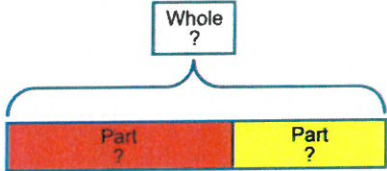
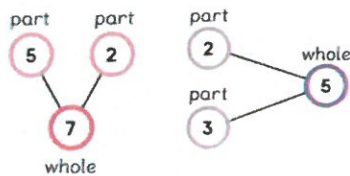
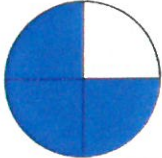
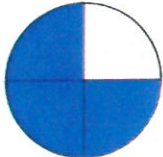
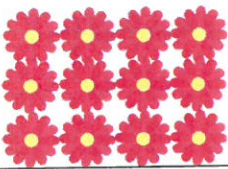
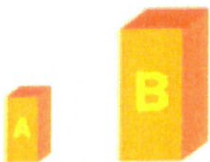


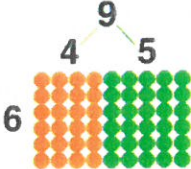
Vocabulary and Stem Sentence Bank


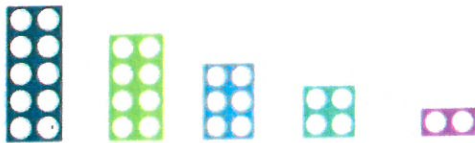
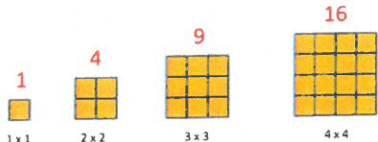



These words have been organised underneath headings linked to the different strands of the maths curriculum and written in order so common associations are grouped together.

Term	Definition	Stem Sentences
Number and Place Value		
Digit	A single numeral e.g 4 or 7	The value of the __ digit in __ is ____ 'The value of the 6 digit in 173,463 is 60.'
Integer	A whole number e.g 56, 107, 5000	
Negative number	A number less than 0.	
Ones	Digits representing 0-9	The __ in __ represents the ones. 'The 5 in 475 represents the ones.'
Whole	The total amount. 	__ is the whole, __ and __ are the parts. '20 is the whole, 16 and 4 are the parts.'
Part	An portion of a number that makes part of the whole. 	A part of __ is ____ 'A part of 10 is 6.' __ can be split into the parts __ and __ '10 can be split into the parts 6 and 4'
Partitioning	Splitting a number into parts.	__ can be partitioned into __ and __ '35 can be partitioned into 30 and 5'
Equal	When two numbers and/or calculations have the same value or worth.	__ is the same as ____ '20 + 20 is the same as 10 x 4' __ is equal to ____ '56 is equal to 7 x 8'
Less than	When the value or worth of a number/calculation is smaller than another. < is the symbol used to represent less than.	__ is less than ____ '4 is less than 5' __ < ____ '10 < 5 x 3'
Greater than	When the value or worth of a number/calculation is larger than another. > is the symbol used to represent greater than.	__ is greater than ____ '3/5 is greater than 1/5' __ is more than ____ '17 + 33 is more than 15 + 34' __ > ____ '40 ÷ 5 > 5 + 2'

Fractions, Percentages, Decimals		
Fraction	A part of something. The whole can be one object or a group of objects.	
Numerator	<p>The top part of the fraction that shows how many parts you are looking at.</p> <p>$\frac{3}{4}$ ← </p>	
Denominator	<p>The bottom part of the fraction that shows how many equal parts are in the whole.</p> <p>$\frac{3}{4}$ ← </p>	
Unit fractions	<p>A fraction that has a numerator of 1. E.g $\frac{1}{4}$</p>	<p>___ is a unit fraction. "1/5 is a unit fraction."</p> <p>A unit fraction always has a numerator of ___ "A unit fraction always has a numerator of 1"</p>
Non- unit fractions	<p>A fraction that has a numerator larger than 1. E.g $\frac{3}{4}$</p>	<p>___ is a non-unit fraction. "3/5 is a non-unit fraction."</p> <p>A non-unit fraction always has a numerator ____ "A non-unit fraction always has a numerator bigger than 1"</p>
Mixed number	<p>A whole number and a fraction. E.g $2\frac{3}{4}$</p>	<p>The ___ represents ____ "The 2 represents 8 quarters"</p> <p>A mixed number is made up of a ___ and a ____ "A mixed number is made up of a whole number and a fraction."</p>
Improper fraction	<p>A fraction that has a numerator larger than the denominator. E.g $\frac{8}{4}$</p>	<p>___ is an improper fraction. "7/5 is an improper fraction."</p>
Equivalent fractions	Fractions worth the same amount.	<p>___ is equivalent to ____ "1/2 is equivalent to 3/6"</p> <p>I know ___ and ___ are the same because... "I know $\frac{1}{4}$ and $\frac{4}{16}$ are the same because both the numerator and the denominator have been multiplied by 4."</p>

