

Maths Jargon Buster: Year 1

Sometimes it can be hard to support your child at home with their learning if you're not sure what terminology you should be using. We've put together a list of words and phrases that will help you to talk to your child about maths and use vocabulary they should understand.

Topic: Number and Place Value

Compare Numbers

This means looking at which number is bigger or smaller. When they **compare** numbers, your child might use the words 'greater than' or 'less than'.

Counting

You'll hear your child talking about **counting** frequently in year 1. They won't just be counting up in 1s; they'll be counting backwards too.

Digit

A **digit** is any of the numbers 0 to 9. Combinations of digits can be used to represent larger numbers, for example, the digits 4 and 7 can be used to represent 47, 74, 744 and so on.

One More/One Less

Equal To

Equal to means 'the same value as'. The symbol = means 'is **equal to**'.

Your child will be asked to find **one more** or **one less** than a number. This starts the concept of addition and subtraction.

Even

An **even** number is a whole number that has a 0, 2, 4, 6 or 8 digit in the ones column. For example, the numbers 4, 58 and 820 are all even numbers.

Multiple

A **multiple** is a number that can be divided by another number evenly without leaving a remainder. For example, 4, 6 and 8 are all multiples of 2. Multiples of 2 can be divided by 2 without leaving a remainder. Your child might be asked to count in multiples of 2, 5 and 10. This forms the basis of times tables.

Numeral

Odd

A **numeral** is a written representation of a number. For example, the number twenty-six can be written in numerals as 26.

An **odd** number is a number that has a 1, 3, 5, 7 or 9 digit in the ones column. For example, the numbers 1, 89 and 403 are all odd numbers.

Ones

Pictorial Representation

A **pictorial representation** is a diagram or drawing that can support learning. For example, your child might draw more circles to a set of circles to add two amounts or they might use a simple number line to find more or less of an amount.

The term used to describe the place value of the smallest unit in a whole number is **ones**. For example, in the number 46, the digit 6 is in the ones position.

Place Value

Tens

Place value is the value of a digit based on where it appears within a number. For example, in the number 93, the 9 sits in the tens column, meaning it represents 9 tens, or 90.

The word used to describe the place value of the number next to the ones in a whole number is **tens**. For example, in the number 54, the digit 5 represents 5 tens.

Topic: Addition and Subtraction

Add

Add means to put something together to increase the quantity. The symbol for add is +. We can represent an addition like this: $5 + 6 = 11$.

Addition

Addition is the process of adding something to something else. An addition statement is: $2 + 9 = 11$.

Altogether

This means the total of an addition calculation. For example, if you ate 4 sweets and then ate another 2, you would have eaten 6 sweets **altogether**.

Difference Between

Finding the difference is the same as completing a subtraction. For example, $10 - 3 = 7$ so the **difference between** 3 and 10 is 7 or the difference between 7 and 10 is 3.

Distance Between

This is similar to finding the difference between. You might ask your child to find the **distance between** two numbers on a number line, so you're actually asking them to take one number away from another. $7 - 2 = 5$ so the distance between 2 and 7 is 5 and the distance between 5 and 7 is 2.

Equals

Equals means 'the same as'. With the calculation $6 + 4 = 10$, the equals sign signals that whatever is on one side must be the same as what is on the other side.

Inverse

The word **inverse** means the opposite. In year 1, children will learn that addition is the inverse operation of subtraction, so we can say that $5 + 3 = 8$ is the inverse of $8 - 3 = 5$.

Less Than

This is used to show a relationship between two numbers – for example, we can say that 4 is **less than** 8. We can also use it to express a subtraction calculation: 5 less than 8 is 3. We can then write this as $8 - 5 = 3$.

More Than

This is used to show a relationship between two numbers – for example, we can say that 9 is more than 7. We can also use it to express an addition calculation: 7 more than 8 is 15. We can then write this as $8 + 7 = 15$.

Number Bonds

Number bonds are pairs of numbers that can be added together to make another number. For example, some number bonds to 10 are $1 + 9$, $2 + 8$, $3 + 7$ and $4 + 6$.

Number Line

A **number line** is a straight line with numbers spaced evenly along the line. Number lines are a visual way of making a series of jumps from one number to another number. They can be used to add or subtract numbers.

Put Together

This is another way of saying 'add': if we **put together** 2 and 4, we add them together, making a total of 6. We can write this as $2 + 4 = 6$.

