# Fosse Mead Numeracy Vocabulary Document 



FOSSE MEAD<br>PRIMARY ACADEMY

At Fosse Mead Primary Academy (FMPA), we wish to ensure that children in our setting are exposed to a rich mathematical vocabulary throughout their education. To ensure that the language they experience is consistent and accurate, all teachers use the following document which builds new language into each year's curriculum.

The vocabulary is organised by topic area within mathematics which allows teachers to track back to the language used in previous years and ensure this is secure in the understanding of each pupil. Our aim is to foster a love and understanding of mathematics which will go with pupils into their later mathematical careers.

## Vocabulary in EYFS

## Foundation 1

| quantity same total lots fewer sharing more less | in <br> on inside under | long <br> longer <br> longest <br> short <br> shorter <br> shortest | heavy <br> light <br> full <br> empty <br> round |
| :---: | :---: | :---: | :---: |

## Foundation 2

| ones <br> tens <br> hundreds <br> numeral <br> number <br> estimate <br> order | double <br> halve <br> left <br> add <br> altogether <br> subtract <br> equals <br> answer <br> equal grouping | 2D <br> 3D <br> corner <br> side <br> face <br> pattern | beside inbetween compare | pound f pence change length height weight capacity distance |
| :---: | :---: | :---: | :---: | :---: |

## Vocabulary in KS1 and KS2

## General mathematical vocabulary

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| fluency <br> application <br> problem <br> solving <br> reasoning <br> numberline |  | columnar | operation $^{\text {units }^{2}}$ | squared $^{2}$ <br> cubed $^{3}$ | algebra <br> Pi |

## Number and Place Value

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| value <br> multiple <br> group <br> equal to <br> more than <br> less than <br> most <br> least <br> fewer <br> digit <br> partition <br> odd <br> even <br> ordinal <br> order <br> between <br> compare <br> ones- units tens | tens ones- units hundred place holder numeral expand estimate inverse relationship | numeral figure whole number integer thousand decimal inverse operation | represent factorise factor pairs negative round roman numeral to $C$ | prime prime factor hundred thousand million roman numeral to M equivalence power linear sequence | interval common factor common multiple multi-step |

## Addition and Subtraction

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| take away | number bond | sum <br> inverse <br> count on <br> count back <br> minus <br> commutative <br> practical | calculate <br> inverse | accuracy | formal |
| difference | visual |  |  | estimate |  |
| between | mental |  | context |  |  |
| total | calculate |  |  |  |  |
| plus <br> altogether <br> amount | $>$ |  |  |  |  |

## Multiplication and Division

\(\left.$$
\begin{array}{|c|c|c|c|c|c|}\hline \text { Year 1 } & \text { Year 2 } & \text { Year 3 } & \text { Year 4 } & \text { Year 5 } & \text { Year 6 } \\
\hline \begin{array}{c}\text { multiply } \\
\text { divide } \\
\text { array } \\
\text { times } \\
\text { groups of } \\
\text { share } \\
\text { physical } \\
\text { double } \\
\text { halve } \\
\text { pair }\end{array} & \begin{array}{c}\text { multiple } \\
\text { divisor } \\
\text { lots } \\
\text { equal } \\
\text { left over } \\
\text { half as } \\
\text { twice as } \\
\text { three times as }\end{array} & \begin{array}{c}\text { product } \\
\text { representation } \\
\text { visual } \\
\text { remainder }\end{array} & \begin{array}{c}\text { distributive } \\
\text { factor } \\
\text { factor pair } \\
\text { factorise } \\
\text { divisable }\end{array} & \begin{array}{c}\text { prime } \\
\text { prime factor } \\
\text { squared } \\
\text { cubed } \\
\text { equal } \\
\text { express }\end{array} & \begin{array}{c}\text { interpret } \\
\text { remainder }\end{array}
$$ <br>
mixed <br>

operations\end{array}\right]\)| BODMAS |
| :---: |
| estimation |

## Fractions (including decimals and percentages)

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| whole <br> part <br> piece <br> fraction half <br> quarter <br> equal | numerator denominator part-whole sharing grouping third equivalent | order unit fraction non-unit fraction compare fifth sixth seventh eighth ninth tenth | hundredth decimal equivalent proportion simplify decimal place | mixed number thousandth percent percentage <br> decimal equivalent <br> percentage equivalent <br> mixed number improper fraction | simplify accuracy |

Measurement

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Time o'clock half past quarter past quarter to clockwise before after hour minute <br> Mass <br> weight heavy light balance kg/g <br> Length cm/m longer shorter distance <br> Capacity volume full empty $\mathrm{ml} / \mathrm{l}$ <br> Money coin note amount f/p | unit (of measure) amount symbol Time analogue anticlockwise sequence order Mass mass Length height width millimetre Capacity half full half empty amount Temperature degrees celcius hottest coolest thermometer Money price cost change value | Roman numeral duration perimeter am/pm noon midnight analogue clock digital clock | area <br> units ${ }^{2}$ <br> convert dimensions 24 hour clock | metric imperial inch foot yard mile pound (lb) pint formula | speed <br> mph <br> km/h <br> $\mathrm{m} / \mathrm{s}$ <br> formulae |

## Geometry- Properties of Shape

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| pattern 2D 3D <br> rectangle <br> square <br> circle <br> triangle <br> cube <br> cuboid <br> sphere <br> side <br> edge <br> vertex <br> corner <br> point <br> curved <br> straight | symmetry symmetrical prism cone face compare quadrilateral vertical horizontal polygon | orientation degree right angle acute angle obtuse angle perpendicular parallel | geometric <br> horizontal <br> vertical classify isosceles scalene equilateral regular irregular | $\begin{gathered} \hline \text { diagonal } \\ \text { reflex } \\ 180^{\circ} \\ 360^{\circ} \end{gathered}$ | net radius diameter circumference vertically opposite complimentary angles scaling |

## Geometry- Position and Direction

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| left | pattern | reflection | coordinate | X-axis | quadrants |
| right | sequence |  | quadrant | Y-axis |  |
| top | turn |  | plot | reflection in | full |
| bottom | rotate |  | grid | axes | coordinate |
| turn | rotation |  | translate |  | grid |
| clockwise | angle |  | translation |  |  |
| inside <br> outside <br> forwards <br> backwards | right angle |  |  | axis/axes |  |
| scale |  |  |  |  |  |

## Statistics

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | data statistic information scale read compare sort organise arrange data handling pictogram tally chart | frequency tally <br> total interpret categories | collect display graph discreet continuous label | presentation line graph appropriate | pie chart mean average data set |

## Year 6 only

| Ratio and Proportion | Algebra |
| :---: | :---: |
| relative size | symbol |
| scale factor | letter |
| proportion | formula |
| ratio | sequence |
| a:b | algebraic |
|  | equation |
|  | unknown |
|  | variable |
|  | constant |
|  | generalise |