Difference	The amount of the missing part between part and whole.	The difference between ___ and ___ is ___ 'The difference between 35 and 50 is 15'
Multiplication		
Times	An amount that is added to itself multiple times.	___ times ___ equals ___ 'three times ten equals thirty'
Groups	The amount of the same number in a multiplication.	There are ___ groups of ___ in ___ 'There are 4 groups of 5 in 20'
Multiples	The result of multiplying one whole number with another. E.G 3,6,9,12 are multiples of 3.	I know that ___ is a multiple of ___ because it is in the ___ times table. 'I know that 20 is a multiple of 5 because it is in the 5 times table.' I know that ___ is a multiple of ___ because it is made of ___ equal groups of ____. 'I know that 42 is a multiple of 6 because it is made of 7 equal groups of 6.'
Array	Arranging symbols/objects into columns and rows to represent multiplication. 	There are ___ lots of ____. 'There are 3 lots of 4.'
Scaling	The ratio between two amounts. B is twice the size of A. 	___ is a ____ of the size of ____ '15cm is a third of the size of 45cm'
Division		
Divide	Sharing out an amount into equal groups.	
Factors	A factor of a number is a whole number that divides exactly into it.	___ is a factor of ___ because I can share it into ___ equal groups of ____ '3 is a factor of 12 because I can share it into 3 equal groups of 4.'
Remainders	When you divide one number by another and the answer does not divide exactly and you have an amount left over.	

Calculations		
Number sentence	Representing the maths of a context with numbers and symbols. E.g $50 + 20 = 70$	The number sentence that represents the word problem is _____ Jake has 10 stickers, he gives 4 to his sister. How many does he have left? 'The number sentence that represents the word problem is $10 - 4 = 6$ '
Operation	Four actions to solve problems; addition, subtraction, multiplication and division.	
Calculation	Using any of the four operations between numbers. E.g $10 + 5$, 10×5 , $10 - 5$, $10 \div 5$	
Estimate	Finding an approximate answer by rounding the numbers to the nearest one, tens, hundreds etc.	I estimate _____ is _____ because I can do _____ 'I estimate 19×8 is 160 because I can do 20×8 .'
Rounding	Changing the number up or down to the nearest one, ten, hundred etc depending how close it is.	I know to round _____ to _____ because it is between _____ and _____ and the _____ is above/below 5. 'I know to round 67 to 70 because it is between 60 and 70 and the ones is above 5.'
Commutative	Adding or multiplying numbers together in any order because you still get the same total.	If I know _____ then I also know _____ "If I know $12 + 3 = 15$ then I also know $3 + 12 = 15$'
Distributive	Splitting a multiplication up into two different calculations that still represent the same amount. 9×6 is the same as 4×6 and 5×6 added together. 	I know that _____ groups of _____ is the same as _____ groups of _____ and _____ groups of _____ 'I know that 3 groups of 15 is the same as 3 groups of 10 and 3 groups of 5.'
Addition		
Adding	Combining 2(or more) parts to make a whole.	
Sum	The calculation that represents an addition operation.	The sum of _____ and _____ is _____ 'The sum of 24 and 30 is 54'
Total	The amount you get from adding 2 or more numbers together.	The total of the parts _____ and _____ is _____. 'The total of the parts 30 and 70 is 100.'
Subtraction		
Take away	Removing a part from the whole.	

Odd	<p>Numbers that can't be made of groups of two.</p> <p>Odd numbers can be partitioned into one odd part and one even part.</p> 	<p>___ is not made of pairs; it is an odd number.</p> <p>'37 is not made of pairs; it is an odd number.'</p>
Even	<p>Numbers that can be made out of groups of two.</p> <p>Even numbers can be partitioned into two odd parts or two even parts.</p>  <p>parts.</p>	<p>___ is made of pairs of ___; it is an even number.</p> <p>'12 is made of pairs of 6; it is an even number.'</p>
Ordinal number	A number that gives a position eg. 1 st .	
Cardinal number	A number that represents a quantity.	
Prime number	A number that can only be divided by itself and 1.	<p>I know that ___ is a prime number because its only factors are ___ and 1.</p> <p>'I know that 19 is a prime number because its only factors are 19 and 1.'</p>
Square number	<p>A number created from multiplying an integer by itself.</p> 	<p>I know ___ is a square number because you multiple ___ by itself.</p> <p>'I know 64 is a square number because you multiple 8 by itself.'</p>
Cube number	<p>A number created by multiplying an integer by itself three times.</p> <p>$1^3 = 1 \times 1 \times 1 = 1$</p> <p>$2^3 = 2 \times 2 \times 2 = 8$ </p> <p>$3^3 = 3 \times 3 \times 3 = 27$ </p> <p>$4^3 = 4 \times 4 \times 4 = 64$ </p>	<p>If I multiple ___ by itself three times, I get the cube number ___.</p> <p>'If I multiple 10 by itself three times, I get the cube number 1000.'</p>