

Mathematical language we use in Early Years

Cardinal - The number that indicates how many there are in a set.

Classification - The identification of an object by specific attributes, such as colour, texture, shape or size.

Number - Number can be:

- a count of a collection of items e.g. three boxes,
- a measure e.g. of length or weight, or
- a label e.g. the number 17 bus

Numeral - The written symbol for a number; e.g. 3,2,1



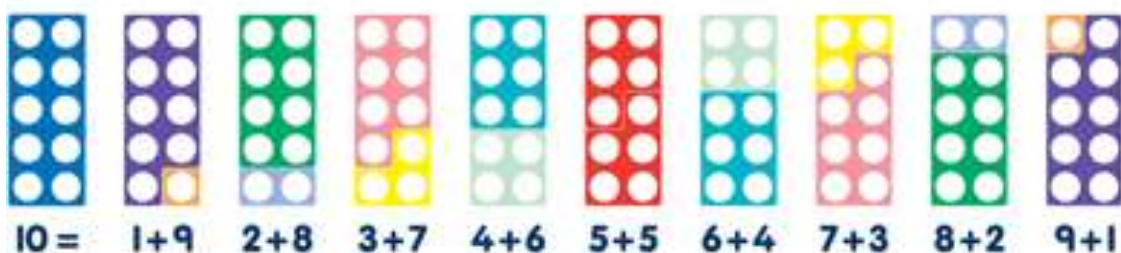
Partition - Separate a set into two or more subsets e.g. Partition 5 cubes into groups of 3 and 2 or partition a set of socks into plain and patterned.

Subitise - Instantly recognise a small quantity, without having to count how many there are.

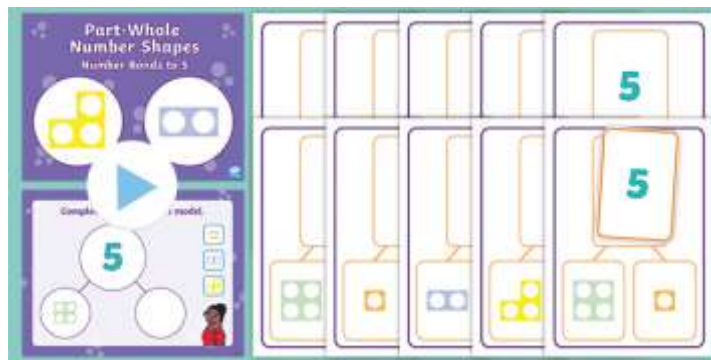
Ordinal - A number denoting the position in a sequence e.g. 1st, 2nd, 3rd etc or page 1, page 2, page 3...

Quantity - The amount you have of something e.g. a cup of flour, three boxes, half an hour.

Number bond/addition fact - are pairs of numbers which add up to a certain number and become so familiar that a child can recognise it and complete it almost instantly, with recall e.g. $3+2=5$, $4+1=5$, $5+5=10$, $7+3=10$, $4+6=10$.



Part-whole model - the concept of how numbers can be split into parts. Children using this model will see the relationship between the whole number and the component parts, this helps learners make the connections between addition and subtraction.



Ten frame - is a visual tool used to help children gain mental fluency with numbers and a better understanding of mathematical concepts e.g. to master counting, addition facts, place value and odd and even numbers.

