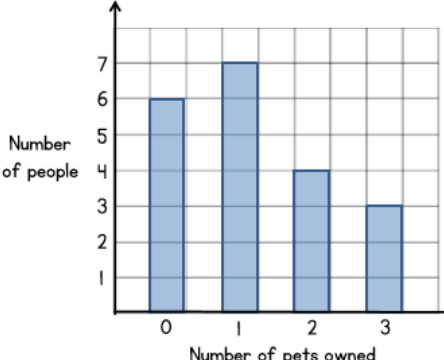




E1.8	<p>3. <math>360 \div 15 = 24</math> (I would write out my 15 times table to help me, 15, 30, 45, 60, 75, 90 and so on)</p> <p><b>Collect, organise and interpret data.</b></p> <p>Tally tables:</p> <div><div><math display="block">\begin{array}{r} 24 \\ 15 \overline{) 360} \\ \underline{30} \phantom{0} \\ 60 \phantom{0} \\ \underline{60} \\ 0 \end{array}</math></div><div><p><b>Our Favourite Sports</b></p><table><tr><th>Sport</th><th>Tally</th><th>Number of Students</th></tr><tr><td>Hockey</td><td>    </td><td>6</td></tr><tr><td>Soccer</td><td>    </td><td>5</td></tr><tr><td>Basketball</td><td>    </td><td>4</td></tr><tr><td>Gymnastics</td><td>  </td><td>2</td></tr></table></div></div> <p><b>division. Understand different ways to represent</b></p> <p>A tally table is a good way of organising data.</p> <p>Each mark in the tally column represents one piece of data. To make it easier to add up at the end, when we mark the 5<sup>th</sup> piece of data we put a line across the first 4 lines to make a 'gate'.</p>	Sport	Tally	Number of Students	Hockey		6	Soccer		5	Basketball		4	Gymnastics		2
Sport	Tally	Number of Students														
Hockey		6														
Soccer		5														
Basketball		4														
Gymnastics		2														
E1.9	<p><b>Read, write, order and compare numbers up to three decimal places.</b></p> <p>Write the following decimals in order from smallest to biggest: 2.09, 2.9, 2.103, 2.45</p> <ul style="list-style-type: none"><li>First give all the numbers the same number of decimal points by adding 0s on the end.</li><li>Look at the first digit of each number, choose the smallest, if they are all the same, look at the second digit, then the third etc., until you have put them all in order.</li><li>What is <math>85 \div 7</math>? Write your answer as a fraction. <math>85 \div 7 = 12 \frac{1}{7}</math> (to give your answer as a fraction put the remainder on the numerator and the number you are dividing by on the denominator).</li></ul> <p>2.090, 2.103, 2.450, 2.900 OR 2.09, 2.103, 2.45, 2.9</p>															
E1.10	<p><b>Read and write decimal numbers as fractions.</b></p> <p><b>Draw and interpret bar charts, pictograms and line graphs.</b></p> <p>All decimals can be written as a fraction with a denominator of 10, 100, 1000 etc.</p> <div><div></div><div><p>From this bar chart answer these questions.</p><p>How many people own no pets? 6</p><p>How many people own 2 or more pets? <math>4+3=7</math></p><p>How many pets in total do these people own? <math>6 \times 0 + 7 \times 1 + 4 \times 2 + 3 \times 3 = 20</math></p></div></div>															
E1.11	<p><b>Use common multiples to express fractions</b></p> <p>e.g. <math>\frac{6}{10}</math> 6 and 10 can both be divided by 2</p> <p>From the pictogram answer these questions.</p> <p>How many people liked playing games best at parties? <math>6 \times 5 = 30</math></p> <p>How many people liked dancing?</p> <p>We can multiply the numerator and denominator by the same number to find an equivalent fraction.</p> <p>How many people were asked altogether? <math>\frac{5}{10} + \frac{10}{20} + \frac{30}{60} = \frac{9}{12} + \frac{5}{6} + \frac{5}{10} = \frac{15}{20} + \frac{16}{20} + \frac{4}{20} = \frac{35}{20} = 1 \frac{7}{4}</math></p> <p>This enables us to decide which fraction</p> <p><b>Recognise mixed numbers and improper fractions and convert between mixed numbers and improper fractions.