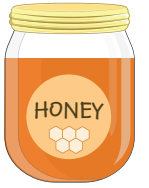
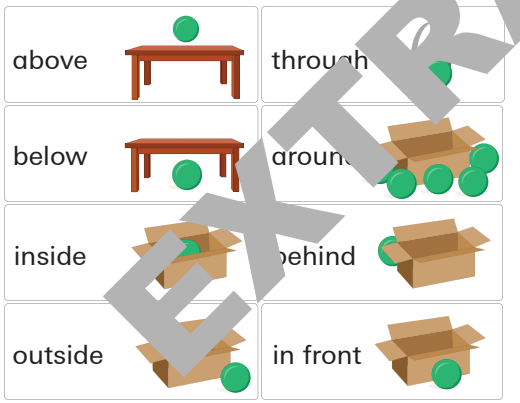
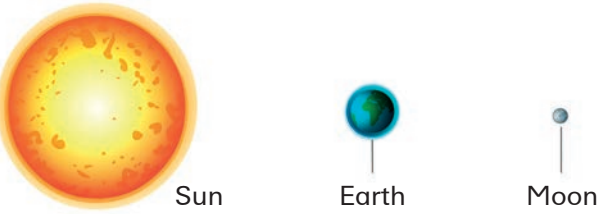
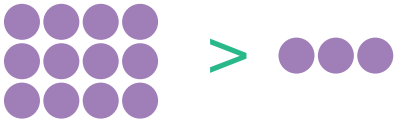
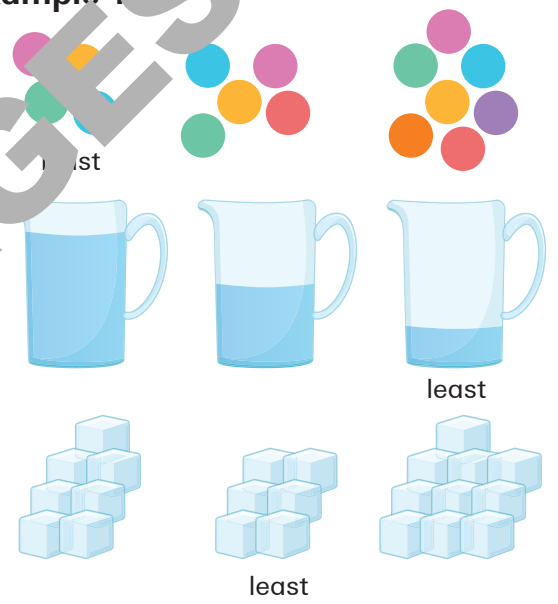
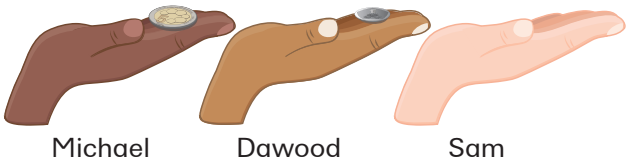
Maths term	Explanation/definition/diagram
key (graph) (n.)	A visual guide on a graph which shows what each picture or colour stands for. **Example 1:** What does the **key** on this pictograph tell you? A visual guide that explains the meaning of the colours used in the graph. **Example 2:** What does the **key** of this bar graph tell you? The number of fruit that each learner has collected Number of fruit Lerato Palesa Names of learners apples bananas key *Grade 2*

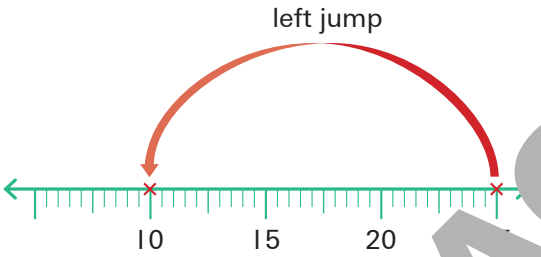
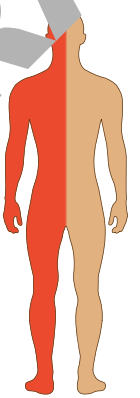
Maths term	Explanation/definition/diagram
kilogram (n.)	A standard metric unit of measurement used to measure the mass of objects. **Example:** One **kilogram** is the same as one thousand grams. *Grade 2, 3*
kitchen scale (n.)	A type of scale used in the kitchen to measure the mass of ingredients such as flour, sugar, butter and even liquids for baking or cooking.  *Grade 2*
known fact (n.)	Something that is recognised as a fact and which you know by memory; information that is considered to be true. **Example:** It is a **known fact** that 2 + 7 = 9. Learners use this fact to find the answer to 22 + 7, which is 29. (*See add and subitise*) *Grade 1, 2, 3*

