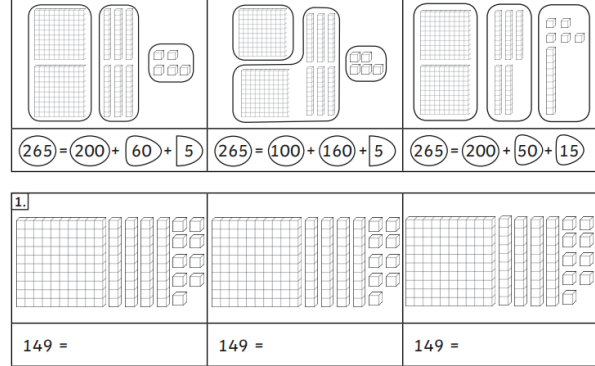
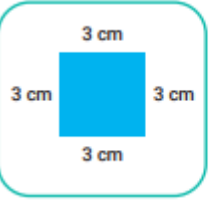
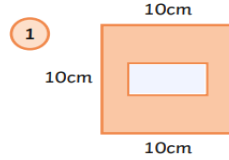
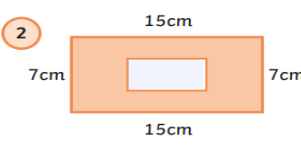

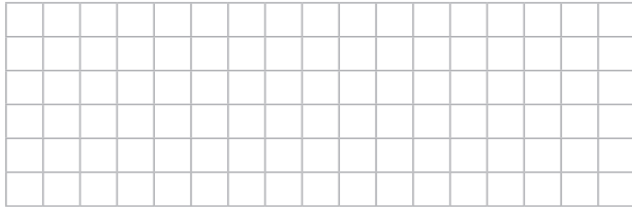












Write these numbers in order of size, starting with the smallest.


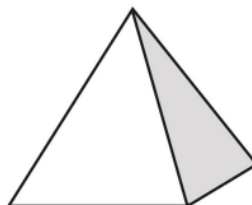

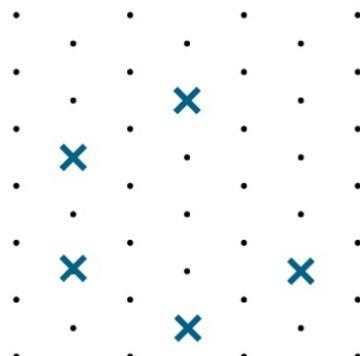
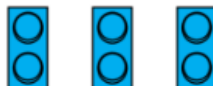
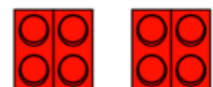



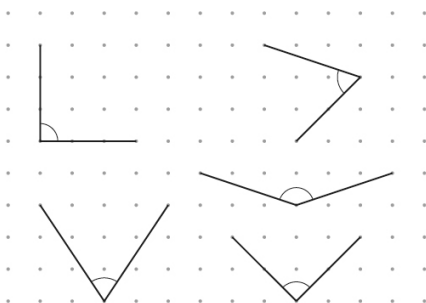




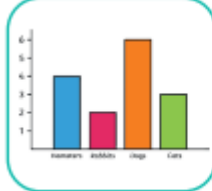
801	1081	810	108	180
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
smallest				largest



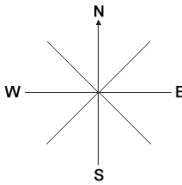
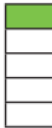



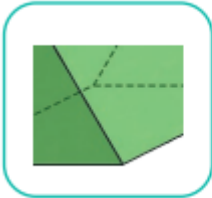
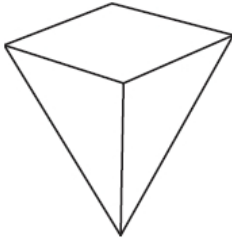










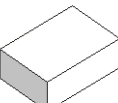
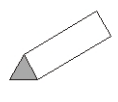
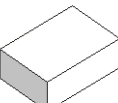
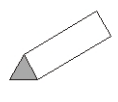
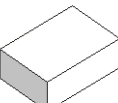
ordinal numbers