</b></p> <p>To do this we first find equivalent fractions with the same denominator. Choose a number to change them into, e.g. 35.</p> <p>This picture represents <math>\frac{12}{5}</math> which is the same as <math>2 \frac{2}{5}</math>.</p> <p>To change an improper fraction such as <math>\frac{12}{5}</math> to a mixed number like <math>2 \frac{2}{5}</math> divide the numerator by the denominator to give the whole number and leave the remainder in the fraction, so <math>12 \div 5 = 2 \text{ r } 2</math> which is <math>2 \frac{2}{5}</math>.</p> <div><div><p><b>Enjoy at Parties</b></p><p><b>Key</b></p><p> = 5 pupils</p></div><div><p><b>Most liked</b></p><table><tr><td>Food</td><td></td></tr><tr><td>Games</td><td></td></tr><tr><td>Dancing</td><td></td></tr><tr><td>Presents</td><td></td></tr></table></div></div>	Food		Games		Dancing		Presents								
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<b>E1.12</b>	<p><b>Multiply proper and improper fractions by an integer.</b></p> <p>When we multiply a fraction by an integer (a whole number), it is only the numerator which gets multiplied.</p> <p>e.g. <math>\frac{1}{9} \times 5 = \frac{5}{9}</math>, <math>4 \times \frac{2}{7} = \frac{8}{7}</math>, <math>\frac{10}{3} \times 2 = \frac{20}{3}</math></p>
<b>E1.13</b>	<p><b>Round a number with two decimal places to a whole number</b></p> <p>Look at the first number after the decimal point, if it is a 5, 6, 7, 8 or 9 then we round up to the next highest integer.</p> <p>e.g. 7.61 rounds to 8, 12.93 rounds to 13, 103.59 rounds to 104.</p> <p>If the first number after the decimal point is 0, 1, 2, 3 or 4 then we ignore the decimal places and write the integer part of the number.</p> <p><b>Round a number with two decimal places 1 decimal place.</b></p> <p>The same rule applies but this time we look at the second number after the decimal point.</p> <p>e.g. 7.61 rounds to 7.6, 12.85 rounds to 12.9, 143.99 rounds to 144.0</p>
<b>E1.14</b>	<p><b>Work with co-ordinates in all 4 quadrants.</b></p> <p>The first number in the coordinate pair is the x-coordinate, it tells you how far along the x-axis to go. Positive means left, negative means right. The second number is the y-coordinate, it tells you how far up the y-axis to go. Positive means up, negative means down.</p> <div data-bbox="336 1099 699 1469"> </div> <p><b>B = (1, 2) D = (-1, 2)</b></p> <p><b>E = (-2, -1) G = (1, -2)</b></p>
<b>E1.15</b>	<p><b>Express one quantity as a fraction of another, where the fraction is less than one or greater than one.</b></p> <p>e.g. Write 4kg as a fraction of 20kg.</p> <p>The first number is the numerator, the second is the denominator <math>\therefore \frac{4}{20}</math> or <math>\frac{1}{5}</math></p> <p>e.g. Write 50p as a fraction of £3</p> <p>You need to make sure the units are the same <math>\therefore \frac{50}{300}</math> or <math>\frac{1}{6}</math></p>
<b>E1.16</b>	<p><b>Learn and use negative number rules in formal sums</b></p> <p>When you add a negative number on to something, it has the same effect as subtracting that number.</p> <p>e.g. <math>5 + -3 = 5 - 3 = 2</math>, <math>6 + -10 = 6 - 10 = -4</math>, <math>-3 + -8 = -3 - 8 = -11</math></p> <p>When you subtract a negative number, it has the same effect as adding the number on.</p> <p>e.g. <math>5 - -3 = 5 + 3 = 8</math>, <math>6 - -10 = 6 + 10 = 16</math>, <math>-3 - -8 = -3 + 8 = 5</math></p>

