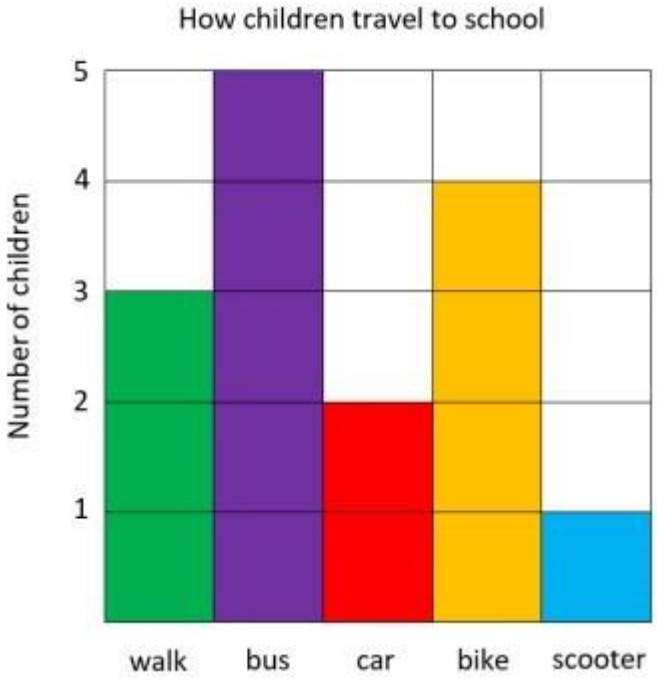
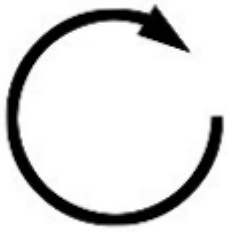
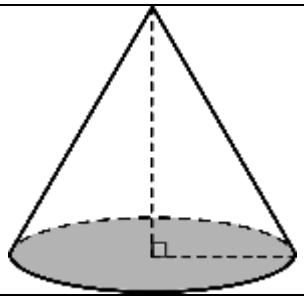
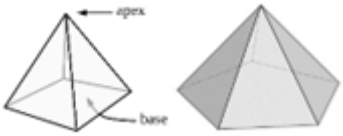
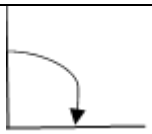
Year 1: Mathematical Vocabulary

Year 1	Definition	Example
Analogue clock	A clock with a face and hands.	
Anticlockwise	Movement in the opposite direction to the motion of the hands of a clock.	
Block graph	The pre-cursor to the bar graph, this representation of data has an x- and y-axis and one block represents one item. Each block is adjoined to the adjacent block.	
Chart	A table or graph.	I will mark one day for the sun on our weather **chart**.
Chronological	In time order.	I ordered the events in my day **chronologically**. I woke up, ate my breakfast, went to school then came home.
Clockwise	Movement in the direction of the hands of a clock.	
Commutative	A property of addition and multiplication. It does not matter in which order the addends or factors are added or multiplied; the result will be the same.	4 + 6 = 10 6 + 4 = 10 This demonstrates that addition is **commutative**. Arrays demonstrate the **commutativity** of multiplication, i.e. 3 × 4 = 4 × 3

Cone	A 3-D shape with one circular plane face, which tapers to an apex.	
Data	Quantitative information which has been counted or measured.	This block graph shows us **data** for the colour of the cars in the car park.
Decreasing	Becoming smaller in value. Used in relation to number sequences.	15, 14, 13, 12. This number pattern is **decreasing** by one each time.
Diagram	An illustration, drawing or representation.	I will draw a **diagram** to show how I programed my floor toy to move.
Difference	The numerical difference between two numbers or sets of objects. It is found by comparing the quantity of one set of objects with another.	The **difference** between ten and six is four.
Digit	One of the ten Arabic numerals 0 to 9, from which we compose numbers.	The number 54 has the **digit** five in the tens column and the **digit** four in the ones. The **digit** five has a value of fifty.
Divide	To share or group into equal parts.	I can **divide** 12 by three using grouping or sharing.
Estimate	An appropriately accurate guess, depending on the context and numbers involved.	I **estimate** there are eight cubes in the cup because it looks about double four but fewer than ten.
Even number	A number with a 0, 2, 4, 6 or 8 in the ones and therefore exactly divisible by two.	32 is an **even number**.
Facts	Related to the four operations (+, -, ×, ÷). Pupils should be supported in achieving fluency, i.e. very fast recall, in these facts. These then become **known facts**.	Number bonds to and within 10 and 20 are **facts**, e.g. 3 + 7 = 10.
Fraction	1. A part of a whole number, quantity or shape. 2. Expressing a division relationship between two integers in the form $\frac{a}{b}$.	I have shared my sweets into four equal parts. Everyone will get a **fraction** of the whole quantity of sweets. One group is a quarter of the whole.

