Turnbull High School
EAST DUNBARTONSHIRE

NUMERACY ACROSS LEARNING

curriculum for excellence

INTRODUCTION

WHAT IS NUMERACY?

The Broad General phase of Curriculum for Excellence aims to ensure that, in addition to knowledge about specific subjects, leaners develop certain skills which will be of benefit to them throughout their life. These skills are known as **SKILLS FOR LEARNING, LIFE AND WORK**.

NUMERACY is one the key **SKILLS FOR LEARNING, LIFE AND WORK** as it is about the ability to use numbers to solve and understand problems by counting, doing calculations, measuring, and understanding graphs and charts.

The key areas which make up the skill of numeracy are:

- *Estimation and rounding*
- *Number and number processes*
- *Fractions, decimal fractions and percentages*
- *Money*
- *Time*
- *Measurement*
- *Analysis and data*
- *Ideas of chance and uncertainty*

WHAT IS THE PURPOSE OF THE BOOKLET?

This booklet has been produced to give guidance on how certain key numeracy topics are taught in mathematics and across the curriculum.

Each numeracy topic in this book will do this by outlining "benchmarks" of things learners should be able to do with that element of numeracy and then providing strategies[1] that learners can use to achieve these benchmarks.

It is hoped that by providing this information to learners and their parents/carers that this booklet will do the following.

- *Allow learners to access an easy way to revise the basics of numeracy and so improve their numeracy skills from revision and practice.*

- *Provide parents/carers with clear information about what numeracy entails so that they can discuss and revise it with their child – eg asking learners for quick recall of number bonds to 20, place value, times tables, measurement, time and money.*

- *Provide parents/carers with clear information about how numeracy is being taught in school. This will hopefully allow them to support their young person when completing with homework by reinforcing the numeracy strategies from class rather than an alternative that may confuse them.*

- *Allow learners to experience success in dealing with numeracy and so develop their confidence in solving problems by exploring alternative solutions and working with numbers.*

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[1] In some numeracy topics there will be more than one strategy presented – this is because different problems may require different solutions and so learners are encouraged to develop a variety of strategies so that they can select the most appropriate method in any given situation.

CONTENTS

ESTIMATION AND ROUNDING – BENCHMARKS AND STRATEGIES

SECOND LEVEL Benchmarks	THIRD LEVEL Benchmarks
• *Rounds whole numbers and decimal fractions up to and including at least 2 decimal places.* • *Applies knowledge of rounding to give an estimate to a calculation appropriate to the context, and uses it to check the reasonableness of the solution.* • *Shares solutions with others.*	• *Rounds numbers to at least 3 decimal places.* • *Rounds numbers to at least 3 significant figures.* • *Uses rounding to routinely estimate the answers to calculations.* • *Rounds in a way which is appropriate for the context when solving problems and determines the reasonableness of the solution.*

Estimation: Rounding Whole Numbers

Numbers can be rounded to give an approximation.
IMPORTANT RULE
We always round up for 5 or above
78**6** rounded to the nearest 10 is 790.

Round Down ← | → Round up

0 1 2 3 4 | 5 6 7 8 9

We can round as follows –

- Round 2 digit whole numbers to the nearest 10
- Round 3 digit whole numbers to the nearest 10 or 100
- Round 4 digit whole numbers to the nearest 10, 100 or 1000

Example
65**2** rounded to the nearest 10 is 650
78**5** rounded to the nearest 10 is 790

26**5**2 rounded to the nearest 100 is 2700
78**4**5 rounded to the nearest 100 is 7800

2**6**52 rounded to the nearest 1000 is 3000
7**8**45 rounded to the nearest 1000 is 8000

The same principle applies to rounding decimal numbers.

3.6**4** to the nearest tenth is 3.60 or 3.6

In general, to round a number, we must first identify the place value to which we want to round. We must then look at the next digit to the right (the "check digit") - if it is 5 or more round up.

Significant Figures

A figure or digit in a number is significant if it gives an idea of:

(i) quantity

(ii) accuracy

When zeros are only there to position the decimal point then they are not significant.

Examples:

506	has	3	Significant figures	
50·6	has	3	s.f.	
5·06	has	3	s.f.	
0·506	has	3	s.f.	
506·0	has	4	s.f.	(The ·0 shows accuracy)
0·00506	has	3	s.f.	

Round each number to 2 s.f.

(a) 315·2 $\longrightarrow$ 320

(b) 1065 $\longrightarrow$ 1100

(c) 51·634 $\longrightarrow$ 52

Round each number to 3 s.f.

(a) 0·9251 $\longrightarrow$ 0·925

(b) 12·99 $\longrightarrow$ 13·0

(c) 51706 $\longrightarrow$ 51700

Estimation: Calculation

We can use rounded numbers to give us an approximate answer to a calculation. This allows us to check that our answer is sensible.

Example 1
Tickets for a P7 concert were sold over 4 days. The number of tickets sold each day was recorded in the table below. How many tickets were sold in total?

Monday	Tuesday	Wednesday	Thursday
48	23	18	36

Estimate = 50+20+20+40=130 therefore the exact answer should be about 130.

Calculate:

$$\begin{array}{r} 48 \\ 23 \\ 18 \\ +36 \\ \hline 125 \\ \hline \end{array}$$

Answer = 125 tickets

Example 2
A bar of chocolate weighs 42g. There are 20 bars of chocolate in a box. What is the total weight of chocolate in the box?

Estimate = 40 x 20 = 800g

Calculate:

$$\begin{array}{r} 42 \\ \text{X}20 \\ \hline 0 \\ 840 \\ \hline 840 \\ \hline \end{array}$$

Answer = 840g

NUMBER AND NUMBER PROCESSES – BENCHMARKS AND STRATEGIES

SECOND LEVEL Benchmarks	THIRD LEVEL Benchmarks
• *Reads, writes, and sequences numbers forwards and backwards, using the number range 0 to 1,000,000.* • *Partitions a wide range of whole numbers and decimal fractions with up to at least 3 decimal places, for example,* 3.6 *is three and six tenths,* 3.042 *is three and forty-two thousandths.* • *Explains the link between a digit, its place and its value for whole numbers up to at least 1 000 000.* • *Explains the link between a digit, its place and its value for numbers with at least 3 decimal places.* • *Reads, writes, orders and sequences sets of decimal fractions with up to at least 3 decimal places.* • *Uses knowledge of inverse operations in problem solving.* • *Adds and subtracts 10, 100 and 1000 mentally to and from whole numbers and decimal fractions with at least 3 decimal places.* • *Multiplies and divides whole numbers and decimal fractions with at least 3 decimal places mentally by 10, 100 and 1000.* • *Adds and subtracts multiples of 10 to and from whole numbers and decimal fractions with at least 3 decimal places.* • *Multiplies and divides whole numbers and decimal fractions with at least 3 decimal places by multiples of 10.*	• *Quickly recalls number facts including at least the* 12^{th} *multiplication table and square numbers up to 144.* • *Solves written addition and subtraction problems accurately working with whole numbers and decimal fractions with up to at least 3 decimal places and selects and communicates the processes and solutions.* • *Solves written multiplication and division problems accurately working with whole numbers and decimal fractions with up to at least 3 decimal places.* • *Solves mental problems accurately involving the four operations.* • *Interprets and solves multi-step problems in familiar contexts ensuring correct order of operations.* • *Communicates and justifies strategies used to solve problems.*

• *Recognises where decimal fractions are used in everyday life and applies this knowledge to record and convert amounts in money and measure accurately, for example,* 501p = £5·01, 01.9cm = 0·09m, 7g = 0·007kg. • *Interprets and solves multi-step problems by selecting and carrying out appropriate mental and written calculations, and sharing chosen approach with others.* • *Provides the answer as a decimal fraction when dividing a whole number by a single digit, for example,* 43 ÷ 5 = 8·6. • Applies the correct order of operations in number calculations when solving multi-step problems. • *Talks about familiar contexts in which negative numbers are used.* • *Locates and orders numbers less than zero.*	
• *Identifies multiples and factors of whole numbers and applies knowledge and understanding of these when solving relevant problems in number, money and measurement.*	• *Identifies common multiples for whole numbers and can explain method used.* • *Identifies common factors for whole numbers and can explain method used.* • *Identifies prime numbers up to at least 100 and can explain method used.* • *Solves problems using multiples and factors.*

Addition

Mental strategies

There are a number of useful mental strategies for addition. Some examples are given below.

Example Calculate 64 + 27

Method 1 Add tens, then add units, then add together

60 + 20 = 80 4 + 7 = 11 80 + 11 = 91

Method 2 Split up number to be added (last number 27) into tens and units and add separately.

64 + 20 = 84 84 + 7 = 91

Method 3 Round up to nearest 10, then subtract

64 + 30 = 94 but 30 is 3 too much so subtract 3;
94 - 3 = 91

Written Method

When adding numbers, ensure that the numbers are lined up according to place value. Start at right hand side, write down units, carry tens under the line.

Example Add 3032 and 589

3032 →	3032 →	3032 →	3032
+589	+589	+589	+589
1	21	621	3621
1	1 1	1 1	1 1
2 + 9 = 11	3+8+1=12	0+5+1=6	3 + 0 = 3

Subtraction

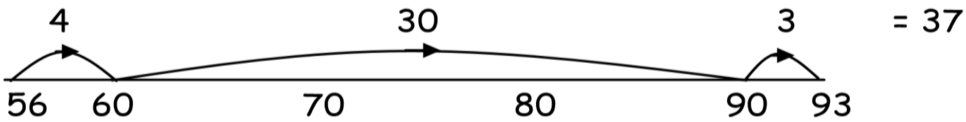
We use decomposition as a written method for subtraction (see below). Alternative methods may be used for mental calculations.

