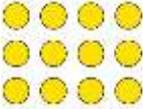
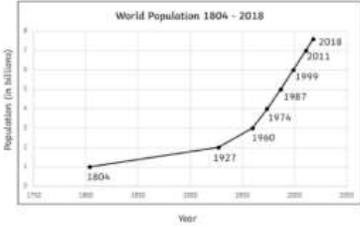
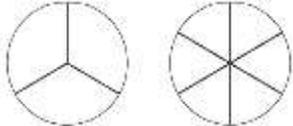
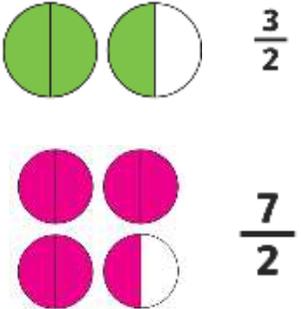
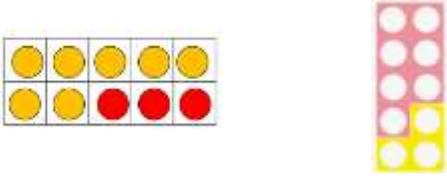
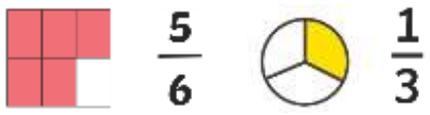


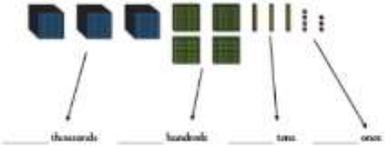
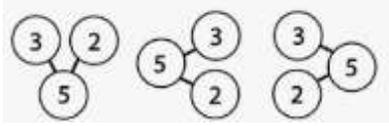
Mathematics in Key Stage 2

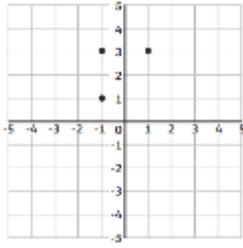
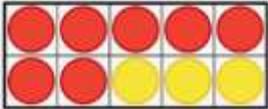
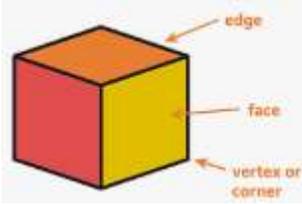
Glossary

Vocabulary	Image	Definition and example
Array		<p>A pictorial representation of a calculation, using rows of dots. It helps children to understand multiplication and times tables.</p>
Base 10		<p>Base-10 describes how much numerical value each digit has in a whole number. It is used to help pupils understand place value.</p> <p>E.g. 10 ones= 1 ten, 10 tens= 1 hundred etc.</p>
Continuous data		<p>Continuous data can take any value within a range.</p> <p>For example, a person's height, a cat's weight and time taken to get to school.</p>
Denominator		<p>The bottom number in a fraction. It shows how many equal parts the object is divided into.</p>
Digit		<p>A single symbol used to make a numeral.</p> <p>0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 are the ten digits we use in our daily lives.</p>

<p>Discrete Data</p>	<table border="1"> <caption>Favourite Fruit</caption> <thead> <tr> <th>Fruit</th> <th>Number of Children</th> </tr> </thead> <tbody> <tr> <td>Banana</td> <td>10</td> </tr> <tr> <td>Grapes</td> <td>2</td> </tr> <tr> <td>Apple</td> <td>8</td> </tr> <tr> <td>Pear</td> <td>6</td> </tr> </tbody> </table>	Fruit	Number of Children	Banana	10	Grapes	2	Apple	8	Pear	6	<p>Data that can only take certain values. For example, the favourite food of a group of children.</p>
Fruit	Number of Children											
Banana	10											
Grapes	2											
Apple	8											
Pear	6											
<p>Exchange</p>		<p>To change a number for another number of equal value. Used in addition, subtraction, multiplication and division. For example, 10 ones can be exchanged for 1 ten.</p> <p>(Exchange should be used in place of carry/borrow)</p>										
<p>Flexible partitioning</p>		<p>Explores how numbers are made up of smaller numbers.</p> <p>As they begin to add and subtract across the ten boundary, they can use this idea of flexible partitioning or regrouping to make a whole ten.</p>										
<p>Improper fraction</p>		<p>A fraction where the numerator (the top number) is greater than or equal to the denominator (the bottom number).</p> <p>For example, 5/3 and 9/8 are improper fractions.</p>										
<p>Inverse operation</p>	$\boxed{5} + \boxed{4} = \boxed{9}$ $\boxed{9} - \boxed{5} = \boxed{4}$	<p>The operation that reverses the effect of another operation.</p> <p>For example, the inverse of addition is subtraction. The inverse of multiplication is division.</p>										

<p>Manipulatives</p>		<p>An object that children or practitioners can interact with. Manipulatives support the teaching and learning of mathematics.</p>
<p>Mixed number fraction</p>		<p>A whole number and a fraction combined into one "mixed" number.</p> <p>Example: $1\frac{1}{2}$ (one and a half) is a mixed number.</p>
<p>Number bonds</p>		<p>Pairs of numbers that add together to make a given number.</p> <p>For example, $2 + 8$ and $4 + 6$ are number bonds to 10.</p>
<p>Number sentence</p>		<p>A number sentence is how a calculation is written, using numbers and symbols.</p> <p>For example, $5 + 7 = 12$ is an addition number sentence</p>
<p>Numerator</p>		<p>The top number in a fraction.</p> <p>Shows how many parts we have.</p>

<p>Numicon</p>		<p>The holes in the Numicon Shapes represent the numbers 1 to 10.</p> <p>Numicon can be used to add by placing the number shapes together.</p> <p>Numicon can be used to find number bonds by placing smaller numbers on top of a bigger number.</p>										
<p>Partition</p>		<p>To partition a number means to separate a number into separate parts (ones, tens, hundreds, thousands etc). Partitioning is a way of splitting numbers into smaller parts to make them easier to work with.</p>										
<p>Part-whole model</p>		<p>Refers to how numbers can be split into parts.</p> <p>For example, 5 can be split into 2 and 3.</p>										
<p>Perpendicular</p>		<p>Lines that meet at a right angle (90 degrees)</p>										
<p>Pictogram</p>	<table border="1" data-bbox="391 1556 846 1766"> <thead> <tr> <th>Team</th> <th>Number of house points</th> </tr> </thead> <tbody> <tr> <td>Sycamore</td> <td></td> </tr> <tr> <td>Oak</td> <td></td> </tr> <tr> <td>Beech</td> <td></td> </tr> <tr> <td>Ash</td> <td></td> </tr> </tbody> </table> <p> = 20 points</p>	Team	Number of house points	Sycamore		Oak		Beech		Ash		<p>A pictogram uses pictures or symbols to show the value of the data.</p>
Team	Number of house points											
Sycamore												
Oak												
Beech												
Ash												

<p>Quadrant</p>		<p>Any of the 4 areas made when we divide up a plane by an x and y axis</p>
<p>Ten/ Twenty frame</p>		<p>A ten frame is a rectangle, separated into two rows with 10 equal spaces. Children are taught to fill the frame with counters, going from left to right.</p> <p>Counters can be arranged in different ways to represent different numbers, which visually help your children develop a strong number sense.</p>
<p>Unit fraction</p>		<p>A fraction where the top number (the "numerator") is 1. For example, $\frac{1}{2}$.</p>
<p>Vertex/ vertices</p>		<p>A vertex is formed where two sides meet. Children may refer to the vertex as a corner.</p> <p>The plural of vertex is vertices.</p>