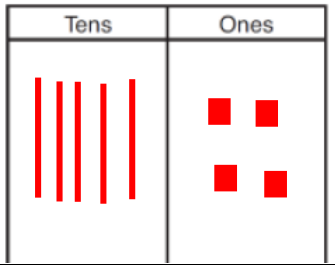
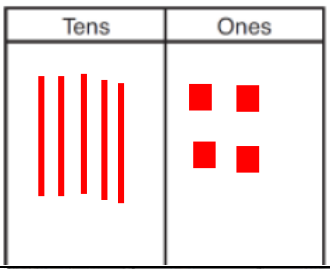
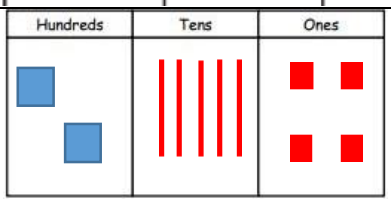
Woodcote Primary School
Resources for parents

Year 2: Summer Term

Star Words/ Vocabulary List

Vocabulary	Example
1 digit number	0, 1, 2, 3, 4, 5, 6, 7, 8, 9
2 digit number	11, 21, 32, 43 etc
Place Value	The value of each digit in a number (see below).
Ones	 54 has 4 **ones**.
Tens	 54 has 5 **tens**.
Hundreds	 254 has 2 **hundreds**.
Partitioning	A way of breaking a number into parts i.e; hundreds, tens and ones. 452 = 400 + 50 + 2

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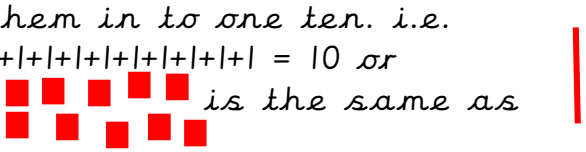
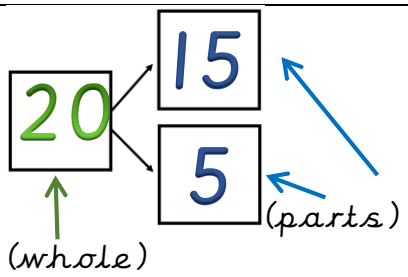
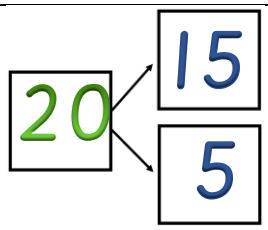
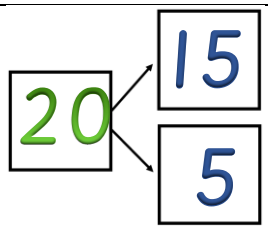
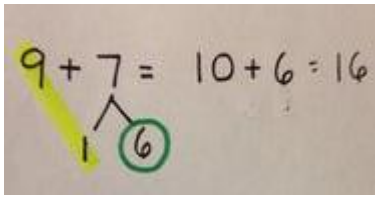
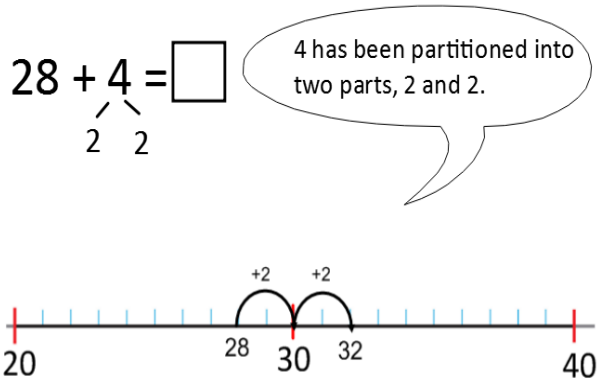
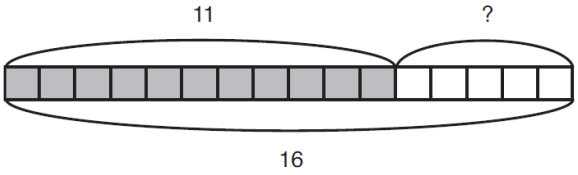
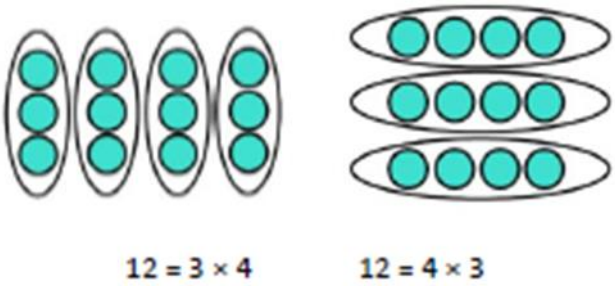
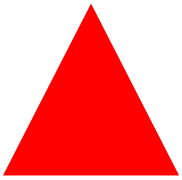
Regroup	If I have ten ones I can **regroup** them in to one ten. i.e. 1+1+1+1+1+1+1+1+1+1 = 10 or  is the same as
Is equal to (=)	The number of ___ **is equal to** the number of _____. 12 add 3 **is equal to** 15. 12 plus 3 **is equal to** 15.
The same as	The number of ___ **is the same as** the number of ___.
Increase/ Increasing	When a number or sequence is getting bigger. "The pattern is **increasing** by_____".
Decrease/ Decreasing	When a number or pattern is getting smaller. "The pattern is **decreasing** by_____ ".
Count on	The method whereby the children count on from the highest number to find a total of two numbers.
Altogether	How many are there **altogether**? There are ___ apples **altogether**.
Number bond	A way of representing a number using a part-part whole model (see below). Parts that make a whole; 13 add 3 is equal to 16.