Mental Strategies

Example Calculate 93 - 56

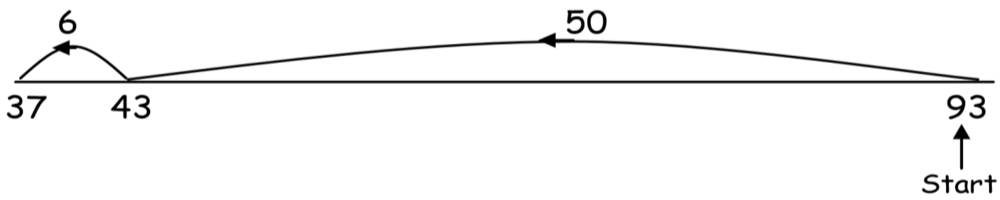
Method 1 Count on

Count on from 56 until you reach 93. This can be done in several ways e.g.



Method 2 Break up the number being subtracted

e.g. subtract 50, then subtract 6 93 - 50 = 43
43 - 6 = 37



Written Method

Example 1 4590 – 386

```
  8 1
 45̶9̶0
- 386
 4204
```

We do not "borrow and pay back".

Example 2 Subtract 692 from 3000

```
 2 9 9 1
 3̶0̶0̶0
- 692
 2308
```

Important steps for example 1

1. Say "zero subract 6, we cannot do "
2. Look to next column exchange one ten for ten units.
3. Then say "ten take away six equals four"
4. Normal subraction rules can be used to then complete the question.

Multiplication 1

It is essential that you know all of the multiplication tables from 1 to 10. These are shown in the tables square below.

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Mental Strategies

Example Find 18 × 6

Method 1

10 × 6
= 60

8 × 6
= 48

60 + 48
= 108

Method 2

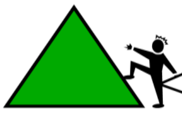
20 × 6
=120

20 is 2 too many
so take away 6×2

120 - 12
= 108

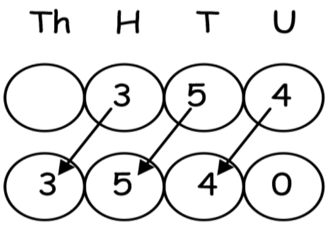
Multiplication 2

Multiplying by multiples of 10 and 100

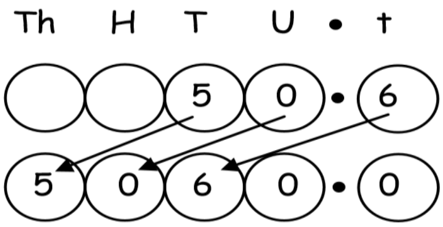


To multiply by **10** you move every digit ***one*** place to the left.
To multiply by **100** you move every digit ***two*** places to the left.

Example 1 (a) Multiply 354 by 10 (b) Multiply 50.6 by 100



354 × 10 = 3540



50.6 × 100 = 5060

(c) 15 × 30

To multiply by 30, multiply by 3, then by 10.

15 × 3 = 45
45 × 10 = 450

so 15 × 30 = 450

(d) 56 × 200

To multiply by 200, multiply by 2, then by 100.

56 × 2 = 112
112 × 100 = 11200

so 56 × 200 = 11 200

We may also use these rules for multiplying decimal numbers. Decimal points do not move!

Example 2 (a) 2.3 × 20 (b) 1.12 × 40

2.3 × 2 = 4.6
4.6 × 10 = 46.0

so 2.36 × 20 = 47.2

1.12 × 4 = 4.48
4.48× 10 = 44.8

so 1.12 × 40 = 44.8

Multiplication 3

Multiplying by written methods

Example 1 Multiply 354 by 19

$$
\begin{array}{r l}
354 & \\
\times\ 19 & \\
\hline
3186 & \leftarrow 354 \times 9 \\
{\scriptstyle 4\ 3} & \\
+3540 & \leftarrow 354 \times 10 \\
\hline
6726 & \\
\hline
{\scriptstyle 1} &
\end{array}
$$

The 'zero' is placed in the units column so that we can hold the tens place, them multiply as normal by the 'ten', in this case '1'

Example 2 Multiply 456 by 32

$$
\begin{array}{r l}
456 & \\
\times\ 32 & \\
\hline
912 & \leftarrow 456 \times 2 \\
{\scriptstyle 1\ 1} & \\
+13680 & \leftarrow 456 \times 30 \\
\hline
{\scriptstyle 1\ 1\ 1} & \\
14592 & \\
\hline
{\scriptstyle 1} &
\end{array}
$$

The 'zero' is placed in the units column so that we can hold the tens place, then multiply as normal by the 'ten', in this case '3'

*Please note that carrying would be expected in the written calculation, but has been omitted for clarity.

** To multiply by a three digit number you simply add two zeros to hold the 'hundreds' place on the third line of the calculation and multiply by the 'hundred'

Multiplication 4

Partitioning

Example: 43 x 26

43 x 26 = (43 x 20) + (43 x 6)

$$\begin{array}{r} 43 \\ \times 20 \\ \hline 860 \\ \hline \end{array} \qquad \begin{array}{r} 43 \\ \times 6 \\ \hline 258 \\ \hline \end{array} \qquad \begin{array}{r} 860 \\ +258 \\ \hline \underline{1118} \\ \hline \end{array}$$

Factor Pairs

Example: 28 x 72

28 x 72 = 7 x 4 x 72 or 28 x 72 = 28 x 8 x 9

$$\begin{array}{r} 72 \\ \times 7 \\ \hline 504 \\ \hline \end{array} \qquad \begin{array}{r} 504 \\ \times 4 \\ \hline \underline{2016} \\ \hline \end{array} \qquad\qquad \begin{array}{r} 28 \\ \times 8 \\ \hline 224 \\ \hline \end{array} \qquad \begin{array}{r} 224 \\ \times 9 \\ \hline \underline{2016} \\ \hline \end{array}$$

Arrays (The "Grid" method)

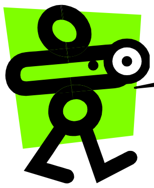
Example: 25 x 36

x	30	6
20	600	120
5	150	30

$$\begin{array}{r} 600 \\ 120 \\ 150 \\ +30 \\ \hline \underline{900} \\ \hline \end{array}$$

Division

You should be able to divide by a single digit or by a multiple of 10 or 100 without a calculator.



Written Method

18 divided by 3 can be shown as…

$18 \div 3 =$ or $3\overline{)18}$ or $\frac{18}{3}$ or $\frac{1}{3}$ of 18

Example 1 There are 56 pupils in P7, shared equally between 2 classes. How many pupils are in each class?

$$\begin{array}{r} 2\ 8 \\ 2\overline{)5\ {}^{1}6} \end{array}$$

There are 28 pupils in each class

Example 2 Divide 474 by 3

Always carry the remainder to the next column.

$$\begin{array}{r} 1\ 5\ 8 \\ 3\overline{)4\ {}^{1}7\ {}^{2}4} \end{array}$$

Example 3 A jug contains 2.64 litres of juice. If it is poured evenly into 8 glasses, how much juice is in each glass?

$$\begin{array}{r} 0\ .\ 3\ 3 \\ 8\overline{)2\ .\ {}^{2}6\ {}^{2}4} \end{array}$$

Each glass contains 0.33 litres

The decimal points must stay in line.
If you have a remainder at the end of a calculation, add a zero onto the end of the decimal and continue with the calculation.

Division 2

Partitioning

Example: 87 ÷ 3

87 ÷ 3 = (60 ÷ 3) + (27 ÷ 3)

$$\begin{array}{r} 20 \\ 3\overline{)60} \end{array} \qquad \begin{array}{r} 9 \\ 3\overline{)27} \end{array} \qquad 20 + 9 = \underline{29}$$

Factor Pairs

Example: 624 ÷ 16

624 ÷ 16 = 624 ÷ 4 ÷4 or 624 ÷ 16 = 624 ÷ 8 ÷ 2

$$\begin{array}{r} 156 \\ 4\overline{)624} \end{array} \qquad \begin{array}{r} 39 \\ 4\overline{)156} \end{array} \qquad\qquad \begin{array}{r} 78 \\ 8\overline{)624} \end{array} \qquad \begin{array}{r} 39 \\ 2\overline{)78} \end{array}$$

Long Division

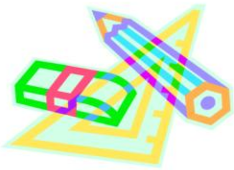
Example: 300 ÷ 25

$$\boxed{25 \times 10}$$

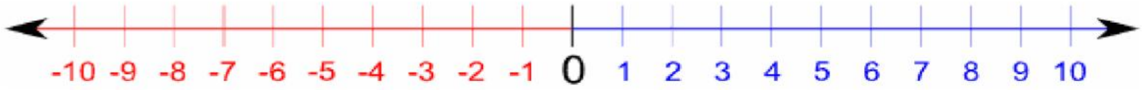
$$\begin{array}{rr} & 12 \\ 25 & \overline{)300} \\ - & 250 \\ \hline & 50 \\ - & 50 \\ \hline & 0 \\ \hline \end{array}$$

$$\boxed{25 \times 2}$$

Integers - Adding and Subtracting



An integer is what is more commonly known as a whole number. It may be positive, negative, or the number zero, but it must be whole.