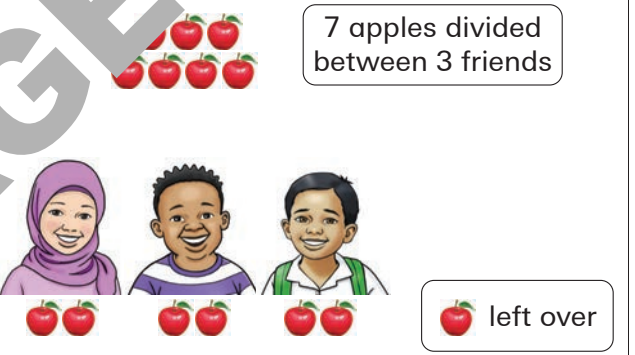
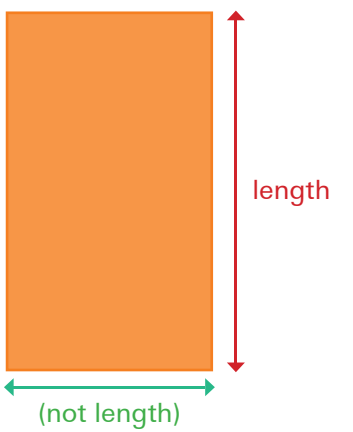
Maths term	Explanation/definition/diagram
label (n.)	A piece of information that describes an object or gives information about it. **Example:** We often find **labels** on food or clothes. Some **labels** show the content or ingredients of products, while others show the price, barcode or size.  label on a jar  price tag *Grade 3*
language of position (n.)	Position words; a mode of communication which makes use of words to show where an object is placed.  *Grade 1, 2, 3*

Maths term	Explanation/definition/diagram
larger (adj.)	When an object is bigger/greater in size in relation to another. **Example 1:** The Sun is **larger** than the Moon and the Earth.  **Example 2:** In mathematics, we use the symbol > to show that something is **larger** than or greater than something else.   10 > 5 6 × 6 > 8 × 4 *Grade 3*

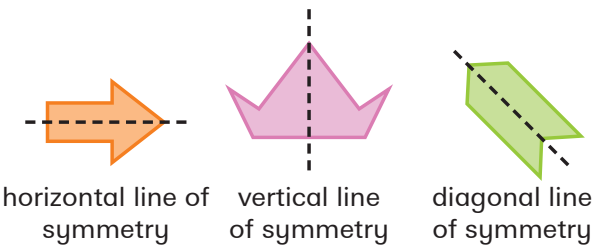
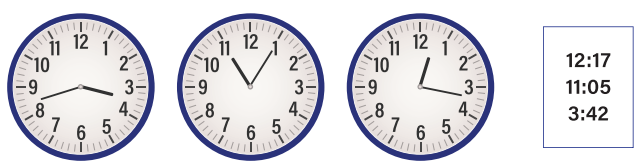
Maths term	Explanation/definition/diagram
late (adj.)	A moment in time after the expected time. **Example:** Lily overslept and was **late** for the bus.  *Gr…*
later (adj.)	An indication that a certain tim… …s another. **Example:** 3 p.m. is **late**… …m. *Grade 1, 2*
leap year (n.)	A calendar year w… …onsists of 366 days instead of …e nor…al 365 days. Every four y… …month of February has an ex… …a day (29 days instead of 28). Such y…rs …re c…lled leap years.
learning gaps (n.)	The differ… …between what a learner knows and what the learner is expected to know in a particular grade.