Part Whole diagram (Resource)	
Part(s)	 "One of our **parts** is 15". "One of our **parts** is 5" 20 is the whole. 15 and 5 are the **parts**.
Whole	 "Our **whole** is 20". 20 is the whole. 15 and 5 are the **parts**.
Make ten strategy (Method)	

Bridge ten	When an addition or subtraction equation bridges to the next or previous ten. 24+8=___ Children will use the make ten strategy to solve it. 
Rounding	A method used to approximate a number to the nearest appropriate power of ten; If the final digit in a number ends in 0, 1, 2, 3, 4, you round down to the nearest multiple of 10. For example; 64 to the nearest 10 is 60. If the final digit in a number ends in 5, 6, 7, 8, 9, you round up to the nearest multiple of 10. For example; 78 to the nearest 10 is 80.

Bar modelling (Method)	□ + 11 = 16 16 – 11 = □ 11 + □ = 16 16 – □ = 11  This is way of representing a problem using pictures. It is often a very useful way of making a complex word problem more accessible to pupils. By "seeing" the problem in the visual form, it is them often easier for children to see how to approach the problem.
Skip Counting	Counting in multiples. For example, skip counting in 2s; 2, 4, 6, 8, 10
Repeated Addition	Used for multiplication.  5 + 5 + 5= 15
Groups of…	Used for multiplication.  Three groups of five; 3 x 5

Array	A pictorial representation of 'groups of'.  $12 = 3 \times 4$ $12 = 4 \times 3$
Pictogram	A graph which uses pictures to represent information.
Vertex/ Vertices (plural)	A point where two or more straight sides meet. A corner.  "This shape has four vertices and four straight sides"
Edge/Edges (plural)	The side of a shape.  "This shape has three edges".
Face	A face is a flat surface on a 3D shape.
Apex	The apex can be described as the point furthest from the base.
Symmetrical	If an object is symmetrical if it can be divided exactly in half so that one side is a mirror image of the other.

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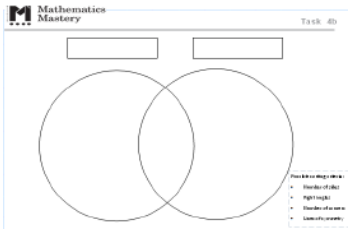
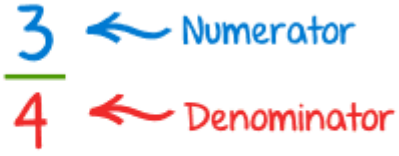
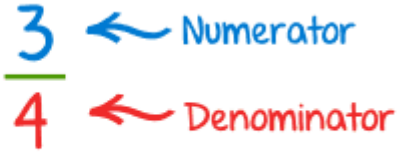
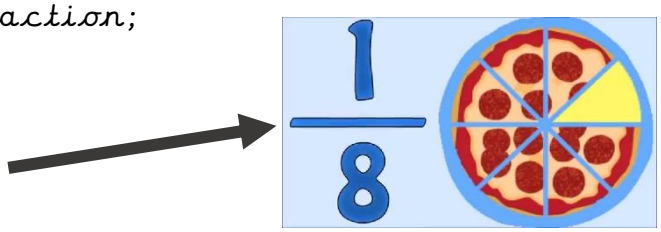
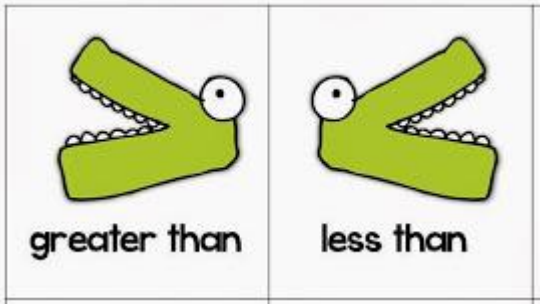
Venn Diagram	Used for sorting and classifying. 
New Words Term 3:	
Fraction	A fraction is a form of a number that shows part of a whole.
Numerator	  The parts of the whole.
Denominator	  The whole.
Vinculum	The horizontal line in the fraction; 

Unit fraction	A **unit fraction** is a number written as a fraction where the numerator is one and the denominator is a positive integer, for example, 1/2, 1/3, 1/4, 1/5, 1/6
Non-unit fraction	A **non-unit fraction** is a number written as a fraction where the numerator is more than one and the denominator is a positive integer, for example, 2/3, 3/4, 2/5, 2/6
Exchange	How many ones would I have if I **exchanged** all of my tens for ones? How many tens would I have if I **exchanged** the hundred block for tens? How many ones would I have if I **exchanged** the ten ten-sticks for ones?
< Less than > Greater than	 56 > 12 56 is **greater than** 12 12 > 56 56 is **less than** 12

Estimate	An estimate is a rough calculation. I **estimate** the container to have a capacity of more than one litre. I think it has a capacity of three litres.
Full, nearly full, half full Empty, nearly empty, half empty The same.	This bottle is ___.
Heavy, heavier, heaviest Light, lighter, Lightest	The ___ is **heavier** than the ___. The ___ is **lighter** than the ___. The ___ is the **heaviest (lightest).** The book feels **heavier** than the marble. The marble is **lighter** than the book. The cow is **as heavy as** the horse.
Capacity	The amount a container can hold.
Volume	A measure of the space taken up by something.