# Mathematical Vocabulary 

## Year 4

## Mathematics vocabulary list Year 4

Maths is its own language. Sometimes that language looks like written word and sometimes it looks like symbols, but it is a language and it must be learned for math fluency and competency. If a child does not have a good understanding of key mathematical vocabulary, it can hinder them in making good progress in maths and in other areas of the curriculum.

At Chapel End, we explicitly teach maths vocabulary, giving it a context and allowing children to apply it in a variety of problems.

Listed below are the key mathematical terms a child will learn in Year 4. This is the minimum we expect children to learn; however, we know children are curious and will undoubtedly want to learn more and we encourage this.

| Vocabulary | Definition | Example |
| :---: | :---: | :---: |
| Number and Place Value |  |  |
| Consecutive | Following each other continuously | $\begin{array}{\|l\|} \hline \\ \text { '1, 2, 3, 4, 5...' } \\ \text { ' } 789,790,791,792 \text { ' } \end{array}$ <br> These are example of consecutive numbers'. |
| Integer | A whole number that can be positive or negative. | ' 6 is an integer, 0.6 is not.' |
| Negative numbers | A number that is less than zero. | '-1, -24, -0.5'. |
| Positive number | A number that is greater than zero. Zero is neither positive or negative. | '3, 32, 0.5.' |
| Thousand, ten thousand, hundred thousand, million | ' 10,000 - ten thousand. <br> 100,000- one hundred thousand. <br> $1,000,000$ - one million'. |  |
| Addition and subtraction |  |  |
| Associative law | No matter how the parts in an addition or multiplication equation are grouped, the answer will be the same. | $\begin{aligned} & \prime(6+3)+2=11 \\ & 6+(3+2)=11 \end{aligned}$ <br> Addition and multiplication are associative. Subtraction and division are not.' |
| Multiplication and division |  |  |


| Distributive law | The process whereby adding some numbers and then multiplying the sum gives the same answer as multiplying the numbers separately and then adding the products. | $39 \times 7=30 \times 7+9 \times 7 .$ <br> This is an example of the distributive law'. |
| :---: | :---: | :---: |
| Short division | A formal written layout where the quotient is calculated showing only one written step. |  |
| Short multiplication | A formal written layout where the multiplier is usually 9 or less. | $\begin{array}{r} 782 \\ \times \quad 9 \\ \hline 7038 \end{array}$ |
| Fractions |  |  |
| Decimal fraction | A fraction expressed in its decimal form. | 'Half written as a decimal fraction is 0.5.' |
| Decimal place | The position of a digit to the right of a decimal point. |  |
| Decimal point | A full point or dot placed after the figure representing units in a decimal fraction. | '7.89 is an example of a number with a decimal point'. |
| Hundredths | Each of one hundred equal parts into which something is or may be divided. | $4.21$ |
| Mixed number | Numbers consisting of an integer and fractional part. | ' $11 / 2$ is a mixed number'. |
| Proper fraction | A fraction with a value less than one. | $41 / 2$ and $3 / 4$ are proper fractions'. |
| Simplify | To write a number or equation in its simplest form. | 'I can simplify 8/10 to 4/5' |
| Length |  |  |




| Parallelogram | A 2-D shape that has two pairs of parallel sides and equal opposite angles. |  |
| :---: | :---: | :---: |
| Polygon | A plane shape (two-dimensional) with straight sides. |  |
| Rectilinear | A rectilinear shape has straight line edges which are perpendicular (all meet at right angles). | 'A rectangle- a straight-sided shape that can be divided up into other rectangles.' |
| Rhombus | An equilateral parallelogram with four equal length sides. |  |
| Scalene | A scalene triangle has three unequal sides and three unequal angles. |  |
| Trapezium | A quadrilateral with exactly one pair of parallel sides. |  |
| 3d shape |  |  |
| Cylindrical | Like a cylinder. |  |
| Spherical | Shaped like a sphere. |  |
| Position and direction |  |  |


| Coordinate | The position of a point, usually described using pairs of numbers. | 'Th po the ${ }^{\text {b }}$ 5 4 3 2 1 | ordina <br> hat is 1 xis.' | $(1,3)$ de the x a |
| :---: | :---: | :---: | :---: | :---: |
| Degree | A measure for angles. There are 360 degrees in a full rotation. | 'There are 180 degrees in a triangle'. |  |  |
| Grid | A series of evenly divided and equally spaced shapes, usually squares. |  |  |  |
| Plot | To mark out a point on a graph or grid. | 'Plot the point $(3,6)$ means to draw the precise location of that point, usually shown as a dot or a small cross'. |  |  |
| Point | The precise location of a position on a 2-D plane. | 'An exact place on a graph or on squared paper. A point can be represented by a capital letter.' |  |  |
| Protractor/angle measurer | A measuring device for measuring the size of an angle. Angles are measured in degrees $\left({ }^{\circ}\right)$. |  |  |  |
| North-east, northwest, south-east, south-west, NE, NW, SE, SW | Compass directions |  |  |  |


| Reflection | An image or shape as it would be seen in a mirror. |  |
| :---: | :---: | :---: |
| Rotation | The action of rotating about an axis or centre. |  |
| Statistics |  |  |
| Data | A collection of facts, such as numbers, words, measurements, observations or even just descriptions of things. | "What sport do you play?" |
| Interval | An interval on a graph's axis lies between two values. | 'The graph below is going up in intervals of 1.' |
| Survey | To gather information by individual samples so we can learn about the whole thing. | 'We are going to complete a survey of children's favourite ice cream flavour'. |