Maths term	Explanation/definition/diagram
least (adj.)	The smallest in terms of quantity or volume. **Example** …  **Example 2:** Michael has R5, Dawood has R1 and Sam has R0. Who has the **least** money?  **Answer:** Sam has the least. Note that zero is a quantity. (*See zero*) *Grade 1, 2, 3*

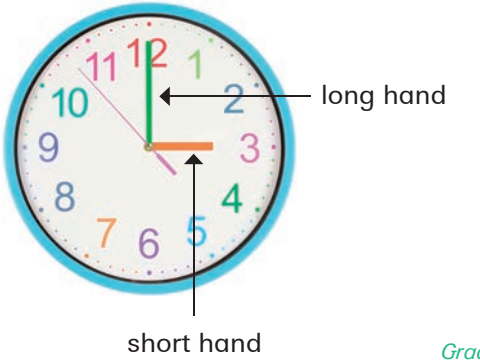
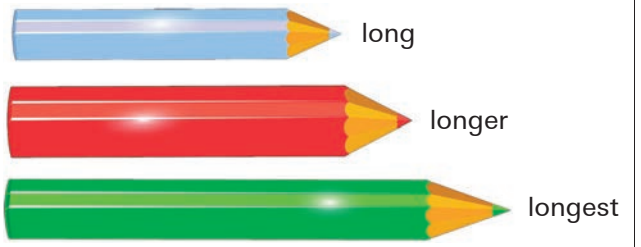
Maths term	Explanation/definition/diagram
least common (adv.)	Things that occur less frequently; things that are less in terms of quantity.  **Example:** In South Africa, the leopard is the **least common** of the Big Five animals. *Grade 1*
left (direction) (adj.)	The direction to the west when you are facing north. On a number line, a jump to the left is a backwards jump, which means that you are subtracting.  *Grade 1, 2, 3*
left (side) (adj.)	The side of the body or object that faces west when you are facing north. **Example:** In the picture, the figure is facing forward and the **left** side is shaded in red.  *Grade 1, 2, 3*

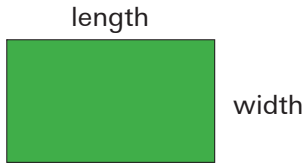
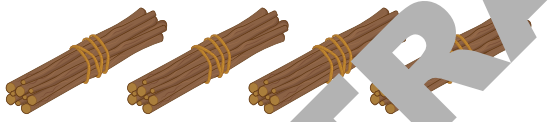
Maths term	Explanation/definition/diagram
left over (adj.)	When a certain quantity remains once everything else has been divided. **Example:** 3 friends divide 7 apples between them. 1 apple will be **left over**.  (*See remainder*) *Grade 1, 2*
length (n.)	The longest dimension of an object, measured from one end to the other, either from the top or bottom, or sideways.  (*See longer side*) *Grade 1, 2*

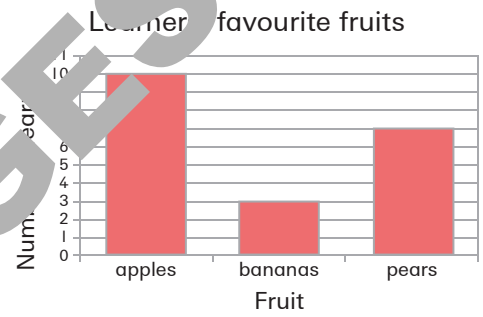
Maths term	Explanation/definition/diagram
length of time (n.)	Duration; how long something takes; the amount of time that an event lasts. **Example:** The **length of time** needed to mark one assessment is half an hour. *Grade 2, 3*
less (adv.)	The smaller amount or quantity when comparing two amounts, or quantities. **Example:** Sahil has 10 pencils and Tebogo has 7. Tebogo has **less** pencils than Sahil. *Grade 2, 3*
less than (adv.)	A phrase used to compare two values or amounts, one of which is smaller than the other. **Example:**  5 16 Five **is less than** sixte *Grade 1, 2, 3*
light, lighter, lightest (adj.)	A way of comparing the mass of three objects, where the lightest object has the smallest mass. **Example:** Th is the **lightest** of the three vehicle  *Grade 1, 2, 3*

