

QPIA

Maths Vocabulary

Reception



Reception Maths Vocabulary

At QPIA, we take every opportunity to encourage children's use of mathematical language as we realise that talk is at the heart of maths learning. Expressing mathematical ideas orally helps children to build communication skills and also forms a significant part of developing understanding of mathematical concepts and the ability to reason mathematically.

Our intent:

- A clear vocabulary progression throughout the school.
- Children have a secure use of vocabulary and can use it to explain their mathematical reasoning.
- New vocabulary is taught in a range of ways including; modelled choral repetition of whole sentence answers, learned partial phrases, known as stem sentences and an expectation to speak in full-sentence answers.

This document is designed to inform you of the teaching of vocabulary across Reception and is aligned with the White Rose schemes of learning. The following slides focus on just one area of the maths curriculum per page.

Number and Place Value

| | |
|-----------------------|---|
| count | number |
| before / after | numerals |
| one more one less | whole All of an object, all of a number. eg: the whole number is 6 and I could make this using 2 and 4. |
| forwards / backwards | compare |
| most / least | order / size |
| more than / less than | answer |
| few/ fewer/ fewest | odd/ even |
| all numbers 0 - 20 | digit |
| none | value |
| equal to/ the same as | subitize |

Addition and Subtraction

| | |
|-----------------------|------------------------|
| add / adding | subtract / subtracting |
| altogether | minus |
| plus | take-away |
| total | part |
| digit | whole |
| number sentence | tens frame |
| counters (reversible) | number bonds |

Multiplication and Division

| | |
|----------------|---------------|
| double | half |
| equal /unequal | twice as many |
| group | share |
| odd | even |

Measurement (Measure and Length)

| measure | compare |
|------------------|----------------------------|
| wider/ wider | longer / longer/ longest |
| narrow/ narrower | short / shorter / shortest |
| length | |

Measurement (Height, Weight and Capacity)

| | | |
|----------------------|-----------------|-----------------|
| height | taller/ shorter | longer /shorter |
| long /short | weight | capacity |
| heavy/ light | heavier than | lighter than |
| big/ bigger/ biggest | full | empty |
| more than | less than | |
| half | half full | |

Measurement (time)

| | | |
|---------|-----------|----------|
| time | quicker | slower |
| earlier | later | before |
| after | first | next |
| today | yesterday | tomorrow |
| morning | afternoon | evening |
| day | week | hour |
| minutes | | |

Shape

| | |
|------------|-----------------|
| 2-d shapes | pattern |
| flat | rectangle |
| curved | square |
| straight | circle |
| round | triangle |
| 3-d shapes | cuboids |
| cubes | cones |
| spheres | characteristics |

Position and Direction

| | | |
|-----------|---------|----------|
| over | between | around |
| under | through | on |
| into | next to | behind |
| beneath | order | repeat |
| order | repeat | patterns |
| on top of | | |