

Maths - Number
Vocabulary Progression

## Two Rivers Maths Vocabulary

| Early Years |  | Years 1 \& 2 |  | Years 3 \& 4 |  | Years 5 \& 6 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Number <br> zero <br> number <br> one, two, three ... to 10. <br> teens numbers, eleven, twelve ... <br> twenty <br> none <br> how many ...? <br> count <br> more, less | $\rightarrow$ | ```Number zero number one, two, three ... to twenty and beyond teens numbers, eleven, twelve ... twenty none how many ...? count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens is the same as more, less odd, even pattern pair``` | $\rightarrow$ | ```Number zero number numeral one, two, three ... twenty teens numbers, eleven, twelve ... twenty twenty-one, twenty-two ... one hundred none how many ...? count, count (up) to, count on (from, to), count back (from, to) forwards backwards count in ones, twos, fives, tens equal to is the same as more, less most, least many odd, even few pattern pair``` | $\rightarrow$ | Number <br> zero <br> number <br> numeral <br> one, two, three ... twenty <br> teens numbers, eleven, twelve ... <br> twenty <br> twenty-one, twenty-two ... one <br> hundred, two hundred ... one <br> thousand <br> none <br> how many ...? <br> count, count (Up) to, count on (from, <br> to), count back (from, to) <br> forwards <br> backwards <br> count in ones, twos, fives, tens, threes, <br> fours and so on <br> equal to <br> equivalent to <br> is the same as <br> more, less <br> most, least <br> tally <br> many <br> odd, even <br> multiple of <br> sequence <br> continue <br> predict <br> few |

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| Multiplication and division sharing doubling | Multiplication and division <br> sharing <br> doubling <br> halving <br> number patterns | equals <br> is the same as <br> number bonds/pairs <br> missing number <br> Multiplication and division <br> multiplication <br> multiply <br> multiplied by <br> multiple <br> division <br> dividing <br> grouping <br> sharing <br> doubling <br> halving <br> array <br> number patterns | how much less is ...? <br> difference between <br> equals <br> is the same as <br> number bonds/pairs/facts <br> tens boundary <br> Multiplication and division <br> multiplication <br> multiply <br> multiplied by <br> multiple <br> groups of <br> times <br> once, twice, three times ... ten times <br> repeated addition <br> division <br> dividing, divide, divided by, divided into <br> grouping <br> sharing, share, share equally <br> left, left over <br> one each, two each, three each ... <br> ten each <br> group in pairs, threes ... tens <br> equal groups of <br> doubling <br> halving <br> array <br> row, column <br> number patterns <br> multiplication table <br> multiplication fact, division fact |
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| Fractions <br> half <br> Statistics <br> count, <br> sort <br> Mathematical thinking <br> pattern <br> puzzle <br> sort | Fractions <br> parts of a whole half quarter <br> Statistics <br> count, sort group, set list <br> Mathematical thinking pattern <br> puzzle what could we try next? how did you work it out? recognise | Fractions fractions equal parts equal grouping equal sharing part of a whole quarter one of 4 equal parts <br> Statistics <br> count, sort, vote <br> group, set <br> list, table <br> Mathematical thinking <br> pattern <br> puzzle <br> problem, problem solving <br> mental, mentally <br> what could we try next? | ```Fractions \\ fraction \\ equivalent fraction \\ mixed number \\ numerator, denominator \\ equal part \\ equal grouping \\ equal sharing \\ parts of a whole \\ half, two halves \\ one of two equal parts \\ quarter, two quarters, three quarters \\ one of four equal parts \\ one third, two thirds \\ one of three equal parts``` <br> Statistics <br> count, tally, sort, vote <br> graph, block graph, pictogram <br> represent <br> group, set <br> list, table <br> label, title <br> most popular, most common <br> least popular, least common <br> Mathematical thinking <br> pattern <br> puzzle <br> problem, problem solving <br> mental, mentally <br> what could we try next? |
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|  |  | describe <br> draw <br> compare <br> sort | how did you work it out? explain your thinking recognise describe draw compare sort | how did you work it out? show how you ... explain your thinking explain your method describe the pattern describe the rule investigate recognise describe draw compare sort mental calculation written calculation |
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