Maths term	Explanation/definition/diagram
line (n.)	A one-dimensional path that is straight and runs in opposite directions.  *Grade 1, 2, 3*
line of symmetry (n.)	line that cuts or divides a shape or o into two identical parts. **Example:** There are three types of **lines of symmetry**.  horizontal line of symmetry vertical line of symmetry diagonal line of symmetry *Grade 1, 2, 3*
link (ing) (numbers) (v.)	To connect mathematical concepts through some sort of relationship. **Example:** The concepts of telling the time and numbers are **linked**, as you will see when you match each clock with the correct times.  12:17 11:05 3:42

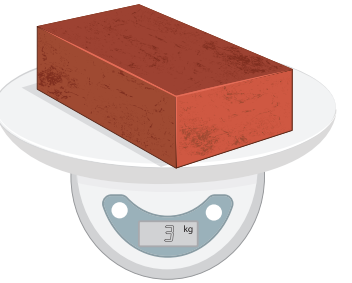
Maths term	Explanation/definition/diagram
list(n.)	Items written together, usually, one below the other, for a particular purpose.  *Grade 3*
litre/litres (n.)	A standard unit of measurement used to measure volume, where: 1 **litre** = 1 000 ml. **Example:** The bottle contains a **litre** of water.  *Grade 2*

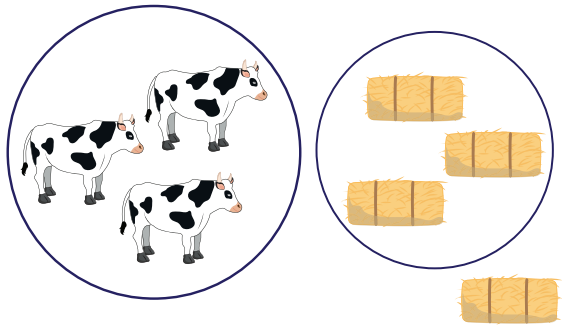
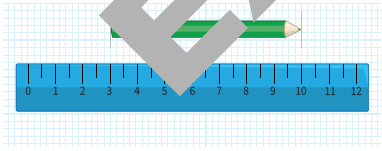
Maths term	Explanation/definition/diagram
long hand and short hand (of a clock) (n.)	The hands which are used to tell the time on an analogue clock. **Example:** The **long hand** points to the minutes. **Example:** The **short hand** points to the hours.  *Grade 2*
long, longer, longest/ longer than (adj.)	Terms used to compare the lengths of objects. **Example:** The blue pencil is **long**. The red pencil is **longer.** The red pencil is **longer than** the blue pencil. The green pencil is the **longest**.  *Grade 1, 2, 3*

Maths term	Explanation/definition/diagram
long time (adj.)	A prolonged or continued period of time. **Example:** It took a **long time** for the tree to grow tall. *Grade 1*
longer side/ longest side (n.)	The side of a shape that has a greater length than the others. **Example:** The **longer side** of a rectangle is called the length. The shorter side is called the width.  (*See shorter side*) *Grade 1, 2, 3*
lots of/ groups of	Things put together strategically in sets or collections in order to make counting and subitising easier. **Example:** The bundle of sticks is organised into **groups of** 10.  **Examples:** A **group of** marbles or a **group of** tennis balls.  (*See subitising*) *Grade 1*

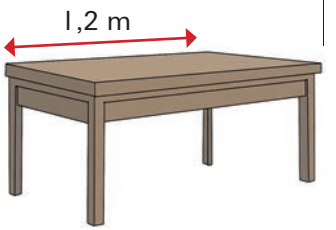
Maths term	Explanation/definition/diagram
low/lower than (adj.)	Terms used to compare heights; when a position is below another.  In the bar graph, the bar for bananas is lower than the bars for pears and apples. *Grade 2*

Maths term	Explanation/definition/diagram
makes (v.)	A term used in addition, meaning 'gives' or 'is equal to'. **Example:** 5 and 7 **makes** 12 *Grade 1, 2*
manipulatives (n.)	Objects that are used to help learners understand mathematical concepts by handling them. **Example:** Manipulatives include wooden blocks, counters, an abacus and concrete number lines. (*See concrete*) *Grade 1, 2, 3*
many (adj.)	A word used to describe the quantity of things when there are a lot of t[illegible] **Example:** There are **many** [illegible] beads in the picture.  *Grade 1, 2, 3*

