

Number

...or **NUMB**, for the correct order of operations, take care when using a calculator.

- Brackets
- Orders (or powers)
- Division and Multiplication
- Addition and Subtraction

Types of number

Integer: a 'whole' number
Factors: the divisors of an integer
• Factors of 12 are 1, 2, 3, 4, 6, 12
Multiples: a 'times table' for an integer (with infinite multiples)
• Multiples of 12 are 12, 24, 36, ...
Prime number: an integer which has exactly two factors (1 and the number itself). Note it is not a prime number.

Units

Highest Common Factor (HCF)
• Factors of 6 are 1, 2, 3, 6
Factors of 9 are 1, 3, 9
HCF of 6 and 9 is 3

Lowest Common Multiple (LCM)

• Multiples of 6 are 6, 12, 18, 24, ...
Multiples of 9 are 9, 18, 27, 36, ...
LCM of 6 and 9 is 18

Power notation

Write a number as a product of its prime factors, and follow for repeated factors.
• $120 = 2 \times 2 \times 2 \times 3 \times 5$

Indices and roots

Special indices for any value a
 $a^0 = 1$
 $a^{-1} = \frac{1}{a}$
 $a^{\frac{1}{2}} = \sqrt{a}$

Ordering with fractions

Adding or subtracting fractions, use a common denominator.
• $\frac{1}{2} + \frac{1}{3} = \frac{3}{6} + \frac{2}{6} = \frac{5}{6}$

Multiplying fractions

Multiplying fractions: multiply numerators and denominators.
• $\frac{1}{2} \times \frac{1}{3} = \frac{1 \times 1}{2 \times 3} = \frac{1}{6}$

Dividing fractions

Dividing fractions: 'flip' the second fraction, then multiply.
• $\frac{1}{2} \div \frac{1}{3} = \frac{1}{2} \times \frac{3}{1} = \frac{3}{2}$

Prime factorisation

Factorise an integer as a product of its prime factors.
• $12 = 2 \times 2 \times 3 = 2^2 \times 3$

Least common multiple

Least common multiple: the smallest number that is a multiple of two or more numbers.
• LCM of 6 and 9 is 18

Least common denominator

Least common denominator: the smallest number that is a multiple of two or more denominators.
• LCM of 2 and 3 is 6

Algebra

Look for the biggest square number factor of the coefficient.
• $100 = 10 \times 10 \times 1 \times 1$

Standard form

Standard form numbers are of the form: $a \times 10^n$ where $1 \leq a < 10$ and n is an integer.

Scientific notation

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

Time

1 day = 24 hours
1 hour = 60 minutes = 3600 seconds
1 minute = 60 seconds

Area and perimeter

Calculate the perimeter, then use it to 'divide' the area to find the length.
• Perimeter of 12 cm, area of 24 cm²
Length = 24 / 12 = 2 cm

Area and perimeter

Find the area of a rectangle that will equal to a given value.
• Area = 12 cm² (rectangle)
Length = 12 / 4 = 3 cm

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Geometry & measures

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Equation of a straight line

Equation of straight line $y = mx + c$ as in the gradient m is the y -intercept c .
• Find the equation of the line that joins (0, 2) to (2, 1).
Find the gradient: $m = \frac{1-2}{2-0} = -\frac{1}{2}$
Find the y -intercept: $c = 2$
Equation is $y = -\frac{1}{2}x + 2$

Pythagorean Theorem

Pythagorean Theorem: In a right-angled triangle, the square of the hypotenuse is equal to the sum of the squares of the other two sides.
• $a^2 + b^2 = c^2$

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Russell Kuan



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The Slightly Awesome Teacher Dominic Salles, 2016-08-15 Most books on teaching ask teachers to be inspirational to operate at 100 miles an hour with creativity oozing out of every pore Dominic Salles says that s unsustainable But you can get brilliant results using some simple practices taken from the myriad of educational research on classroom practices It isn t a guide to all the extra stuff you should do to become cool and awesome It is a book that will get you to forget about teaching and think about learning another way of saying it will help you to stop stressing about what you do and get the students to work harder and smarter at what they do Dominic Salles believes that every teacher can be slightly awesome And here he shows you how

The Toxic Classroom Richard Steward, 2020-06-09 The Toxic Classroom offers a wide ranging look at education today and explores in detail the pressures children experience as a result of constant change digital technology and political interference Beginning with what it is like to be a child in the classroom the book goes on to provide a detailed analysis of the curriculum assessment and accountability school structures educating for global citizenship and the plethora of social issues schools are now expected to solve Written from the perspective of a successful headteacher with over 30 years teaching experience the book considers what needs to be done to put things right and outlines a more equitable and effective school system Each chapter outlines the steps schools can implement immediately and the longer term policy changes that are needed de toxify the classroom and facilitate a genuine love of learning Offering a challenging yet compelling argument for putting education back into the hands of teachers this book will be of great interest both to the general reader and to those working within education such as teachers and professionals who wish to improve the ways in which children learn and develop

Computers Larry E. Long, Nancy Long, 1998 Designed to meet the computer literacy needs of readers students Hundreds of applications are included from on line universities to telemedicine to robotics to pique the readers students interests Informative boxed features photo essays and Memory Bits key points compliment the book Chapters conclude with Summary Outline Important Terms Review Exercises and a Self test

Practice Papers for the Key Stage 1 Maths Tests Sean McArdle, 1998 *Key Stage 1 Maths Practice Papers* Hilary Koll, Steve Mills, 2016-03-01

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