Mathematics Vocabulary list for EYFS

Maths has its own language. Sometimes that language is written words and sometimes it is symbols but it is a language and it must be learned for fluency and competency. If your child doesn’t have a good understanding of the vocabulary, it can hinder their performance in Maths. At Millbrook, we teach this vocabulary and give it context which allows the children to apply it to a variety of problems. Listed below is the vocabulary your child will learn this year.

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| Number and Place Value | | |
| Vocabulary | Definition | Example |
| Before | In front of or prior to | The number 3 comes before the number 4 on a number line. |
| Between | A preposition that indicates an objects location in reference to two other objects. One object is to the left and one is to the right. | 4 is between 3 and 5 on a number line.  1,2,3,4,5,6,7,8,9,10 |
| Compare | Look for similarities and differences between at least two objects. | Let me compare these cars. Some are red and some are blue. There are more red cars than blue. |
| Count | Assigning one number name to each of a set of objects to work out how many there are. | I counted the children in the class. |
| Digit | A digit is a single symbol used to make numerals. | Numerals  126  Digit Digit Digit |
| Estimate | To find a value that is close to the right answer usually using prior knowledge. | Can you estimate how many sweets are in the jar? |

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| Fewer | A lesser amount. Used when counting objects, Such as toys, books, pencils. | There are fewer red counters than yellow counters. |
| First | Before anything or anyone else. | Jack is first in the line. |
| First, Second, Third | The order in which things happen. | 1st, 2nd, 3rd, 4th, 5th |
| Greater | When a quantity or number is larger than another quantity or number. | 8 is greater than 4. |
| How many? | What number. | How many counters are there? |
| Same as | Is equal to | 5 is the same as 3+2 |
| Largest, greatest and biggest | The most in a set | The largest number is 8 in the set 2,5,3,8,4 |
| Last | Comes after all the others. | Fred is the last person in the line. |
| Less than | A smaller amount or not as much. | Sophie has 10p and Jasmine has 5p. Jasmine has less than Sophie. |
| Next | Comes immediately after. | The next number after 3 is 4. |

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| Number | A count or measurement. | 1,2,3,4,5,6,7,8,9,10 |
| Ones and tens | Two-digit numbers are split into tens and ones. | 12  Tens Ones |
| Order | Describes the placement of items | I have ordered the chickens from biggest to smallest. |
| Pair | A set of two things used together. | A pair of socks. |
| Pattern | A systematic arrangement according to a rule. |  |
| Zero | The number before 1. | O,1,2,3,4,5, |

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| Addition and Subtraction | | |
| Add/plus | The process of addition. | I can add two numbers together to find the total. 2+3=5 |
| Addition | The operation to combine two numbers or quantities to form another number or quantity. It is the inverse to subtraction. | Eight plus two is equal to 10.  8+2=10 |
| Altogether | In total. | There are 3 red cars and 2 blue cars there are 5 cars altogether. |
| Double | Too add a value to itself or multiply by 2. | Double 5 is 10.  5+5=10 |
| Less | A smaller amount or not as much. | There are less footballs on the right. |
| More | A greater amount. | There are more footballs on the left. |
| Sum and equal | The result of an addition sentence. | The sum of 4 and 6 is 10. |
| Takeaway | To remove a number of items from a set. Used in subtraction. | Stan had 6 juice cartons and Yusuf took one away how many did he have left?  6-1=5 |
| Total | The sum found by adding. | There are a total of 10 children on the carpet. |

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| Multiplication and Division | | |
| Doubling | To Multiply by 2 or add the value to itself. | Ten is double 5.  5+5=10 |
| Halving | One of two equal parts of a shape, quantity or object. | Half of 4 is 2. |
| Number patterns | A systematic arrangement of numbers. | 2,4,6,8,10 is a number pattern is it goes up in twos. |
| Sharing | To distribute fairly between a number of people. This is one model for division. | The sweets are shared fairly between 3 people. |

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| Fractions | | |
| Half | Split into two equal parts. |  |
| Parts of a whole | A ratio or a fraction that represents a relationship between a part and its whole. | A pizza has been cut down the middle. Therefore, the whole pizza has been split into two parts. |