Maths term	Explanation/definition/diagram
map (n.)	A diagram that is used to represent the physical features of a region or show towns, cities and the different provinces of a country.  *Grade 3*
mass (n.)	The amount of matter an object consists of. **Example:** The brick has a **mass** of 3 kg. (*See weight*)  *Grade 1, 2, 3*

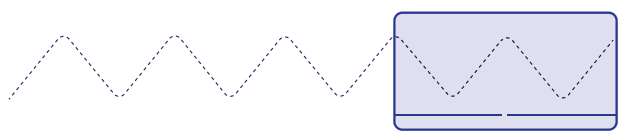
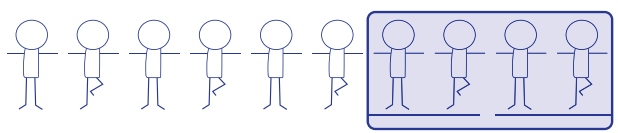
Maths term	Explanation/definition/diagram
match/ matching (v.)	Connecting things that fit or go together (even if they are different). **Example:** The picture shows you can **match** 3 cows with 3 straw bales.  *Grade 1, 2*
measure (v.)	The process of finding the size or amount of an object, for example its length or mass. **Example: Measure** the length [illegible] paper clip. *[illegible] 1, 2, 3*
measurement (n.)	A value that shows the [illegible] amount of an object or thing, for [illegible] its length or mass. **Example:** When I took the pencil's **measureme[illegible]** saw that it has a length of 7 cm.  *Grade 2*

Maths term	Explanation/definition/diagram
measuring tape (n.)	A tool that bends easily and is used to find the length of a[illegible] object; a tool which is clearly marked in specific units of length.  *Grade 3*
medium (adj.)	[illegible] between small and large. **Example:**  small medium large *Grade 1*
method (n.)	The steps that are followed to complete a specific task. **Example:** You can double 26 using these **methods**: **Method 1:** 26 × 2 = (20 × 2) + (6 × 2) = 40 + 12 = 52 **Method 2:** 26 × 2 = 26 + 26 = 52 **Method 3:** 26 × 2 = (20 + 20) + (6 + 6) = 40 + 12 = 52 *Grade 3*

Maths term	Explanation/definition/diagram
metre/metres (n.)	A standard unit of measurement (abbreviated as 'm') used to measure the length of an object.  **Example:** The tabletop is 1,2 **metres** (1,2 m) long *Grade 2, 3*
metre ruler/ metre stick (n.)	A measuring tool which has a length of 1 metre. *Grade 2, 3*
middle (prep.)	When an object or number is at the centre or midway between two or more objects or numbers. **Example:** 2, 6, 10, 12, 15 The number in the middle is 10.
midday (n.)	Noon; 12 o'clock in the afternoon **Example:** I ate lunch at **midday**. *Grade 1, 2, 3*
midnight (n.)	12 o'clock at night **Example:** I heard the dogs barking at **midnight**. *Grade 1, 2, 3*
millilitre (n.)	A standard unit of measurement of volume. **Example:** A **millilitre** (1 ml) is a thousandth of a litre. We can also say that 1 litre is the same as 1 000 **millilitres**. *Grade 3*

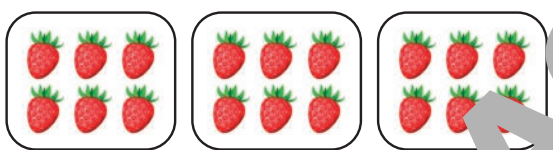
Maths term	Explanation/definition/diagram
millimetre (n.)	A standard unit of measurement of length. **Example:** A **millimetre** (1 mm) is a thousandth of a metre. We can also say that 1 metre is the same as 1 000 **millimetres**.
minus (v.)	To decrease a number by subtraction. **Example:** 13 **minus** 5 equals 8. *Grade 1, 3*
minute (n.)	A measure of time that is equivalent to 60 seconds. *Grade 2, 3*
missing (numbers) (adj.)	Refers to an unknown number that is deliberately left out so that a learner could calculate this. **Example:** Find the **missing number**. 27 – ___ = 14 **Answer:** 13 *Grade 2*
money (n.)	A medium of trade exchange in the form of coins and notes that is used to pay for goods or services.  *Grade 1, 2, 3*
month (n.)	A period of time that is equivalent to about 30 days or 4 weeks. **Example:** There are 12 **months** in one year. *Grade 2, 3*