Numbers that indicate order - 1st, 2nd, 3rd, etc.

	parallel	Lines that are always the same distance apart and will never meet.	<p>Can you circle the pairs of parallel lines?</p> 																																																						
<div>7 = 700 8 = 80 2 = 2</div>	partitioning	See also recombining. Partitioning is dividing a number into the individual values of its digits. For example, 782 can be partitioned into 700 + 80 + 2. We can use partitioning to help children to understand the values of these digits.																																																							
	perimeter	The distance all the way around a 2D shape – the total length of its sides.	<p>Calculate the perimeter of each shape. Type your answer in the box.</p> <div><div>1</div><div>2</div></div>																																																						
	perpendicular	Lines that cross each other at a right angle are perpendicular.	<p>Draw a shape that has both parallel and perpendicular lines. Use a ruler.</p> 																																																						
	pictogram	A chart or graph that uses pictures to represent data. They are set out the same way as bar charts but use pictures instead of bars. Each picture could represent one item or more than one.	<p>Look at this pictogram.</p> <p>Number of children in Class 5</p> <table><tr><td>girls</td><td></td></tr><tr><td>boys</td><td></td></tr></table> <p>Key</p> <table><tr><td></td><td>2 children</td></tr><tr><td></td><td>1 child</td></tr></table> <p>There are 12 boys in Class 5.</p> <p>Show this on the pictogram.</p>	girls		boys			2 children		1 child																																														
girls																																																									
boys																																																									
	2 children																																																								
	1 child																																																								
<div>6 = 600 2 = 20 7 = 7</div>	place value	The value of all the digits in a number. For example, in the number 627, the 6 is worth 600, the 2 is worth 20 and the 7 is worth 7.	<p>Using grids</p> <p>The grid shows the number 591</p> <table><tr><td>100</td><td>200</td><td>300</td><td>400</td><td>500</td><td>600</td><td>700</td><td>800</td><td>900</td></tr><tr><td>10</td><td>20</td><td>30</td><td>40</td><td>50</td><td>60</td><td>70</td><td>80</td><td>90</td></tr><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></tr></table> <p>(a) Show the number 460 on the grid below.</p> <table><tr><td>100</td><td>200</td><td>300</td><td>400</td><td>500</td><td>600</td><td>700</td><td>800</td><td>900</td></tr><tr><td>10</td><td>20</td><td>30</td><td>40</td><td>50</td><td>60</td><td>70</td><td>80</td><td>90</td></tr><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></tr></table>	100	200	300	400	500	600	700	800	900	10	20	30	40	50	60	70	80	90	1	2	3	4	5	6	7	8	9	100	200	300	400	500	600	700	800	900	10	20	30	40	50	60	70	80	90	1	2	3	4	5	6	7	8	9
100	200	300	400	500	600	700	800	900																																																	
10	20	30	40	50	60	70	80	90																																																	
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10	20	30	40	50	60	70	80	90																																																	
1	2	3	4	5	6	7	8	9																																																	
	polygon	A 2D shape with straight sides that are fully closed (they join up). A polygon can have any number of sides. Examples of polygons include triangles, squares, hexagons and so on.																																																							
	pyramid (square-based)	A 3D shape with four triangular faces, one square face and five vertices.																																																							

