

Mathematical Language Development

We feel it is important to have a common approach throughout the school to the terminology used and the correct use of symbols names.

Number

Addition & Subtraction; It is hoped that by Second Class, the children will have encountered most of the terms associated with addition, (add, and, count on, plus, more, altogether, total, sum of) and subtraction (take away, count back, subtract, less than, left, decrease, minus, difference).

When adding and subtracting, the children will work from the top down

9
e.g. - $\underline{4}$, will be taught as follows: 9 take 4
Regrouping /renaming will be taught where necessary.

Equals; is, is the same as, will be, answer is, means

Place Value; The term ‘**units**’ will be used

Multiplication & Division; These mathematical operations are introduced in Third Class and it is hoped that by Fifth Class most of the vocabulary associated with them will have been encountered, i.e. multiply, multiply by, times, groups/sets of, divide, divide by, shared between, split.

Tables; Tables will be learned as they are read:

Addition: $6 + 3 = 9$ will be learned as follows; 6 and 3 is 9

Subtraction: $11 - 4 = 7$ will be learned as follows; 11 take 4 is 7

Multiplication: $9 \times 6 = 54$ will be learned as follows; 9 sixes are 54

Division: $42 \div 7 = 6$ will be learned as follows; 42 divided by 7 is 6

The learning of multiplication tables will begin in Third Class. Division tables will be learned in Fourth Class. Subtraction and division will be learned as the inverse of addition and multiplication. A variety of methods may be used to teach tables; e.g. counting in 2's, 3's ..., reciting from memory, listening to tapes, ICT (TeachingTables.co.uk).

Tables will be revised regularly.