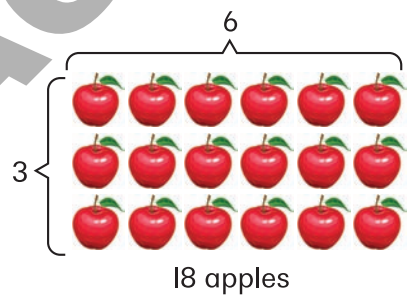
Maths term	Explanation/definition/diagram
months of the year (n.)	One year is divided up into 12 months: January, February, March, April, May, June, July, August, September, October, November and December. (*See annual and calendar*) *Grade 1, 2*
more common (adj.)	When things occur more frequently; when there are more or a larger quantity of things. **Example:** Proteas are **more common** in South Africa than anywhere else in the world. 
more/more than (adj.)	A phrase used to compar[illegible] two values or amounts, one of which [illegible] than the other. **Example:** 4 is **more than** 3.  Four **is more than** three (*See greater than*) *Grade 1, 2, 3*

Maths term	Explanation/definition/diagram
morning (n.)	The period of the day between midnight and midday (12 o'clock). **Example:** [illegible] rises in the **morning.**  *Grade 1, 2*
most (adj.)	The largest quantity; the biggest amount. **Example:** The boys ate the **most** sweets at the party. *Grade 1, 2, 3*
movement (pattern)	A pattern that moves from left to right. It can also be a pattern that uses body movement. **Example 1:** Complete the **pattern**.  **Example 2:** Look at the pattern and fill in the missing steps.  *Grade 1*

Maths term	Explanation/definition/diagram
multiple (n.)	A multiple is what we get after multiplying a number with a whole number. **Examples:** The **multiples** of 3 are: 0; 3; 6; 9; 12; 15; 18; … The **multiples** of 5 are: 0; 5; 10; 15; 20; 25; 30; … The **multiples** of 10 are: 0; 10; 20; 30; 40; 50; 60; 70; 80; 90; 100; … *Grade 1, 2, 3*
multiples of 2 (n.)	The values one gets by multiplying whole numbers by 2. When a multiple of 2 is divided by 2, there is no remainder. We say that the number is divisible by 2. **Example:** 2; 4; 6; 8 are **multiples of 2** We say that 8 is divisible by 2 because when we divide 8 by 2, we get 4 and no remainder. *Grade 1, 2, 3*

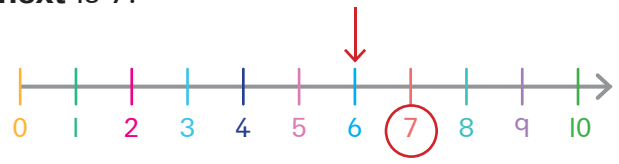
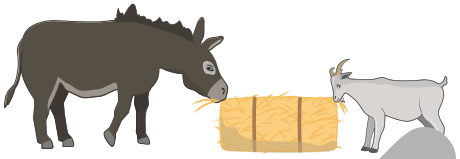
Maths term	Explanation/definition/diagram
multiples of 3 (n.)	The values one gets by multiplying whole numbers by 3. When a multiple of 3 is divided by 3, there is no remainder. We say that the number is divisible by 3. **Example:** 3; 6; 9; 12 are **multiples of 3.** *Grade 3*
multiples of 4 (n.)	The values one gets by multiplying whole numbers by 4. When a multiple of 4 is divided by 4, there is no remainder. We say that the number is divisible by 4. **Example:** 4; 8; 12; 16 are **multiples of 4.** *Grade 3*
multiples of 5 (n.)	The values one gets by multiplying whole numbers by 5. When the value is divided by 5, there is no remainder. We say that the number is divisible by 5. **Example:** 5; 10; 15; 20 are **multiples of 5**. *Grade 1, 2, 3*