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| Measurement | | |
| Compare | Look at similarities and differences. | I can compare these two pencils, B is longer than A. |
| Guess | To estimate | My guess is this pencil is 12cm long. |
| Measure | To find the size of something in a given unit. | How can we measure a pencil? |
| Size | An element over dimensions. | The size of the child’s shoe smaller than the size of the teacher’s shoe. |

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| Length | | |
| Height | The vertical distance from the top to the base of the object. |  |
| Length | A linear measurement. |  |
| Long | An adjective used to describe length. | I have a long piece of string. |
| Short  Shortest  Shorter  Shorter than | An adjective used to describe length. | The boy is short compared to the giraffe. |
| Tall  Taller  Tallest | Measuring a specific distance from top to bottom. | The teacher is tall compared to the child. |

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| Weight | | |
| Balanced or same | A measuring tool used to weigh objects. It has two dishes hanging on a bar. Both dishes will be level. | The objects balancing are level therefore they are equal. |
| Heavy  Heaviest  Heavier than | Having a weight that is greater than that of another object. | The box is heavy. |
| Light  Lightest  Lighter than | Having a weight that is less than that of another object. | The feather is light. |
| Scales | An instrument for weighing. |  |
| Weigh | To find out how heavy something is. |  |
| Weight | The force exerted on an object by gravity. | The weight of the book is heavier than the pencil. |

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| Capacity and volume | | |
| Container | An object for holding or transporting something. |  |
| Empty | Containing nothing | The jar is Empty. |
| Full | Holding as much as possible. | The cartoon is full. |

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| Time | | |
| Afternoon | The time from lunchtime till the evening. | We are doing to the park this afternoon. |
| Days of the week | Monday, Tuesday, Wednesday, Thursday, Friday | |
| Early | Near the beginning of a time or period. | You have arrived early to school today. |
| Evening | The period of time at the end of the day. | You eat dinner in the evening. |
| First | Comes before all others in time order. | The first thing you do in the morning is get out of bed. |
| Hour | A period of time the same as 60 minutes. | Lunchtime at school lasts 1 hour. |
| Last | Comes after all others in time or order. | The last thing you do before bed is brush your teeth. |
| Late | Doing something or turning up after the expected or usual time. | The pupil was late for the register. |
| Morning | The period of time between midnight and noon. | You woke up in the morning. |
| Night | The period of time from sunset to sunrise every day. | You can normally see the moon and stars at night. |
| O’clock | A time that is on the hour. | 1 o’clock |
| Soon | In or after a short time. | We are doing PE soon. |
| Time | A measurement using Hours, minutes, seconds or Days, weeks, months years. | The time is half past 12. |
| Today | The present day. | You are working hard today. |
| Tomorrow | The next day. | Tomorrow the weather will be nice. |
| Week | A period of seven days. | Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. |
| Yesterday | The previous day. | What did you eat yesterday? |

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| Money | | |
| Buy | Get something in exchange for payment. | Purchase something from the shop. |
| Coin | A piece of metal with an official stamp used as money. |  |
| Money | An object that is accepted as payment for good or services. |  |
| Pay | Give someone money for a service or goods. | How much do I need to pay for that? |
| Pence | A small sum of money. |  |
| Pound | Equal to 100 pence |  |
| Price | The amount an item cost. | The price of the car is 14p |
| Sell | Give something to someone in exchange for money. | The shop sells books. |
| Spend | Give money to buy goods or services | How much do you have to spend on the trip? |

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| Shape | | |
| Bigger | Of considerable size | This square is bigger. |
| Curved | A line that isn’t straight. |  |
| Flat | A level surface. | A table has a flat surface. |
| Empty | Having an space with nothing inside. | The box is hollow. |
| Pattern | A systematic arrangement of numbers, shapes or objects. | The pattern is circle square circle triangle. |
| Repeating pattern | A design composed of a number of elements arranged in a formal manner. | Red, Blue, Green, Red Blue Green. |
| Round | A circular object. | A circle is round. |
| Shape | A geometric figure. | Triangle, Square, rectangle |
| Size | An objects overall dimensions. | A tennis ball is smaller than a football. |
| Smaller | A size that is less than another size. | An Ant is smaller than a Giraffe. |
| Solid | Firm and stable in shape. | A cube is a solid. |
| Sort | Arrange systematically in groups . |  |
| Straight | A line without bends or curves. |  |
| Symmetrical | Made up of exactly similar parts facing each other or around an axis |  |