	pyramid (triangular-based)	A 3D shape with four triangular faces and four vertices.	 <div>What are the properties of a pyramid?</div> <div><div></div><div></div><div></div><div></div></div>								
	regular shapes	2D shapes with closed sides, where all sides are the same length and all angles are the same.	Here are 5 vertices of a regular hexagon . Mark the sixth vertex and join the points to draw the hexagon. <div></div>								
<div>2 + 2 2 + 2</div>	repeated addition	A way of teaching about multiplication as the repeated grouping of the same number. For example, 4×2 is the same as four groups of 2, or $2 + 2 + 2 + 2$.	<div> $2 + 2 + 2 = \square$ $3 \times 2 = \square$</div> <div> $4 + 4 = \square$ $2 \times 4 = \square$</div>								
<div>15 - 5 - 5 - 5 = 0</div>	repeated subtraction	A way of teaching about division as the repeated subtraction of the same number down to zero. For example, $15 \div 5$ is the same as 15 shared into 3 groups of 5, or $15 - 5 - 5 - 5 = 0$.	<div> $3 + 3 = \square$ $2 \times 3 = \square$</div> <div> $3 + 3 + 3 = \square$ $3 \times 3 = \square$</div>								
	right angle	An angle of exactly 90° . The two lines that make a right angle are perpendicular. A right angle can also be known as a quarter turn, because it is one quarter of a full turn.	Here are some angles. Tick (✓) the two right angles. <div></div>								
	sharing	Children learn early on how to share a number of objects into equal groups. This develops an early understanding of division.	There are 24 strawberries in a tub. I share them equally between the 4 people in my family. <div></div> How many does each person get?								
	side	One of the lines, straight or curved, which encloses a 2D shape.	One side of a square is 5 cm long. What is the total length around all it sides?								
	standard and non-standard units	Standard units are the common units used in measurement, for example centimetres, litres or grams. Non-standard units are used for measurement with younger children, to introduce them to the concept of measuring - for example, they might investigate how many cupfuls of sand fill a bucket, or how many cubes weigh the same as a book.	<div>2. Fill the following three containers using a spoon. Write the items in order in the table below, from largest capacity to smallest.</div> <div>teacup, egg cup, bottle cap</div> <table><tr><th>Container</th><th>Number of spoons</th></tr><tr><td>1.</td><td></td></tr><tr><td>2.</td><td></td></tr><tr><td>3.</td><td></td></tr></table>	Container	Number of spoons	1.		2.		3.	
Container	Number of spoons										
1.											
2.											
3.											
	statistics	The term used for teaching the collection, presentation and analysis of information or data.									

<div><div><div></div></div></div> <div>subtraction</div>	Taking one number away from another; finding the difference between the two. Denoted by the symbol ‘-’.	<div>Kate has a piece of ribbon one metre long. She cuts off 30 centimetres.</div> <div></div> <div>How many centimetres of ribbon are left?</div>																				
<div><div><div></div></div></div> <div>subtraction on a number line</div>	See also finding the difference. Children are taught to use a number line to carry out subtraction calculations, either by counting back from the starting number or by finding the difference between the smaller and the greater number in the calculation	See finding the difference																				
<div><div><div></div></div></div> <div>$10 + 5 = 15$sum</div>	The result of adding two numbers together.	<div>$175 + 25 =$</div> <div></div>																				
<div><div><div></div></div></div> <div>tally chart</div>	A chart used for the initial collection of data. Usually presented as a table with different categories along the top or down the side, and tallies (groups of five marks) used to show how many in each category. One vertical mark represents one item, and when five are counted the fifth mark is crossed through the first four.	<div>This chart shows the number of children at a school. Write in the missing number on the chart.</div> <table><tr><th>Class</th><th>Boys</th><th>Girls</th><th>Total</th></tr><tr><td>A</td><td> </td><td> </td><td>28</td></tr><tr><td>B</td><td> </td><td> </td><td>31</td></tr><tr><td>C</td><td> </td><td> </td><td>29</td></tr><tr><td>D</td><td> </td><td> </td><td></td></tr></table> <div>In which classes are there more boys than girls?</div>	Class	Boys	Girls	Total	A			28	B			31	C			29	D			
Class	Boys	Girls	Total																			
A			28																			
B			31																			
C			29																			
D																						
<div><div><div></div></div></div> <div>time interval</div>	The length of time between two given times.	<div>Rita takes half an hour to walk from home to the library.</div> <div></div> <div>She arrives at the library at 8:10am. At what time did she leave home?</div>																				
<div><div><div></div></div></div> <div>times tables</div>	See multiplication tables.	See multiplication tables.																				
<div><div><div></div></div></div> <div>turns</div>	A movement in a space, either clockwise or anticlockwise. A quarter turn is 90°, a half turn is 180°, a three-quarter turn is 270° and a full turn is 360°.	<div>Turning direction</div> <div>(a) Terry is facing north.</div> <div></div> <div>He turns clockwise through three right angles. Which direction is he facing now?</div>																				
<div><div><div></div></div></div> <div>unit fractions</div>	A fraction where the numerator is one and the denominator is a whole number. It represents one equal unit fractions part.	<div>Copy the diagram and write the fractions in the correct circle.</div> <div><div>four fifths</div><div></div><div>$\frac{1}{10}$</div></div> <div><div>$\frac{6}{7}$</div><div></div></div> <div><div>Unit Fractions</div><div>Non-Unit Fractions</div></div> <div><div></div><div></div></div>																				

