

Maths vocabulary.

The national curriculum (2014) for mathematics reflects the importance of the spoken language in pupil's development across the whole curriculum. The quality and variety of language that children hear and speak influence the development of their maths vocabulary and the understanding of concepts being taught.

Questioning

The use of questions is important in helping the children understand mathematical ideas;

Recalling facts: what is $4 + 2 =$

Applying facts: tell me 2 numbers that add up to 20.

Predicting: estimate the number of pebbles in the jar.

Designing and comparing procedures: how can we subtract 37 from 82?

Interpreting results: what does that tell us about the numbers that end in 5 or 0?

Applying reasoning: the 5 coins in my purse add up to 34p. What could they be?

Closed/ open questions

Open questions give more children a chance to answer, are more challenging and often with a range of answers to explore!

Closed questions

Count these stones

What is $8-3$?

What is this shape called?

Open questions

How can we count these stones?

Tell me 2 numbers with a difference of 5?

Draw some different triangles



Maths vocabulary:

Number and place value

Number count (up) to count on... count back....

Zero none odd even more less

Many few how many? Pair tens digit

Exchange equal to hundred

One	two	Three	Four	Five	Six	Seven	Eight	Nine	Ten
Eleven	Twelve	Thirteen	Fourteen	Fifteen	Sixteen	Seventeen	Eighteen	Nineteen	Twenty

Greatest, most, biggest, largest, greater, more, larger, bigger, less, fewer, smaller

Least, fewest, smallest

One more, ten more

One less, ten less

Compare, order, size

First, second, third....tenth, eleventh... twentieth

Last, last but one

Before, after, next, between, half- way.

Number- addition and subtraction

+ add, more, plus, make, sum, total, equals, altogether,

Double, near double, One more, two more, ten more

How many more to make... ? How many more is..?

- Subtract, take away, minus, leave, how many left?

How many have gone? One less, ten less...

How many fewer is... than...? How much less is...?

Difference between, Half, halve, Number bonds

Number – multiplication and division

Count in 2's, 5's, 10's

Array

= equals, sign is the same as

Grouping, sharing, doubling, fraction.

Estimating: guess how many

Estimate, nearly, roughly, same as

Just over, just under, too many, too few, enough, not enough

Solving problems: put together, add, altogether, total, take away, distance between.

More than, less than, answer, right, wrong, what could we try next? How did you work it out?

Count out, share out, left, left over

Number sentence

Sign, operation

Number fractions: half, $\frac{1}{2}$

Quarter $\frac{1}{4}$

Half a length, quantity, set of objects, shape

Two equal parts

Four equal parts

Whole

Measurement: measure,