Westerton Primary School


Parent Help Guide

| Angles | Angles are formed where two straight lines meet. Angles of different sizes have different names: <br> Acute: This is a type of angle less than $90^{\circ}$. <br> Obtuse: This is an angle larger than $90^{\circ}$. <br> Right angle: This angle is exactly $90^{\circ}$. <br> Reflex angle: An angle larger than $180^{\circ}$ but smaller than $360^{\circ}$. |  |
| :---: | :---: | :---: |
| Area | The amount of surface in a shape. Area can be measured in cm or $\mathrm{cm}^{2}$. |  |
| Arrays | A set that shows equal groups in rows and columns. |  |
| Average | You can find the average of a set of numbers by adding them altogether and dividing the total by how many numbers there are. The average is called the mean. | $\begin{aligned} & \text { Eomone. } 2,3,6 \\ & 1+2+3+6=12 \\ & 12 \div 4=3 \end{aligned}$ |
| Axis | An axis is an imaginary line through the middle of any solid shape. <br> An axis is also one of the horizontal or vertical lines on a graph. The axes (plural of axis) are used to measure the position of points on the graph. |  |



Bar Model
The bar model method is pictorial and develops from children handling actual objects to drawing pictures and then drawing boxes, each of which represents an individual unit to represent objects. Eventually, they will no longer need to draw all the boxes; instead, they just draw one long bar and label it with a number.


| Base 10 | Base 10 refers to the numbering system in <br> common use that uses decimal numbers. <br> Base 10 is also called the decimal system or <br> denary system. | $(4 \times 3)+10=22$ |
| :--- | :--- | :--- |
| Brackets | These are included in many maths questions <br> and look like these ( ). You must complete <br> the sum inside the brackets first. | $(400$ BALOCKS |




| Decade | This means 10. A decade of time is 10 <br> years. | A decimal is used for a value less than 1. <br> You use a decimal point to separate the <br> whole number from the decimal part. |
| :--- | :--- | :--- |
| Decimal | A unit used for measuring angles and <br> temperatures. |  |
| Degree | The bottom number of a fraction. <br> The line that passes through a circle, from <br> twice the radius measurement. |  |
| Diameter is also |  |  |


| Empty number line | A number line with no numbers or markers, essentially the empty number line is a visual representation for recording and sharing thinking strategies during the process of mental computation. |  |
| :---: | :---: | :---: |
| Equation | Usually seen in Algebra. An equation will always have an equals sign. It is showing that one thing is the same as another. | $\begin{array}{r} 4 x+3=7 \\ 4 x=4 \\ x=1 \end{array}$ |
| Equilateral Triangle | All three sides of the triangle are equal. The angles are also equal. Each angle is $60^{\circ}$. |  |
| Estimate | To make an approximation (guess). |  |
| Even | This can relate to the even numbers $2,4,6,8 \ldots$. Or having an even chance in probability. This means you have the same chance as one thing happening than the other. |  |
| Expression | Symbols that represent a number or quantity | $5(x+4)$ |

## F




| Greater than | ) Means greater than or more than | $<$ |  | $\begin{gathered} = \\ \text { Equal to } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: |
| Grid method multiplication | The grid method is a way of teaching multiplication. Pupils move on from an array to the grid method. It is also used for teaching times tables. You need an empty number square. | $\times$ |  | $\begin{gathered} 5 \\ \hline 35 \end{gathered}$ |


| Graph | A graph is a diagram showing the relation between <br> variable quantities, typically of two variables, each <br> measured along one of a pair of axes at right angles. |  |
| :--- | :--- | :--- |



| Hemisphere | A hemisphere is half a sphere. It is made by cutting <br> through the centre of a sphere. |  |
| :--- | :--- | :--- |
| Heptagon | A 7-sided shape. |  |
| Hexagon | A 6-sided shape. |  |
| Square | The 100 square can be used to find lots of number <br> patterns. The children can investigate how even and <br> odd numbers are situated in the square, how <br> multiples of different numbers are arranged, and <br> where square and triangular numbers are found. | The longest side on a right-angled triangle, opposite <br> the right angle. |
| Hypotenuse |  |  |



| Integer | An integer is a whole number (not a fraction) that can be positive, negative, or zero. |  |
| :---: | :---: | :---: |
| Inverse operation | To solve a calculation where there is a missing part, we can use an inverse operation. | Example: $150+\ldots=300$ <br> Inverse operation: $300-150=$ $\qquad$ |
| Isosceles triangle | A triangle that has two equal sides. Two of the angles in an isosceles triangle are always equal. |  |


| Kilogram | A kilogram is a measure of mass in the metric <br> system. Kilograms are measures of weight. There <br> are a thousand grams in one kilogram. |
| :--- | :--- |
| Kilometre | A kilometre is 1000 metres ( m ). It is a measure of <br> distance in the metric system. |



| Less than | < Means less than | $\ll$ <br> Less than |
| :--- | :--- | :--- |

## M

| Mean | The mean is a type of average. To find this average, you need to add up all your results and then divide by the total number of results. | $\begin{aligned} & 3,9,1,4,5,10 \\ & 3+9+1+4+5+10 \\ & =32 \div 6 \\ & =5.33=\text { Mean } \end{aligned}$ |
| :---: | :---: | :---: |
| Median | When data is arranges in size order, the middle result is the median. | $\begin{aligned} & \underbrace{3,9,1,4,5}_{\substack{\text { ok, } D=R}} \\ & 1,3,4,5,9 \\ & \rightarrow \text { Median } \end{aligned}$ |
| Mode | The mode is the most common result in data collected. | $4,8,1,3,4,3,3,2,4,4$ <br> $1,2,3,3,3,4,4,4,4,8$ <br> Mode $=4$ |
| Multiple | A multiple is a larger number than can be divided by smaller numbers without a remainder. |  |