Half turn	A 180 degree rotation, i.e. $\frac{1}{2}$ of a 360 degree or 'full' turn.	
Hour	A unit of time.	There are 24 hours in one day.
Increasing	Becoming greater in value. Used in relation to number sequences.	2, 4, 6, 8. This number pattern is **increasing** by two each time.
Number bond/pair	A number fact which has been committed to memory (or very fast recall) and can be applied fluently to various calculation strategies.	When I use the 'Make ten' strategy to add, I use **known facts** to partition the number I'm adding.
Left	Indicating the position or direction.	Make a quarter turn **left** and walk forward three steps.
Litre	A standard unit of volume, equal to 1000 millilitres.	The capacity of the jug is about half a **litre**.
Mass	A measure relating to the amount of matter within a given object.	The **mass** of the school bag is greater than the **mass** of the book.
Mental calculation	A calculation performed without using a formal written strategy. Simple jottings may aid a mental calculation.	14 plus 5 is equal to 19. I completed this using a **mental calculation** and deriving facts because I know that four plus five is equal to nine.
Metre	A standard unit of measure, equal to 100 centimetres.	I estimate that the table is about a **metre** tall.
Minute	A unit of time.	We will have lunch in five **minutes.**
Non-unit fraction	A fraction with a numerator greater than one.	Two thirds is a **non-unit fraction.**
Oblong	A quadrilateral with two pairs of parallel sides of equal length.	
Odd number	An integer which is not divisible by two without a remainder.	All numbers which end in 1, 3, 5, 7 and 9 are **odd numbers**.
Partition	To split a number into two or more parts.	The number 23 can be **canonically partitioned** (by place value) into 20 and 3, or **non-canonically partitioned** in many different ways, including 18 and 5, 17 and 6, etc.

Place value	A system for writing numbers, in which the value of a digit is defined by its position within the number.	In the number 452 written in base ten, the digit four has a value of 400, the five has a value of 50 and the two has a value of two.
Position	Location, expressed either descriptively using positional prepositions, or specified by coordinates.	The book is **on** the table. The clock is hanging **above** the board.
Pound (sterling)	The official currency of the United Kingdom.	**Pounds sterling** are written using the £ symbol. There are 100 pence in one **pound** sterling.
Property	Any attribute.	A **property** of a triangle is that it has three straight sides and three vertices, the sum of whose angles is 180 degrees.
Pyramid	A 3-D shape with a polygonal base and otherwise triangular faces, which form edges with the base, and which meet at an apex.	
Quantity	An amount, in some cases given a numerical value.	A **quantity** of apples is placed on the left-hand side of the balance. How many kilogram masses will we need to place on the right to balance the apples?
Quarter	One of four equal parts of a whole, quantity or object.	I have shared the eight conkers into four equal groups – I have two conkers, which is one **quarter** of the whole.
Quarter turn	A 90-degree rotation, i.e. $\frac{1}{4}$ of a 360 degree 'full' turn.	
Repeated addition	A structure of multiplication where equal parts are added to make a whole.	I can show 4 × 5 as **repeated addition**: 4 + 4 + 4 + 4 + 4.
Represent	To express or show a mathematical concept using words, numerals and symbols, pictures, diagrams, or concrete manipulatives.	I have used three blue cubes to **represent** the three oranges in the question. I used a part-whole model to **represent** the addition question.
Right	Indicating the position or direction.	The picture is on the **right**hand side of the board.
Rule	A consistent pattern which allows generalisation. Awareness of a rule allows a pupil to continue a sequence or generate a related sequence.	2, 5, 8, 11, 14… The **rule** is that each number is three greater than the previous number. Therefore, the next number in this sequence will be 17.

Scales	An object used to measure mass.	The **scales** showed that the banana had a greater mass than the apple.
Sign	Synonymous with symbol in its mathematical context, e.g. +, -, ×, ÷, =.	☐20 5 = 4. What is the missing **sign**?
Standard unit	A uniform measure, agreed upon as standard.	Standard units of mass include grams and kilograms.
Sphere	A 3-D shape with a continuous surface, which is at all points equidistant from its centre. It has an infinite number of flat faces and straight edges.	A bowling ball is a **sphere**.
Sum	The result of one or more additions.	The **sum** of five and three is eight.
Symbol	Synonymous with sign in its mathematical context, e.g. +, , ×, ÷, =.	20 ☐ 5 = 4. What is the missing **symbol**?
Table	A structure organised into columns and rows, in which data can be recorded.	The information for Thursday is not yet complete on the **table** because it is only Wednesday.
Volume	A quantity or amount of any substance and the 3-D space it fills.	The bottle contains a **volume** of one litre but its capacity is two litres. The bottle is half full.