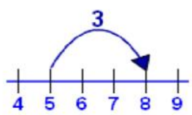
Negative Numbers (-) Positive Numbers (+)

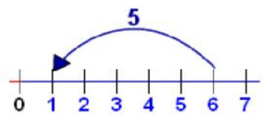
Remember: No sign in front of a number means it is positive

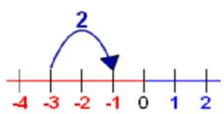
Adding and Subtracting positive numbers

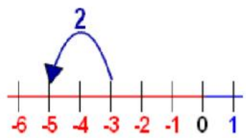
A number line may be used if pupils are finding questions difficult to do mentally

Examples 5+3 = 8 6-5 = 1









If you *add* a *positive number* you move to the *right* on a number line.
If you *subtract* a *positive number* you move to the *left* on a number line.
Always start from the position of the first number.

Adding or subtracting *negative* numbers.

Adding a negative number is the same as subtracting:

Example 7 + (–3) is the same as 7 – 3 = 4

General rule $a+(-b) = a - b$

Subtracting a negative number is the same as adding:

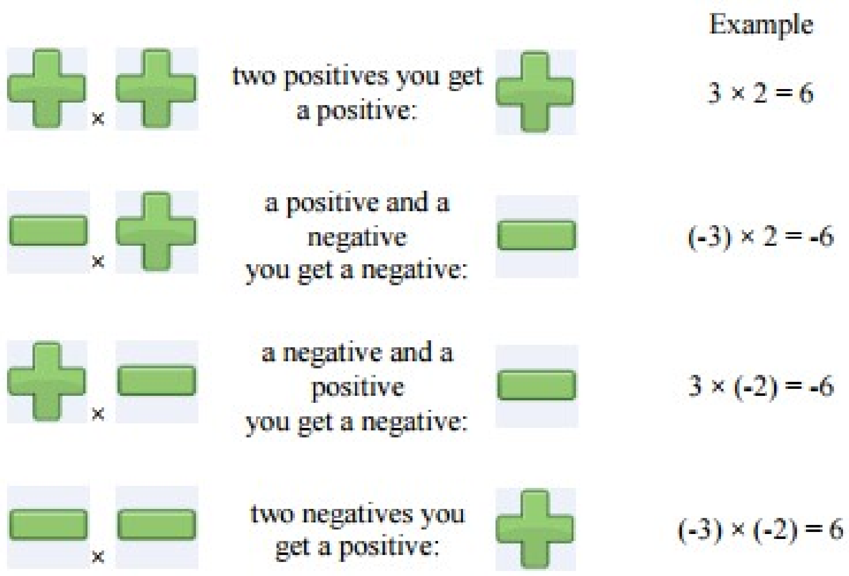
Example (–5) – (–2) is the same as (–5) + 2 = –3

General rule $a-(-b) = a + b$

Integers – Multiplying and Dividing

The following rules apply when multiplying and dividing integers:

When You Multiply:



When you Divide the same rules apply:

Examples

$(-6) \div (-2) = 3$

$15 \div (-3) = -5$

$-20 \div 5 = -4$

Quick Rule:

If the signs are the same, the answer is positive.

If the signs are different, the answer is negative.

Order of Calculation (BODMAS)

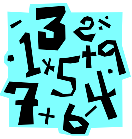
Consider this: What is the answer to 2 + 4 x 5 ?

Is it (2+4) x 5 or 2 + (4 x 5)

= 6 x 5 = 2 + 20

= 30 = 22

The correct answer is 22.



The **BODMAS** rule tells us which operations should be done first.
BODMAS represents:

(B)rackets

(O)rder

(D)ivide

(M)ultiply

(A)dd

(S)ubract

Therefore in the example above multiplication should be done before addition. (Note order means a number raised to a power such as 2^2 or $(-3)^3$)

Scientific calculators are programmed with these rules, however some basic calculators may not, so take care.

Example 1 15 – (12÷6) BODMAS tells us to divide first

= 15 – 2

= 13

Example 2 (9 + 5) x 6 BODMAS tells us to work out the brackets first

= 14 x 6

= 84

Example 3 18 + 6 ÷ (5-2) Brackets first

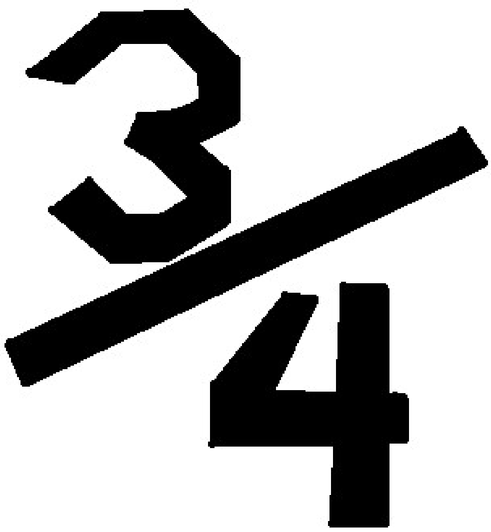
= 18 + 6 ÷ 3 Then divide

= 18 + 2 Now add

= 20

FRACTIONS, DECIMAL FRACTIONS AND PERCENTAGES – BENCHMARKS AND STRATEGIES

SECOND LEVEL Benchmarks	THIRD LEVEL Benchmarks
• *Uses knowledge of equivalent forms of fractions, decimal fractions and percentages, for example, 3/4 = 0·75 = 75%, to solve problems, justifying choice of method used.* • *Calculates simple percentages of a quantity, with and without a calculator, and uses this knowledge to solve problems in everyday contexts, for example, calculates the sale price of an item with a discount of 15%.* • *Calculates simple fractions of a quantity and uses this knowledge to solve problems in everyday contexts, for example, find 3/5 of 60.* • *Creates equivalent fractions and uses this knowledge to put a set of the most commonly used fractions in order.* • *Expresses fractions in their simplest form.*	• *Uses knowledge of fractions, decimal fractions and percentages to carry out calculations with or without a calculator.* • *Solves problems in which related quantities are increased or decreased proportionally.* • *Expresses quantities as a ratio and where appropriate simplifies, for example, if there are 6 teachers and 60 children in a school find the ratio of the number of teachers to the total amount of teachers and children.* • *Selects and communicates processes and solutions.*

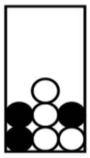


Fractions 1

Addition, subtraction, multiplication and division of fractions are studied in mathematics.
However, the examples below may be helpful in all subjects.

Understanding Fractions

Example
A jar contains black and white sweets.

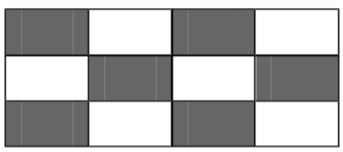


What fraction of the sweets are black?

There are 3 black sweets out of a total of 7, so $\frac{3}{7}$ of the sweets are black.

Equivalent Fractions

Example
What fraction of the flag is shaded?



6 out of 12 squares are shaded. So $\frac{6}{12}$ of the flag is shaded.

It could also be said that $\frac{1}{2}$ the flag is shaded.

$\frac{6}{12}$ and $\frac{1}{2}$ are **equivalent fractions**.

Fractions 2

Simplifying Fractions

The top of a fraction is called the **numerator**, the bottom is called the **denominator**.
To simplify a fraction, divide the **numerator** and **denominator** of the fraction by the same number.

Example 1

(a) $\frac{20}{25} \overset{\div 5}{\underset{\div 5}{=}} \frac{4}{5}$

(b) $\frac{16}{24} \overset{\div 8}{\underset{\div 8}{=}} \frac{2}{3}$

This can be done repeatedly until the numerator and denominator are the smallest possible numbers - the fraction is then said to be in it's **simplest form**.

Example 2 Simplify $\frac{72}{84}$ $\frac{72}{84} = \frac{36}{42} = \frac{18}{21} = \frac{6}{7}$ (simplest form)

Calculating Fractions of a Quantity

To find the fraction of a quantity, divide by the denominator.
To find $\frac{1}{2}$ divide by 2, to find $\frac{1}{3}$ divide by 3, to find $\frac{1}{7}$ divide by 7 etc.

Example 1

$$5\,\overline{)\,80\,}\;=\;16$$

£16

Example 2

$$4\,\overline{)\,48\,}\;=\;12$$

$$12 \times 3 = \underline{\underline{£36}}$$

To find $\frac{3}{4}$ of a quantity, start by finding $\frac{1}{4}$ then multiply by 3 (the numerator)

Percentages 1

Percent means out of 100.
A percentage can be converted to an equivalent fraction or decimal.

10% means $\frac{10}{100}$ simplified to $\frac{1}{10}$

10% is therefore equivalent to $\frac{1}{10}$ and 0.1

Common Percentages

Some percentages are used very frequently. It is useful to know these as fractions and decimals.