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| 2D Shapes | | |
| Corner | A point where two or more lines meet. The Mathematical term is a vertex (vertices). | A table has 4 corners (vertices) |
| Circle | Name of a 2d shape. A circle has a curved side. |  |
| Pentagon | A 5-sided shape |  |
| Quadrilateral | A 4 sided shape. |  |
| Rectangle | A quadrilateral with four right angles. |  |
| Side | A straight line that forms part of the boundary of the shape. | A rectangle has 4 straight sides. |
| Square | A quadrilateral with 4 equal sides. |  |
| Triangle | A polygon with 3 sides. |  |
| 3d shapes | | |
| Cone | A 3d shape with one circular face which tapers to an apex. |  |
| Cube | A 3d shape with six identical square faces. |  |
| Cuboid | A 3d shape with six rectangular faces. |  |
| Cylinder | A 3d shape with two circular faces joined by a curved surface. |  |
| Edge | A line segment joining two vertices. | A cube has 12 edges. |
| Face | A surface of a 3d shape. | A cube has 6 faces. |
| Pyramid | A 3d shape with a polygonal base and triangular faces which form edges with the base and meet at an apex. |  |
| Sphere | A 3d shape with a continuous surface where the surface is all equidistant from its centre. | A football is a sphere. |
| Vertex, Vertices | The point in which two or more lines intersect. | This shape has 5 vertices. |

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| Position and direction | |
| Above | The ball is above the box |
| Across | The children walk across the road. |
| Apart | Move apart from each other. |
| Around | The plane flew around the world. |
| Away from | The boy ran away from the snake. |
| Back | Please go round the back of the house. |
| Backwards | He is walking backwards. |
| Behind | The cat is behind the box. |
| Below | The boy is sat below the tree. |
| Bend | How far can you bend to touch your toes? |
| Between | The red ball is between the boxes. |
| Bottom | The girl with dark brown hair waved from the bottom of the castle. |
| Close | The children walked close together. |
| Corner | Around the corner is the food shop. |
| Down | The girl slid down the slide. |
| Far | The stars are far away. |
| Forwards | The girl walked forwards. |
| From | The man took his boxes **from** the van to the school. |
| Front | The teacher was at the front of the class. |
| Half Turn | See the source image  The boy turned half a turn. |
| In | The dog hid in the box. |
| Inside | The boys led inside the tent. |
| Left |  |
| Middle | The arrow hit the middle of the target. |
| Near | The girl was near the tree. |
| Next to | The cat is next to the string. |
| On | The Elephant was on the ball. |
| Opposite | The cartoons were on opposite sides of the wall. |
| Outside | Image result for children playing outside Clip Art  The children played outside. |
| Over | See the source image  The cow jumped over the moon. |
| Position | Location of an objects or person. |
| Right |  |
| Roll | Roll the ball on the floor. |
| Slide | The girls slide to the right. |
| Stretch | Before exercise you must stretch. |
| Through | Throw the basketball through the hoop. |
| Top | The man climbed to the top of the mountain. |
| Towards | The boy ran towards his Mum at the end of the day. |
| Turn | Image result for turningClip Art  The cartoons turn around. |
| Under | The boy hid under his blanket. |
| Up | The girl ran up the stairs. |

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| Statistics | | |
| Count | Assigning a number name to each of a set of objects to determine how many there are. | See the source imageI counted the marbles and I have 10. |
| Group | To make an amount of an object. | Group the marbles. See the source image |
| Set | A defined group of objects. | I have placed all the purple counters in a set because they are all the same colour. |
| Sort | To organise objects into a specific category. | I will sort these shapes based on how many sides they have. |