 <p>vertex/vertices</p>	<p>The place on a 3D shape where three or more edges meet. Also used to describe the corners of a 2D shape. vertex/vertices See also corners.</p>	<p>How many vertices does a square-based pyramid have?</p> 									
 <p>vertical</p>	<p>A line that runs up and down from top to bottom. It will intersect a horizontal line at right angles.</p>	<p>Label these lines as horizontal or vertical:</p> <p>a)  b)  c) </p> <p>Now, find two examples of: horizontal lines in the classroom. vertical lines in the classroom.</p>									
 <p>whole number</p>	<p>A number which contains no fractions or parts of a whole such as decimal numbers. Also called an integer.</p>										
<p>Rachel has 17 apples. She gives 9 to Sarah. How many apples does Rachel have now?</p> <p>word problem</p>	<p>A mathematical calculation presented in words. Pupils are taught to find the key information, work out what type of calculation is needed and then work out the answer.</p>	<p>Zak has more than 10 counters and fewer than 20 counters.</p> <p>When he groups them in threes no counters are left over.</p> <p>How many counters could Zak have?</p>									
 <p>written method</p>	<p>A way of carrying out a calculation which is done on paper rather than entirely mentally.</p>	<p>Nisha writes:</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> $538 + 46 = 585$ </div> <p>Show why Nisha is wrong.</p>									
 <p>24-hour clock</p>	<p>The 12-hour clock runs from 12 o'clock to 12 o'clock twice per day. The 24-hour clock runs from 00:00 (12 a.m.) through 24 hours to 23:59 (11:59 p.m.).</p>	<p>Fill in the gaps below.</p> <p>a) 08:45 quarter to nine in the _____ b) 16:10 ten past four in the _____</p> <p>c) 21:40 twenty to ten at _____ d) ____:15 3:15 p.m.</p>									
 <p>2D shapes</p>	<p>Shapes that are flat, having only two dimensions – length (sometimes called height) and width.</p>	<p>2) Circle the descriptions that match this shape:</p>  <p>I have 6 sides. I have 5 vertices.</p> <p>All my sides are the same length. I am symmetrical.</p> <p style="text-align: right; font-size: small;">twinkl.co</p>									
 <p>3D shapes</p>	<p>Shapes that have a solid form, having three dimensions – length (sometimes called height), width and depth.</p>	<p>(a) Write numbers to complete the table below.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th><th style="width: 30%; text-align: center;">Number of faces that are rectangles</th><th style="width: 30%; text-align: center;">Number of faces that are triangles</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">cuboid </td><td style="height: 40px;"></td><td style="height: 40px;"></td></tr> <tr> <td style="text-align: center;">triangular prism </td><td style="height: 40px;"></td><td style="height: 40px;"></td></tr> </tbody> </table>		Number of faces that are rectangles	Number of faces that are triangles	cuboid 			triangular prism 		
	Number of faces that are rectangles	Number of faces that are triangles									
cuboid 											
triangular prism 