Percentage	Fraction	Decimal
1%	$\frac{1}{100}$	0.01
10%	1/10	0.1
12.5%	1/8	0.125
20%	1/5	0.2
25%	$\frac{1}{4}$	0.25
$33^{1}/_{3}$%	1/3	0.333…
50%	1/2	0.5
$66^{2}/_{3}$%	2/3	0.666…
75%	3/4	0.75
100%	1 whole	1.0

Percentages 2

There are many ways to calculate percentages of a quantity. Some of the common ways are shown below.

Non - Calculator Methods

Method 1 **Using Equivalent Fractions**

Example Find 25% of £160

25% of £ 160 = $\frac{1}{4}$ of £160 = £160 ÷ 4 = £40

Method 2 **Using 1%**

In this method, first find 1% of the quantity (by dividing by 100), then multiply to give the required value.

Example Find 9% of 200g

1% of 200g = $\frac{1}{100}$ of 200g = 200g ÷ 100 = 2g

so 9% of 200g = 9 x 2g = 18g

Method 3 **Using 10%**

This method is similar to the one above. First find 10% (by dividing by 10), then multiply to give the required value.

Example Find 70% of £35

10% of £35 = $\frac{1}{10}$ of £35 = £35 ÷ 10 = £3.50

so 70% of £35 = 7 x £3.50 = £24.50

Percentages 3

Calculator Method

To find the percentage of a quantity using a calculator, change the percentage to a decimal, then multiply.

Example 1 Find 23% of £15000

23% of £15000

= 23 ÷ 100 x 15000

= **£3450**

Remember! 23% = $\frac{23}{100}$ = 23 ÷ 100

This method does not use the % button on calculators. The methods usually taught in mathematics departments are all based on converting percentages to decimals.

Example 2 House prices increased by 19% over a one year period. What is the new value of a house which was valued at £236000 at the start of the year?

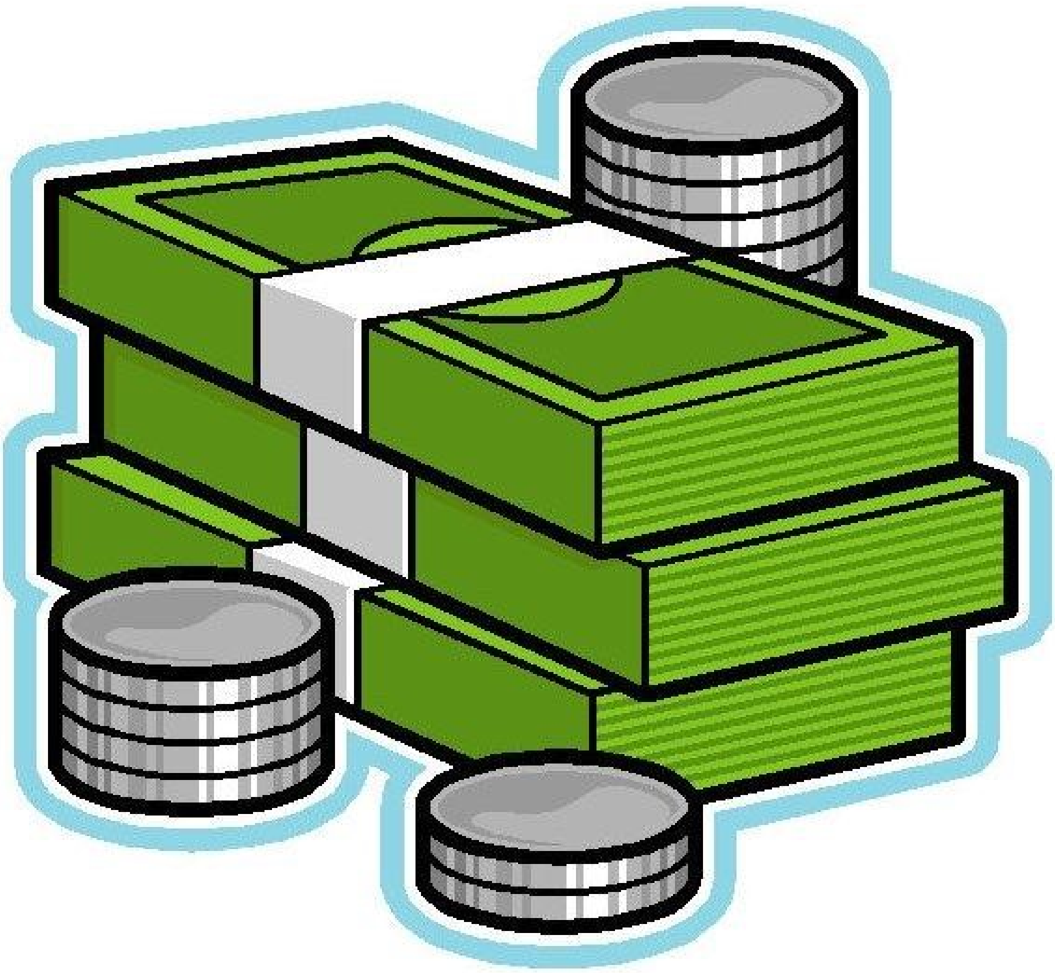
19% = 0.19 so Increase = 0.19 x £236000
= £44840

Value at end of year = original value + increase
= £236000 + £44840
= £280840

The new value of the house is £280840

MONEY – BENCHMARKS

SECOND LEVEL Benchmarks	THIRD LEVEL Benchmarks
• *Carries out money calculations involving the four operations.* • *Compares costs and determines affordability within a given budget.* • *Demonstrates understanding of the benefits and risks of using bank cards and digital technologies.* • *Calculates profit and loss accurately, for example, when working with a budget for an enterprise activity.*	• *Demonstrates understanding of best value in relation to contracts and services when comparing products and chooses the best value for their personal solution and justifies choices.* • *Budgets effectively, using technology, showing development of increased financial capability.*



TIME – BENCHMARKS AND STRATEGIES

SECOND LEVEL Benchmarks	THIRD LEVEL Benchmarks
• *Reads and records any time in both 12 hour and 24 hour notation and converts between the two.* • *Knows the relationships between commonly used units of time and carries out simple conversion calculations, for example, changes **1 3/4** hours into minutes.* • *Uses and interprets a range of electronic and paper-based timetables and calendars to plan events or activities and solve real life problems.* • *Calculates durations of activities and events, including situations bridging across several hours and parts of hours using both 12 hour clock and 24 hour notation.* • *Estimates the duration of a journey based on knowledge of the link between speed, distance and time.* • *Chooses the most appropriate timing device in practical situations and records using relevant units, including hundredths of a second.* • *Selects the most appropriate unit of time for a given task and justifies choice.*	• *Applies knowledge of the relationship between speed, distance and time to find each of the three variables, including working with simple fractional and decimal fractional hours, for example, ½, 0·5, ¼, 0·25, ¾, 0·75.* • *Calculate time durations across hours and days.*

Time 1

Time may be expressed in 12 or 24 hour notation.

Time Facts – What you should already know!

1 minute	=	60 seconds
1 hour	=	60 minutes
1 day	=	24 hours
1 week	=	7 days
1 year	=	52 weeks
1 year	=	365 days
1 leap year	=	366 days

How many days are in each month? Learn this rhyme, it works!

Thirty days has September,
April, June and November.
All the rest have thirty one,
Except February alone
Which has 28 days clear
And 29 in a leap year.

12-hour clock Time can be displayed on a clock face, or digital clock.

05: 15

These clocks both show fifteen minutes past five, or quarter past five.

When writing times in 12 hour clock, we need to add am or pm after the time.
am is used for times between midnight and 12 noon (morning)
pm is used for times between 12 noon and midnight (afternoon / evening).

24-hour clock

In 24 hour format the hours are written as numbers between 00 and 24. Midnight is expressed as 00 00 or 24 00.
After 12 noon the hours are noted as 13, 14, 15...etc.

	Hours → hh	mm ← Minutes
Midnight	**00**	**00**
1.00am	**01**	**00**
5.00am	**05**	**00**
9.00am	**09**	**00**
10.00am	**10**	**00**
12 noon	**12**	**00**
1.00pm	**13**	**00**
4.00pm	**16**	**00**
7.00pm	**19**	**00**
9.15pm	**21**	**15**
10.30pm	**22**	**30**
11.45pm	**23**	**45**

Time 2

We can work out durations of time by "counting on". This is a simple method to learn and is useful for timetables or schedules

Time Calculations

Example 1 How long is it from 9.30am to 11.15 am

Method - Working

9.30 -> 10.00 -> 11.00 -> 11.15

(30mins) + (1hr) + (15mins) = 1hr 45 minutes

**TIME SHOULD NOT BE CALCULATED USING SUBTRACTION++

Example 2 How long is it from 13 55 to 16 30

13 55 -> 14 00 -> 16 00 -> 16 30

(5mins) + (2 hrs) + (30mins) = 2hrs 35 minutes

Reading timetables

	1st	2nd	3rd	4th	5th	6th
Depot	07:30	07:45	08:00	08:15	08:30	08:45
Green St	07:40	07:55	**08:10**	08:25	08:40	08:55
High St	07:45	08:00	08:15	**08:30**	**08:45**	?
Central Park	**07:48**	08:03	08:18	**08:33**	**08:48**	09:03

When reading timetables you often have to convert to and from 24 hour clock.