Take Away

This is another way of saying 'subtract': if we **take away** 3 from 8, we subtract 3 from 8, making the total 5. We can write this as $8 - 3 = 5$.

Total

The **total** is the answer when you add numbers together. If we calculate $3 + 5$, the total is 8.

Topic: Multiplication and Division

Array

An **array** is an arrangement of objects, numbers or pictures in columns or rows.

Concrete Representation

A **concrete representation** of a number is a physical item. For example, when looking at the number 5 you might use 5 counters.

Division

Division is an operation involving sharing a certain quantity into equal-sized groups. For example, if we have 10 sweets, to divide them by 5 people we would share them into 5 equal groups.

Doubling

Doubling means to find double of an amount. This means multiplying it by 2.

Grouping

Grouping in maths means to place objects into groups. For example, you might solve the problem 5×2 by creating 5 groups of 2.

Halving

Halving means to find half of an amount. This means dividing it by 2, or sharing it between 2.

Multiply

To **multiply** a number means to add groups of that number together a certain number of times. For example, 5×2 is the same as 5 groups of 2 or 2 groups of 5.

Pictorial Representation

A **pictorial representation** of a number is a drawing or picture of an amount.

Repeated Addition

Repeated addition is another way of teaching multiplication. For example, to find 4×5 we can complete the calculation $4 + 4 + 4 + 4 + 4$.

Sharing

Sharing in maths means to divide objects equally. For example, you can solve the problem $6 \div 2$ by sharing 6 items between 2 people.

Topic: Fractions

Equal Parts

Something that is split into a fraction – a shape or a quantity – needs to be split into **equal parts**. This means each part has the same value.

Fraction

Half

One part of something that had been split into 2 equal parts is a **half**.

A **fraction** is a part of a whole.

Quarter

One part of something that has been split into 4 equal parts is a **quarter**.

Topic: Measurement

Balance

This means ensuring that two measurements are the same. For example, your child might **balance** bricks on a balance scale to see how many of one brick are needed to balance a certain amount of another brick.

Capacity/ Volume

In year 1, the terms capacity and volume are used interchangeably. Capacity and volume are used to describe how much a container can hold. Your child might use words such as full, half full, quarter full and empty to describe these.

Chronological Order

When things happen in order of time, this is called **chronological order**.

Coin Denominations

Your child will start to learn to recognise the different **coin denominations**, including 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2, as well as notes.

Compare

Your child will spend time comparing quantities and measures and will use vocabulary such as heavy/heavier/light/lighter, longer/shorter and long/longer/short/shorter to **compare**.

Height

Length

Length is a measurement of how long something is.

Height is a measurement of how tall something is.

Mass/Weight

Measuring Tools

Your child will begin to use a range of **measuring tools**, such as balance scales, rulers and containers to measure.

In year 1, the terms mass and weight are used interchangeably. **Mass** and **weight** are used to describe how heavy something is.

O'clock/Half past

Time

When learning about telling the time, your child will start by learning about **o'clock** times (when the two hands both point to 12) and **half past** times, when the short hand is halfway between two numbers and the long hand points to 6.

Telling the **time** is an important and very tricky skill to learn. Your child will start to learn about hours, minutes and seconds and how they are related, as well as using language to describe dates, such as days of the week, weeks, months and years.

Topic: Geometry: Properties of Shapes

2D Shapes

2D shapes are flat shapes, with height and width but no depth. Children will be taught to identify a range of 2D shapes, for example, circles, rectangles, triangles and squares.

3D Shapes

3D shapes are shapes which have 3 dimensions: height, width and depth, for example, a cuboid. Children will be taught a range of 3D shapes, for example, cube, cuboid, sphere and pyramid.

Topic: Geometry: Position and Direction

Clockwise

When you turn in a circle in the same direction that the hands of a clock move, this is called moving **clockwise**.

Direction

Direction involves describing how something moves. Your child might use a range of vocabulary to describe direction, including left and right, forwards and backwards and they'll learn to make turns such as whole, half, quarter and three-quarter turns

Position

Position is a description of where something is in relation to another object. Your child might use a range of vocabulary to describe position, including top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, inside and outside.

We hope you find the information on our website and resources useful. As far as possible, the contents of this resource are reflective of current professional research. However, please be aware that every child is different and information can quickly become out of date. The information given here is intended for general guidance purposes only and may not apply to your specific situation.



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