

## Glossary of key terms

|                   |                                                                                                                                                                                                                                                                                              |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Comparison        | Showing understanding of the relative size of number.<br>Estimating and comparing amounts, recognising changes in numbers and estimating numbers of things.                                                                                                                                  |
| Counting          | Understanding number/s and developing counting skills including saying number words, saying the number sequence or saying some numbers in sequence, counting in everyday contexts, tagging numbers to objects (one to one), counting on from a number and matching number names to numerals. |
| Cardinality       | The quantity (number of things) or ‘how-many-ness’ of things it represents.                                                                                                                                                                                                                  |
| Subitising        | Instantly recognising the number of objects in a small group without the need to count them.                                                                                                                                                                                                 |
| Composition       | Understanding that one number can be made up from combinations of two or more smaller numbers.                                                                                                                                                                                               |
| Spatial Awareness | Anticipating what happens when shapes move and combine with other shapes, developing wider mathematical thinking including problem solving and developing rich positional and directional language.                                                                                          |
| Shape             | Noticing simple 2D and 3D shapes, recognising when shapes are the same, categorising according to shape, using shape for a purpose to solve problems and understanding and using mathematical terms for shape and shape properties.                                                          |
| Pattern           | Noticing, identifying, talking about and creating patterns.<br>Noticing patterns where the order of some items (including sounds and actions) is continually duplicated to form a unit of repeat to generate a pattern (repeating patterns).                                                 |
| Measures          | Comparing objects based on different attributes such as length, weight, size, capacity and time as a preliminary to using units to compare later.                                                                                                                                            |