To convert from 24 hour time to 12 hour time:

A. If the hour is 13 or more, subtract 12 from the hours and call it **pm.** Otherwise it is **am.**

B. If the hour is 12, leave it unchanged, but call it **pm.**

C. If the hour is 00, make it 12 and call it **am**.

D. Otherwise, leave the hour unchanged and call it **am**.

To convert from 12-hour time to 24-hour time:

A. If the **pm** hour is from 1 through 11, add 12.

B. If the **pm** hour is 12, leave it as is.

C. If the **am** hour is a single digit, place a 0 before it (1.00am = 01 00)

D. Otherwise, leave the hour unchanged. Then drop the **am** or **pm**, of course.

MEASUREMENT – BENCHMARKS AND STRATEGIES

SECOND LEVEL Benchmarks	THIRD LEVEL Benchmarks
• *Uses the comparative size of familiar objects to make reasonable estimations of length, weight, area and capacity.* • *Estimates to the nearest appropriate unit, then measures accurately: length, height and perimeter in millimetres (mm), centimetres (cm) and metres (m); distances in kilometres (km); weights in grams (g) and kilograms (kg); capacity in millilitres (ml) and litres (l).* • *Calculates the perimeter of simple 2D shapes in millimetres (mm), centimetres (cm) and metres (m) and explains the choice of method used.* • *Calculates the area of 2D shapes in square millimetres (mm2), square centimetres (cm2) and square metres (m2) and explains the choice of method used.* • *Calculates the volume of simple 3D objects in cubic centimetres (cm3) and cubic metres (m3) and explains the choice of method used.* • *Converts between common units of measurement using decimal notation, for example, 550cm = 5·5m; 3·009kg = 3k 9g and applies this knowledge when solving problems.* • *Chooses the most appropriate measuring device for a given task, reading scales accurately, carrying out the required calculation and recording results in the correct unit.* • *Draws shapes accurately with a given perimeter or area.* • *Demonstrates understanding of the conservation of measurement.* • *Shows awareness of imperial units used in everyday life, for example, miles or stones.*	• *Chooses appropriate units for length, area and volume when solving practical problems.* • *Converts between standard units to at least 3 decimal places and applies this when solving calculations of length, capacity, volume and area.* • *Calculates the area of a 2D shape where the units are inconsistent.* • *Finds the area of compound 2D shapes and explains the method used.* • *Uses a formula to calculate the area of parallelograms, rhombuses and kites.* • *Uses a formula to calculate the volume of regular prisms and cuboids.* • *Calculates the volume of a 3D shape where the units are inconsistent.* • *Finds the volume of compound 3D objects and explains the method used.*

Length

Length is a measurement of the distance between two points

Language

millimetre (mm) centimetre (cm) metre (m)
kilometre (km)

Units of Length

1 centimetre = 10 millimetres
1 metre = 100 centimetres
1 kilometre = 1000 metres

Estimate

Is your school tie shorter than one metre, longer than one metre or about the same length as one metre?

Which is longer – two thousand metres or one and a half kilometres?

How long is your pencil?

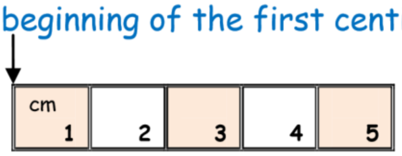
Is a door shorter than, longer than or about two and a half metres high?

Can you draw a line $8\frac{1}{2}$cm long.

Which is shorter: seven and a half kilometres or six thousand metres?

HINT

When you are measuring the length of something look at your ruler or tape measure carefully. Make sure you start measuring from the beginning of the first centimetre.



Weight

We use balances or scales to find out how heavy something is. We use bathroom scales to weigh ourselves. In the post office they use scales to weigh letters and parcels.

Language

gram (g) kilogram (kg) tonne (t)

weighs about / less than / more than

Units of Weight

1 kilogram – 1000 grams

1 tonne = 1000 kilograms

Common questions

Example 1

Converting grams to kilograms

5264 g = 5 kg 264g = 5.264kg

3600g = 3kg 600g = 3.6kg

Example 2

Convert kilograms to grams

9kg 42 g = 9042g

14.5kg = 14500g

9kg = 9000g

Example 3

Addition of mixed examples

780g + 4 kg 234g + 9.5kg (Convert to g)

780g + 4234g + 9500g = 14 514g

14 154g = 14kg 514g or 14.514kg (convert g to kg & g or kg)

Volume

The volume is the amount of space taken up by a 3D shape and this is sometimes called capacity.
Solid Volumes are measured in cubic centimetres and cubic metres (cm^3 and m^3)
Liquid volumes are measured in millilitres and litres. (ml and l)

Units of capacity (liquid)

1 litre (l) = 1000 millilitres (ml)

$\frac{1}{2}$litre (l) = 500 millilitres (ml)

Units of capacity (solid)

$1\ m^3 = 1000\ cm^3$

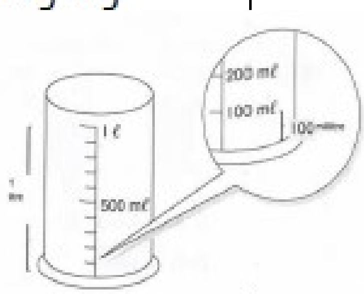
Common questions

Example 1
Change millilitres to litres

3 l = 3000ml	8500ml = 8.5l
6.2l = 6200ml	6254ml = 6.254l

Example 2
Write down the volume of liquid in the measuring tube?

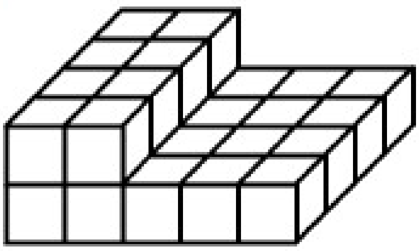
It is important to work out the scale, whether it is going up in 1ml, 2ml, 5ml, 10ml etc.



Example 3
Write down the volume of the shape in cm^3

Count all of the cubes, not forgetting the cubes under the first two rows.

Answer = $28cm^3$



Area

The area of flat shape is defined as the amount of space it occupies and is generally measured in square centimetres (cm^2), square metres (m^2) and square kilometres (km^2)

The area of a rectangle can be measured by multiplying the length x breadth

5m

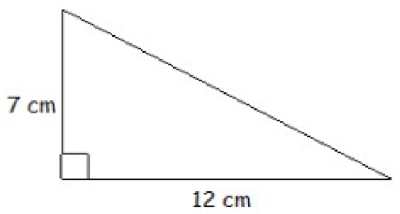
Area = Length x Breadth

4m

Area = 5m x 4m Area = $20m^2$

The area of right angled triangle can be found using the following two steps:-

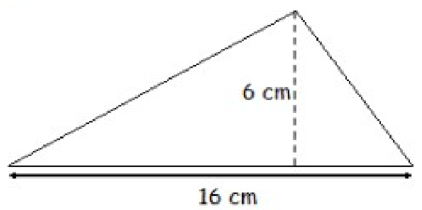
Example 1



$$\text{Area} = \tfrac{1}{2}\text{Length} \times \text{Breadth}$$
$$= \tfrac{1}{2}(12 \times 7)$$
$$= \tfrac{1}{2}(84)$$
$$\text{Area} = \underline{\mathbf{42\ cm^2}}$$

For the area of right-angled triangles we can use the formula $\boxed{A = \tfrac{1}{2}\ L \times B}$

Example 2



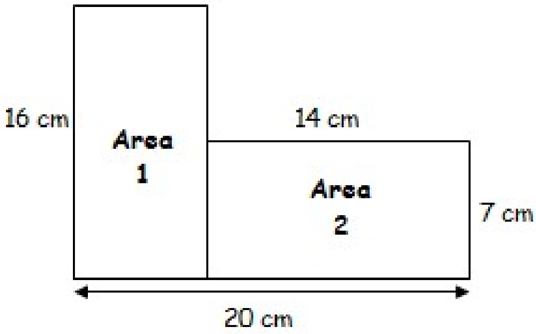
$$\text{Area} = \tfrac{1}{2}\text{Base} \times \text{Height}$$
$$= \tfrac{1}{2}(16 \times 6)$$
$$= \tfrac{1}{2}(96)$$
$$\text{Area} = \underline{\mathbf{48\ cm^2}}$$

For the area of other triangles we can use the formula $\boxed{A = \tfrac{1}{2}\ b \times h}$

Area 2

Areas of composite shapes can be found by separating the shape into regular shapes, finding the area of each regular shape and adding to find the total.