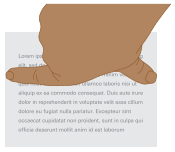
Maths term	Explanation/definition/diagram
multiplication (n.)	A mathematical operation which involves adding a number to itself. The answer to a multiplication sum is called the product. Multiplication can be shown using repeated addition, skip counting, or grouping. **Example 1:** 6 × 3 = 18 One can use method 1, 2 or 3 to find the answer to this multiplication sum. **Method 1: Repeated addition.** 6 + 6 + 6 = 18 **Method 2: Skip counting**  **Method 3: Grouping**  When teaching **multiplication**, it is better to help learners understand that multiplication does not always make the amount or value bigger. When one multiplies by a fraction, the amount or value becomes smaller **Example 2:** 20 × $\frac{1}{2}$ = 10 (*See skip counting, product, and grouping*) *Grade 1, 2, 3*

Maths term	Explanation/definition/diagram
multiply (v.)	To find the product of two numbers or fractions. In the foundation phase, to multiply means finding how many times a number is added to itself (repeated addition). **Example:** 6 × 3 = 6 + 6 + 6 = 18  18 apples (*See product*) *Grade 1, 2, 3*

Maths term	Explanation/definition/diagram
narrower (adj.)	A term used to compare two widths. The smaller width is considered narrower than the other. **Example:** The stream is **narrower** than the river.  stream  river *Grade 1*
natural number (n.)	Any whole number from 1 to infinity. (*See whole number*) *Grade 1, 2, 3*
near (position) (prep.)	A short distance away from something. **Example:** The wet dog sat **near** the fire. (*See far*) *Grade 2*

Maths term	Explanation/definition/diagram
near double (n.)	A number or value that is close to a double. **Example 1:** 51 is a near double. It is close to 50, which is the double of 25. **Example 2:** When we have a **near double**, we can use the double of a number to find the answer to a calculation. ___ + ____ = 27 We could say that 27 is one more than 26, which is 13 + 13. *Grade 2, 3*
nearest 10 (rounding off) (n.)	To round off a number means to adjust that number either up or down or to the nearest 10. If the units digit is less than 5, the number is rounded down to 0. If the units digit is 5 or more, the number is rounded up to the nearest 10. **Example:** Round off 65 and 54 to the **nearest 10.** **Answers:** 70 and 50 *Grade 2, 3*

Maths term	Explanation/definition/diagram
next (number) (adj.)	When a number follows another; when a number comes after another. **Example:** Look at the number 6 on the number line. The number that comes **next** is 7.  *Grade 1*
next to (position) (prep.)	A short distance from something or someone; alongside something or someone. **Example:** The donkey and the goat are **next to** the straw bale.  *Grade 1*
night (n.)	The time period when the sky is dark, and most people and animals are asleep. **Example:** I can see the Moon at **night.**  *Grade 1*

Maths term	Explanation/definition/diagram
non-geometric (adj.)	Objects that do not have regular outlines and straight edges. **Example:** The shapes in this artwork are **non-geometric**.  *Grade 1*
non-geometric shapes (n.)	Irregular shapes that do not have any regular outlines and straight edges. **Example:** A hand is as example of a **non-geometric** shape.  *Grade 2, 3*
non-standard measure (n.)	An informal unit of measurement; a unit of measurement that is not generally used. **Example:** Using your hand to measure the width of a page is an example of a **non-standard measure**.   (*See informal measurement, hand span, foot length*) *Grade 1, 2, 3*
non-unitary fraction (n.)	A part of a whole whose numerator is always greater than one. **Examples:** $\frac{2}{9}$ $\frac{3}{4}$ $\frac{4}{15}$ $\frac{3}{10}$ $\frac{7}{8}$ $\frac{5}{6}$ In unitary fractions, the top number (numerator) is 1, for example $\frac{1}{2}$ and $\frac{1}{7}$. *Grade 3*