| Numerator | The top number of a fraction. | $\frac{3}{4} \leftarrow$ Numerator |
| :---: | :---: | :---: |
| Number line | A number line is a straight, horizontal line with numbers placed at even increments along the length. It's not a ruler, so the space between each number doesn't matter, but the numbers included on the line determine how it's meant to be used. |  |


| Obtuse angles | An angle that is greater than $90^{\circ}$ but less than <br> $180^{\circ}$. |
| :--- | :--- |
| Opposite <br> angles | Opposite angles are angles that are opposite <br> one another when two lines cross. Another <br> name for opposite angles is vertical angles <br> because the two angles share the same vertex <br> or corner. |


| Parallel | Parallel lines run side by side, having the same <br> distance continuously between them. Parallel <br> lines never meet. |  |  |
| :--- | :--- | :--- | :--- | :--- |
| Part/Part/Whole | Part-part-whole thinking refers to how numbers <br> can be split into parts. It allows students to see <br> the relationship between a number and its <br> component parts. As a result, students generalise <br> the connections between addition and <br> subtraction. | 'Per cent' means out of 100. Percentages are <br> written using \%. 60\% is the same as 60/100. |  |
| Percentages |  |  |  |


| Perimeter | The distance area around the outside of a shape. |  |
| :--- | :--- | :--- |
| Prime Numbers | A number that can be divided ONLY by 1 and itself. <br> Prime numbers to 50 are: <br> $2,3,5,7,11,13,17,19,23,29,31,37,41,43,47$. |  |
| Prism | A 3D shape with 2 identical ends and has the <br> same cross-section all along its length. |  |
| Probability | The chance of something happening. This can be <br> written as a fraction, decimal or percentage. | The result when two numbers are multiplied <br> together. |
| Product |  |  |


| Quadrilateral | A word used to describe a 2D shape that is 4 <br> sided. | Reven Types of Quadrilaterals |
| :--- | :--- | :--- |

## R

| Radius | A radius is a line inside a circle. It goes from the centre <br> to the edge of the circle, and it is half the diameter. |  |
| :--- | :--- | :--- |
| Range | The range measures the spread of a data set. This is <br> calculated by taking the lowest number away from the <br> highest number. | In mathematics, a ratio is a relationship between two <br> numbers indicating how many times the first number <br> contains the second. For example, if a bowl of fruit <br> contains eight oranges and six lemons, then the ratio of <br> oranges to lemons is eight to six (that is, $8: 6$, which is <br> equivalent to the ratio 4:3). |
| Ratio | sata set: <br> squares : circles <br> $2: 5$ |  |


| Reflex angle | A reflex angle is greater than $180^{\circ}$. |  |  |
| :---: | :---: | :---: | :---: |
| Revolution | A revolution is a whole turn ( $360^{\circ}$ ) . |  |  |
| Right angle | A right angle is a $90^{\circ}$ angle. |  | $\qquad$ |
|  | $S$ |  |  |
| Scalene triangle | This is a triangle with no equal sides. |  |  |
| Sequence | An ordered set of numbers that follow a particular pattern. | $5,{ }^{+3} 8,{ }^{+3} 11,{ }^{+3} 14,{ }^{+3} 17, \ldots$ |  |
| Simplify | To reduce a fraction to a simpler form by cancellation of common factors. <br> To reduce an equation by regrouping of terms in the same variable, etc. | $\frac{{ }^{3}}{20}=\frac{3}{5}$ | $\begin{gathered} \frac{4 x+2 x}{6}+1 \\ \frac{6 x}{6 x}+1 \end{gathered}$ |
| Subtraction | This means the same as 'take away'. The process of taking one amount away from another. |  | $4-1=3$ |
| Sum | To find the sum of two numbers, you add them together. |  |  |
| Surface area | The total area of all the surfaces on a 3D shape. |  |  |
| Square number | The total of when a number is multiplied by itself. |  |  |
| Square root | The square root of a number is a value that, when multiplied by itself, gives the number. Example: $4 \times 4=16$, so a square root of 16 is 4. |  |  |
| Symmetry | Symmetry is when one shape becomes exactly like another if you flip, slide or turn it. The simplest type of symmetry is reflection (or mirror) symmetry. There is also rotational symmetry and point symmetry. |  | $\stackrel{4}{+})_{8}^{\infty}-\infty$ |


| Tangent | A tangent is a line that touches the edge of a curve or circle at one point, but does not cross it. | $4>$ |
| :---: | :---: | :---: |
| Tens frame | Ten-Frames are two-by-five rectangular frames into which counters or objects are placed to illustrate numbers less than or equal to ten. They are therefore very useful devices for developing number sense within the context of ten. | tenframes |
|  |  |  |
|  |  |  |
| Tessellation | When a shape can fit together lots of times without any gaps, it is a tessellating shape. | $305 \square \square$ |



Unit cube
A cube with edges that are all 1 cm long.

$\square$


| Venn diagram | A diagram using two circles that overlap to group things. <br> The overlapping section in the middle is used to place <br> things that have characteristics of both sets. |
| :--- | :--- |
| Vertex (vertices) | A vertex (plural: vertices) is a point where two or more <br> lines meet. It is a corner. |
| Volume | The measurement of space inside a shape. |

## K

| X axis | The horizontal axis on a graph or chart. |  |
| :---: | :---: | :---: |

## $V$