Example



Area 1 = Length x Breadth

= (20-14) x 16

= 6 x 16

Area 1 = 96 cm^2

Area 2 = Length x Breadth

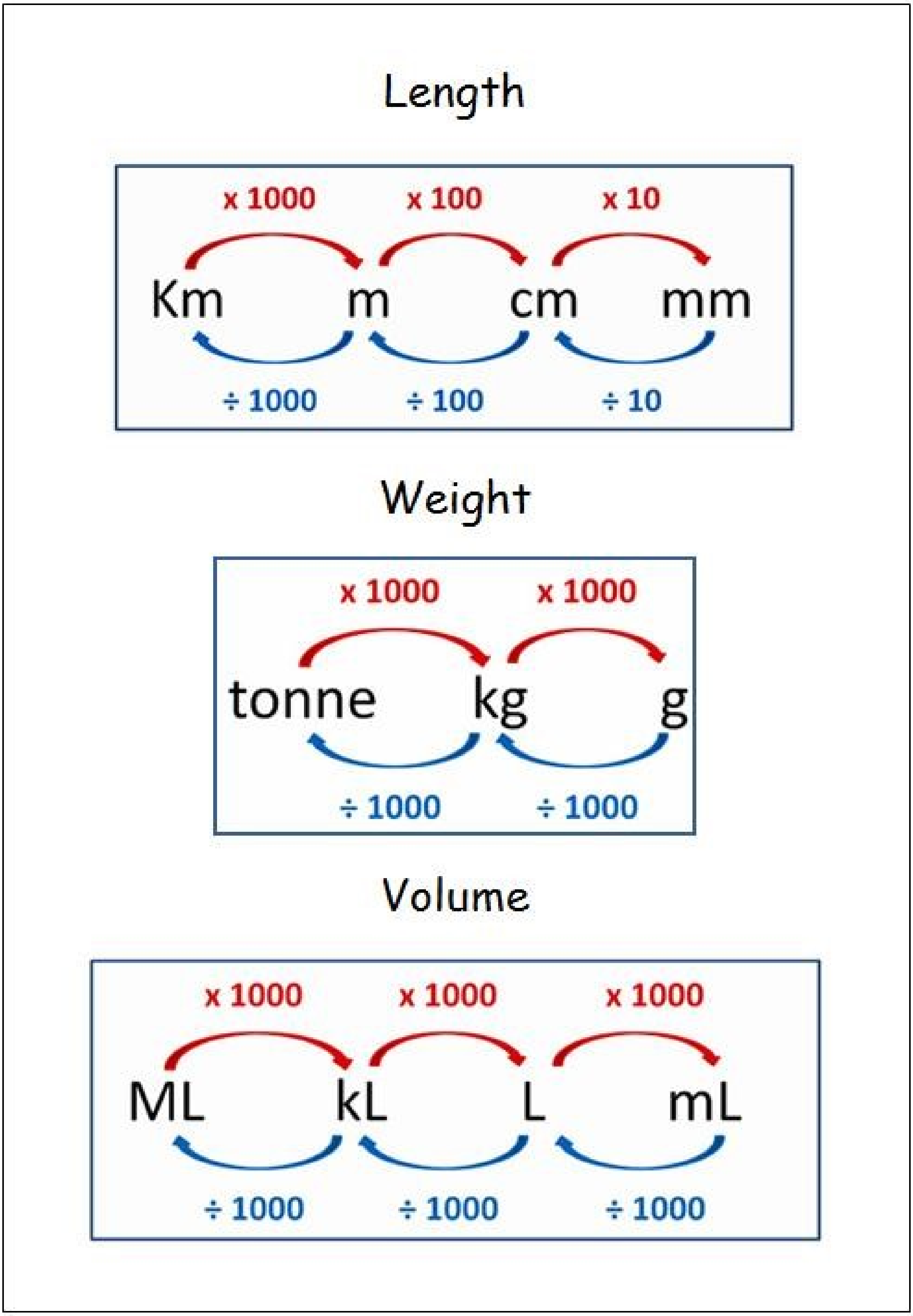
= 14 x 7

Area 2 = 98 cm^2

Total Area = 96 + 98

= **194 cm^2**

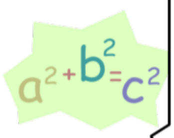
Conversion Diagrams



ANALYSIS AND DATA – BENCHMARKS AND STRATEGIES

SECOND LEVEL Benchmarks	THIRD LEVEL Benchmarks
• *Solves simple algebraic equations with one variable, for example, $3x + 1 = 10$; $2x - 4 = 14$.*	• *Collects like terms up to at least cubic terms to simplify an algebraic expression.* • *Evaluates expressions involving at least two variables using both positive and negative values.* • *Interprets problems and creates linear equations which model them.* • *Solves linear equations.* • *Creates a simple linear formula representing information contained in a diagram, problem or statement.* • *Evaluates a simple linear formula, for example, $= 3x + 4$.*
• *Devises ways of collecting data in the most suitable way for the given task.* • *Collects, organises and displays data accurately in a variety of ways including through the use of digital technologies, for example, creating surveys, tables, bar graphs, line graphs, frequency tables, pie charts and spreadsheets.* • *Analyses, interprets and draws conclusions from a variety of data and communicates findings effectively.* • *Draws conclusions about the reliability of data taking into account, for example, the author, the audience, the scale and sample size used.* • *Displays data appropriately making effective use of technology and chooses a suitable scale when creating graphs.*	• *Sources information or collects data making use of technology where appropriate.* • *Interprets data sourced or given.* • *Analyses data and draws appropriate conclusions.* • *Determines if data is robust, vague or misleading by considering, for example, the validity of the source, scale used, sample size, method of presentation and appropriateness of how the sample was selected.* • *Collects data by choosing a representative sample to avoid bias.* • *Organises and displays data appropriately in a variety of forms including compound bar and line graphs, stem and leaf charts, scatter graphs and pie charts making effective use of technology as appropriate.* • *Describes trends in data using appropriate language, for example, upwards.*

Equations



An equation is a statement or mathematical expression which says one side is equal to the other side.
Think of each side of the equation as one side of a set of scales which says one side is equal to the other.
This method is called Balancing.

RULE:

Aim to have letters on one side and numbers on the other.

Example 1 - Solve for x

$$\begin{array}{rcl} x + 7 & = & 10 \\ -7 & & -7 \\ x & = & 3 \end{array}$$

Example 2 - Solve for x

$$\begin{array}{rcl} 4x & = & 48 \\ \div 4 & & \div 4 \\ x & = & 12 \end{array}$$

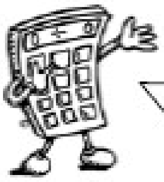
Example 3 - Solve for x

$$\begin{array}{rcl} 2x - 3 & = & 9 \\ +3 & & +3 \\ 2x & = & 12 \\ \div 2 & & \div 2 \\ x & = & 6 \end{array}$$

Important points to remember

The letter x should be written differently from a multiplication sign, but remember other letters may also be used. Only one equals sign per line. Equals signs should be kept beneath each other in line.

Ratios



When quantities are to be mixed together, the ratio, or proportion of each quantity is often given. The ratio can be used to calculate the amount of each quantity, or to share a total into parts.

Writing Ratios

Example 1

To make a fruit drink, 4 parts water is mixed with 1 part of cordial.
The ratio of water to cordial is 4:1
(said "4 to 1")
The ratio of cordial to water is 1:4.

Order is important when writing ratios.

Example 2

In a bag of balloons, there are 5 red, 7 blue and 8 green balloons.

The ratio of red : blue : green is 5 : 7 : 8

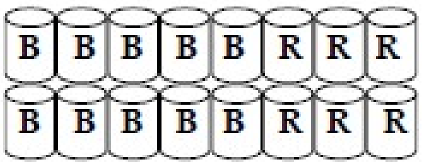
Simplifying Ratios

Ratios can be simplified in much the same way as fractions.

Example 1

Purple paint can be made by mixing 10 tins of blue paint with 6 tins of red. The ratio of blue to red can be written as 10 : 6

It can also be written as 5 : 3, as it is possible to split up the tins into 2 groups, each containing 5 tins of blue and 3 tins of red.



Blue : Red = 10 : 6
= 5 : 3

To simplify a ratio, divide each figure in the ratio by a common factor.

Simplifying Ratios (continued)

Example 2

Simplify each ratio:

(a) 4:6 (b) 24:36 (c) 6:3:12

(a) 4:6
= 2:3

Divide each figure by 2

(b) 24:36
= 2:3

Divide each figure by 12

(c) 6:3:12
= 2:1:4

Divide each figure by 3

Example 3

Concrete is made by mixing 20 kg of sand with 4 kg cement. Write the ratio of sand : cement in its simplest form

Sand : Cement = 20 : 4
= 5 : 1

Using ratios

The ratio of fruit to nuts in a chocolate bar is 3 : 2. If a bar contains 15g of fruit, what weight of nuts will it contain?

	Fruit	Nuts	
	3	2	
×5			×5
	15	**10**	

So the chocolate bar will contain 10g of nuts.

Sharing in a given ratio

Example

Lauren and Connor earn money by washing cars. By the end of the day they have made £90. As Lauren did more of the work, they decide to share the profits in the ratio 3:2. How much money did each receive?

Step 1 Add up the numbers to find the total number of parts

$3 + 2 = 5$

Step 2 Divide the total by this number to find the value of each part

$90 \div 5 = £18$

Step 3 Multiply each figure by the value of each part

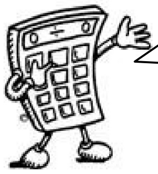
$3 \times £18 = £54$
$2 \times £18 = £36$

Step 4 Check that the total is correct

$£54 + £36 = £90$ √

Lauren received £54 and Connor received £36

Proportion



Two quantities are said to be in direct proportion if when one doubles the other doubles.
We can use proportion to solve problems.

It is often useful to make a table when solving problems involving proportion.

Example 1
A car factory produces 1500 cars in 30 days. How many cars would they produce in 90 days?

	Days	Cars	
×3	30	1500	×3
	90	**4500**	

The factory would produce 4500 cars in 90 days.

Example 2
5 adult tickets for the cinema cost £27.50. How much would 8 tickets cost?