Maths term	Explanation/definition/diagram
number (n.)	The amount of objects that can be counted; the quantity of something. **Example:** Find the **number** of balls.  Calculation 3 + 2 = 5 *Grade 1, 2, 3*
number bonds (n.)	A pair of numbers that are added or subtracted to produce a given number. **Example:** **Number bonds** of 5 are 1 + 4 = 5; 5 – 4 = 1 2 + 3 = 5; 5 – 3 = 2 3 + 2 = 5; 5 – 2 = 3 4 + 1 = 5; 5 – 1 = 4 *Grade 1, 2*
number family facts (n.)	A collection of addition and subtraction sums using the same numbers. Learners need to use these combinations as recalled facts. **Examples:** 2 + 5 = 7 5 + 2 =7 7 – 5 = 2 7 – 2 = 5 (*See fact family*) *Grade 1, 2*

Maths term	Explanation/definition/diagram
number grid (n.) or **number chart** (n.)	A chart consisting of 10 rows and 10 columns, starting at 1 and ending at 100. **Example:** In a **number grid**, we add ten as we move down and we subtract tens as we move up in the column. **1 to 100 number chart** 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 *Grade 1, 2, 3*

Maths term	Explanation/definition/diagram
number line (n.)	A horizontal line consisting of numbers that are evenly spaced, starting at 0 in foundation phase. It can be used to understand the position of numbers; it can help learners to visualise basic arithmetic operations. **Example:** There are different types of **number lines**: 1. A structured **number line** which shows all relevant numbers.  2. A semi-structured **number line** which only shows some numbers at specific intervals.  3. An empty **number line** which does not show any numbers.  *Grade 1, 2, 3*
number name (n.) or **number word** (n.)	A way of expressing a number in words. **Example:**  five *Grade 1, 2, 3*

Maths term	Explanation/definition/diagram
number pair (n.)	Any two numbers put together to produce a combined number. **Example:** [illegible] 25 form a **number pair**, because they produce the combined number of 100. *Grade 1*
number pattern (n.)	A list or sequence of numbers in which the same number is added or subtracted each time to get the next number in the list. **Example:** 3; 6; 9; 12; 15 is a number pattern where: The difference between 3 and 6 is 3. The difference between 6 and 9 is 3. The difference between 9 and 12 is 3. *Grade 1, 2, 3*
number problem (n.)	A mathematical task that consists of only numbers, where you need to find the solution. **Example:** Solve this number problem: What is the quickest way to add 98, 99 and 97? **Answer:** Convert all three numbers to 100. Add them together to get 300. Then subtract 6 to produce the answer, which is 294. *Grade 3*

Maths term	Explanation/definition/diagram
number range (n.)	The difference between the largest and smallest number in a group of numbers. **Example:** In the group of numbers from 40 to 60, the **number range** is 20. *Grade 2*
number rhymes and songs (n.)	A rhyme or song that helps learners count from 1 to 20 to the beat of music; a rhyme or song that reinforces oral counting and develops learners' knowledge of number names. *Grade 1, 2*
number sense (n.)	A person's ability to work flexibly with numbers or quantities as a result of a deeper understanding of number structure.
number sentence (n.)	An arrangement of numbers and symbols that express the solution to a word problem. **Example:** John has 2 pears. His brother has 3 more. How many pears does his brother have? **Answer:** The **number sentence** will be: 2 + 3 = _. The solution is 2 + 3 = 5. His brother has 5 pears. *Grade 1, 2*

Maths term	Explanation/definition/diagram
number sequence (n.)	A list of numbers that are connected by a rule. **Example:** 2, 4, 8, 12; 24 is a **number sequence**. The rule that connects these numbers is that each **number in the sequence** is double the previous one. *Grade 2, 3*
number symbol (n.)	Using digits or numerals to represent a number; using digits or numerals instead of a number word or number name. **Example:** The **number symbol** for thirty-four is 34. *Grade 1, 2, 3*
numeral (n.)	A symbol used to represent a number. **Example:** The following digits: 0, 1, 2, 3, 4, 5, 6, 7, 8 or 9 are used as **numerals**. *Grade 3*
numerator (n.)	In a fraction, this is the number above the division line. $\frac{3}{4}$ (3 ← numerator; 4 ← denominator) (*See denominator*) *Grade 2, 3*
numerosity	The ability to quickly match numerals to non-symbolic quantities without the need for counting. (*See subitise*) *Grade 1*