Find the cost of 1 ticket →

Tickets	Cost
5	£27.50
1	£5.50
8	£44.00

Working:

$$5\,\overline{)\,£27.50}\quad = £5.50$$

$$£5.50 \times 8 = £44.00$$

The cost of 8 tickets is £44

Information Handling: Tables

It is sometimes useful to display information in graphs, charts or tables.

Example 1 The table below shows the average maximum temperatures (in degrees Celsius) in Barcelona and Edinburgh.

	J	F	M	A	M	J	J	A	S	O	N	D
Barcelona	13	14	15	17	20	**24**	27	27	25	21	16	14
Edinburgh	6	6	8	11	14	17	18	18	16	13	8	6

The average temperature in June in Barcelona is 24°C

Frequency Tables are used to present information. Often data is grouped in intervals.

Example 2 Homework marks for Class 4B

27 30 23 24 22 35 24 33 38 43 18 29 28 28 27
33 36 30 43 50 30 25 26 37 35 20 22 24 31 48

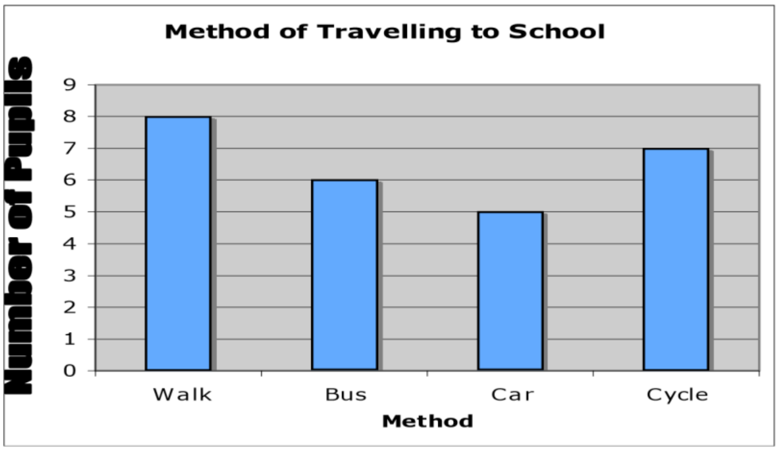
Mark	Tally	Frequency
16 - 20	||	2
21 - 25	~~||||~~ ||	7
26 - 30	~~||||~~ ||||	9
31 - 35	~~||||~~	5
36 - 40	|||	3
41 - 45	||	2
46 - 50	||	2

Each mark is recorded in the table by a tally mark.
Tally marks are grouped in 5's to make them easier to read and count.

Information Handling: Bar Graphs/Histograms

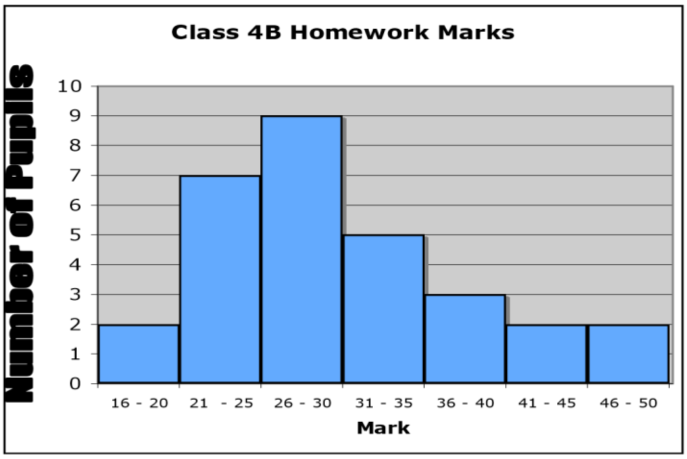
Bar graphs and Histograms are often used to display data. <u>They must not be confused as being the same</u>. Bar graphs are used to present discrete* or non numerical data* whereas histograms are used to present continuous data*. See key words for explanation of these terms
All graphs should have a title, and each axis must be labelled.

Example 1 Example of a Bar Graph
How do pupils travel to school?



An even space should be between each bar and each bar should be of an equal width. (also leave a space between vertical axis and the first bar.)

Example 2 Example of a histogram
The graph below shows the homework marks for Class 4B.

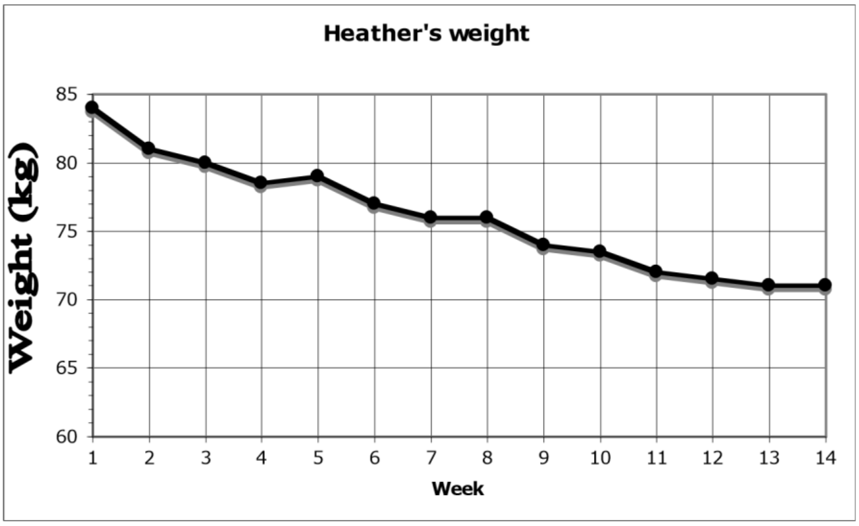


Important – there should be no space between each bar

Information Handling: Line Graphs

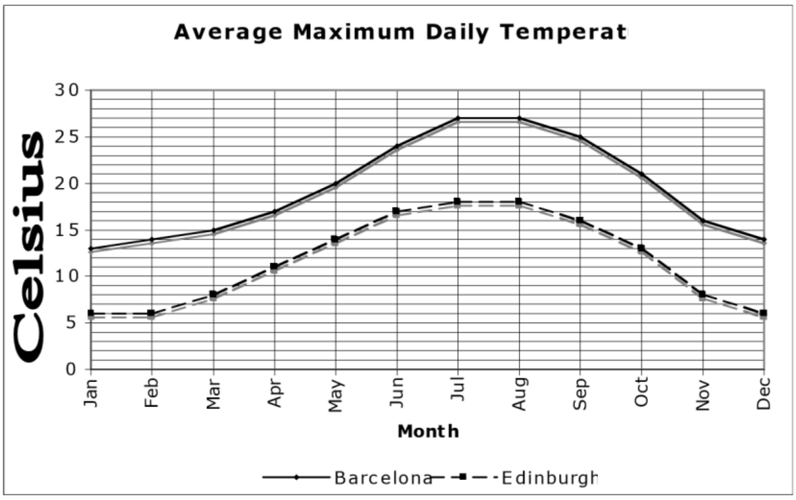
Line graphs consist of a series of points which are plotted, then joined by a line. All graphs should have a title, and each axis must be labelled. The trend of a graph is a general description of it.

Example 1 The graph below shows Heather's weight over 14 weeks as she follows an exercise programme.

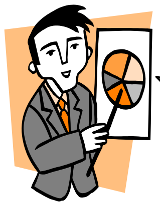


The trend of the graph is that her weight is decreasing.

Example 2 Graph of temperatures in Edinburgh and Barcelona.

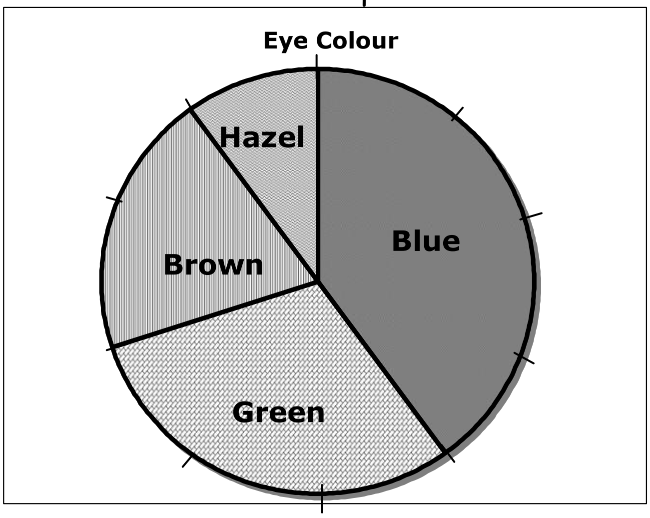


Information Handling: Pie Charts



A pie chart can be used to display information. Each sector (slice) of the chart represents a different category. The size of each category can be worked out as a fraction of the total using the number of divisions or by measuring angles.

Example 30 pupils were asked the colour of their eyes. The results are shown in the pie chart below.



How many pupils had brown eyes?

The pie chart is divided up into ten parts, so pupils with brown eyes represent $\frac{2}{10}$ of the total.

$\frac{2}{10}$ of 30 = 6 so 6 pupils had brown eyes.

If no divisions are marked, we can work out the fraction by measuring the angle of each sector.

The angle in the brown sector is 72°
so the number of pupils with brown eyes

$= \frac{72}{360} \times 30 = 6$ pupils.

If finding all of the values, you can check your answers - the total should be 30 pupils.

Information Handling: Pie Charts 2

Drawing Pie Charts

On a pie chart, the size of the angle for each sector is calculated as a fraction of 360°.

Example: In a survey about school, a group of pupils were asked what was their favourite subject. Their answers are given in the table below. Draw a pie chart to illustrate the information. This would be done using a protractor.

Subject	Number of people
Mathematics	28
Home Economics	24
Music	10
Physics	12
PE	6

Total number of people = 80

Mathematics $= \frac{28}{80} \rightarrow \frac{28}{80} \times 360° = 126°$

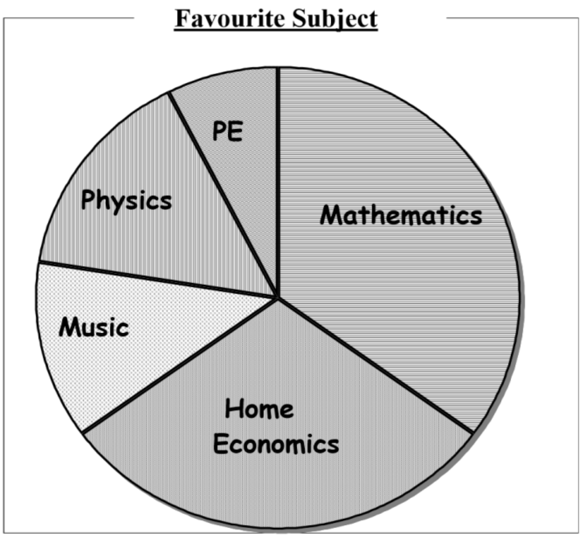
Home Economics $= \frac{24}{80} \rightarrow \frac{24}{80} \times 360° = 108°$

Music $= \frac{10}{80} \rightarrow \frac{10}{80} \times 360° = 45°$

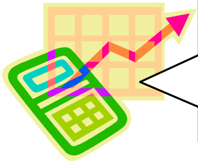
Physics $= \frac{12}{80} \rightarrow \frac{12}{80} \times 360° = 54°$

PE $= \frac{6}{80} \rightarrow \frac{6}{80} \times 360° = 27°$

Check that the total = 360°



Information Handling: Averages



To provide information about a set of data, the average value may be given. There are 3 ways of finding the average value – the mean, the median and the mode.

Mean

The mean is found by adding all the data together and dividing by the number of values.

Median

The median is the middle value when all the data is written in numerical order (if there are two middle values, the median is half-way between these values).

Mode

The mode is the value that occurs most often.

Range

The range of a set of data is a measure of spread.

Range = Highest value – Lowest value

Example Class 1A scored the following marks for their homework assignment. Find the mean, median, mode and range of the results.

6, 9, 7, 5, 6, 6, 10, 9, 8, 4, 8, 5, 7

$$\text{Mean} = \frac{6+9+7+5+6+6+10+9+8+4+8+5+7}{13}$$

$$= \frac{90}{13} = 6.923\ldots$$

Mean = 6.9 to 1 decimal place

Ordered values: 4, 5, 5, 6, 6, 6, $\boxed{7}$ 7, 8, 8, 9, 9, 10

Median = 7

6 is the most frequent mark, so Mode = 6

Range = 10 - 4 = 6

Ordered values: 5, 6, 6, 7, 8, 9, 10, 10

$$\text{Median} = \frac{7+8}{2}$$

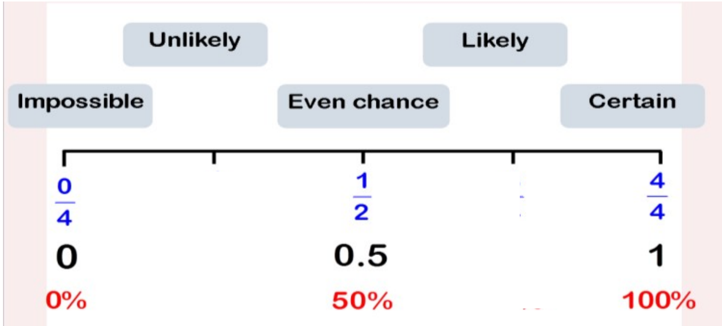
$$= \underline{7.5}$$

IDEAS OF CHANCE AND UNCERTAINTY – BENCHMARKS AND STRATEGIES

SECOND LEVEL Benchmarks	THIRD LEVEL Benchmarks
	• *Uses the probability scale of 0 to 1 showing probability as a fraction, decimal fraction or percentage.* • *Demonstrates understanding of the relationship between the frequency of an event happening and the probability of it happening.* • *Calculates the probability of a simple event happening, for example, the probability of selecting a face card from a standard deck of cards.* • *Identifies all of the mutually exclusive outcomes of a single event and calculates the probability of each.* • *Investigates real-life situations which involve making decisions on the likelihood of events occurring and the consequences involved.*

Ideas of Chance and Uncertainty (Probability)

Pupils will be expected to use the vocabulary to describe the likelihood of events happening and by applying understanding of probability be able to make predictions. The Probability Scale is between and including 0 and 1 as follows:

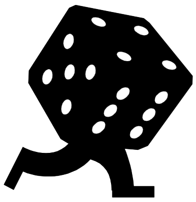


Probability is calculated using the formula below:

$$P\text{ (event)} = \frac{\text{number of favourable events}}{\text{number of possible events}}$$

Example 1

If I throw a die, what would the probability of it being an even number?

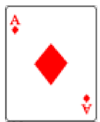


Probability of even number = $\frac{3}{6} = \frac{1}{2}$

This means I have 50% chance of throwing an even number if I throw a die.

Example 2

From a pack of cards, what is the probability of picking an ace of diamonds?



Probability of ace of diamonds = $\frac{1}{52}$

This means that I would have to pick out 52 cards before I could expect an ace of diamonds.

Example 3

If I throw a 20p coin 100 times, how many times will a head appear?

Probability of 1 head = $\frac{1}{2}$ Number of heads = $\frac{1}{2}$ x 100 = 50

This means if I threw a 20p coin 100 times, I ***could*** expect 50 heads.

Note: All of the answers above are probable not certain.

REFERENCE

Mathematical Literacy (Key Words)

Add; Addition (+)	To combine 2 or more numbers to get one number (called the sum or the total) Example: 12+76 = 88
a.m.	(ante meridiem) Any time in the morning (between midnight and 12 noon).
Approximate	An estimated answer, often obtained by rounding to nearest 10, 100 or decimal place.
Calculate	Find the answer to a problem. It doesn't mean that you must use a calculator!
Continuous Data	Has an infinite number of possible values within a selected range e.g. temperature, height, length
Data	A collection of information (may include facts, numbers or measurements).
Discrete	Can only have a finite or limited number of possible values. Shoe sizes are an example of discrete data because sizes 6 and 7 mean something, but size 6.3 for example does not.
Denominator	The bottom number in a fraction (the number of parts into which the whole is split).
Difference (-)	The amount between two numbers (subtraction). Example: The difference between 50 and 36 is 14 50 – 36 = 14
Division (÷)	Sharing a number into equal parts. 24 ÷ 6 = 4
Double	Multiply by 2.
Equals (=)	Makes or has the same amount as.
Equivalent fractions	Fractions which have the same value. Example $\frac{6}{12}$ and $\frac{1}{2}$ are equivalent fractions
Estimate	To make an approximate or rough answer, often by rounding.
Evaluate	To work out the answer.

Even	A number that is divisible by 2. Even numbers end with 0, 2, 4, 6 or 8.
Factor	A number which divides exactly into another number, leaving no remainder. Example: The factors of 15 are 1, 3, 5, 15.
Frequency	How often something happens. In a set of data, the number of times a number or category occurs.
Greater than (>)	Is bigger or more than. Example: 10 is greater than 6. 10 > 6
Least	The lowest number in a group (minimum).
Less than (<)	Is smaller or lower than. Example: 15 is less than 21. 15 < 21.
Maximum	The largest or highest number in a group.
Mean	The arithmetic average of a set of numbers
Median	Another type of average - the middle number of an ordered set of data
Minimum	The smallest or lowest number in a group.
Minus (-)	To subtract or in the negative direction.
Mode	Another type of average – the most frequent number or category
Most	The largest or highest number in a group (maximum).
Multiple	A number which can be divided by a particular number, leaving no remainder. Example Some of the multiples of 4 are 8, 16, 48, 72
Multiply (x)	To combine an amount a particular number of times. Example 6 x 4 = 24
Negative Number	A number less than zero. Shown by a minus sign. Example -5 is a negative number.

Numerator	The top number in a fraction.
Non Numerical data	Data which is non numerical e.g. favourite football team, favourite sweet etc.
Odd Number	A number which is not divisible by 2. Odd numbers end in 1 ,3 ,5 ,7 or 9.
Operations	The four basic operations are addition, subtraction, multiplication and division.
Order of operations	The order in which calculations should be done. BODMAS
Place value	The value of a digit dependent on its place in the number. Example: in the number 1573.4, the 5 has a place value of 5 hundreds (500).
p.m.	(post meridiem) Any time in the afternoon or evening (between 12 noon and midnight).
Prime Number	A number that has exactly 2 factors (can only be divided by itself and 1). Note that 1 is not a prime number as it only has 1 factor.
Product	The answer when two numbers are multiplied together. Example: The product of 5 and 4 is 20.
Remainder	The amount left over when dividing a number.
Share	To divide into equal groups.
Sum	The total of a group of numbers (found by adding).
Total	The sum of a group of numbers (found by adding).

Multiplication Square

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144