

Auchenblae Primary School

Progression in Mathematics from
P1 – P7

Parent Support Handbook

Updated January 2015





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Mathematics Progression Handbook

Dear Parent/Carer,

Thank you for downloading/printing and using the Mathematics Progression Handbook. The aim of the hand book is to allow you to see what methods, strategies and concepts the children will learn through primary school.

I have divided the work into the Curriculum for Excellence levels and subdivided these levels into two more stages.

As a guide we hope that towards the end of P1 most children will begin First Level. As they start P5 most children will begin Second Level before moving onto Third Level in S1.

It is important to remember, however, that teaching maths isn't a linear process but one of teaching, revisiting and applying. Even as children reach Second Level they will still regularly revisit the First Level as they learn new skills.

You will know where and what your child is working on through the 'Sharing the Learning' books. If you are still unsure please don't hesitate to contact your child's teacher.

Kindest Regards,

John Forrester

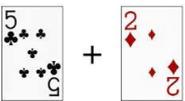
Mental Maths Progression Chart



Early	First			Second	
Discuss larger numbers in our lives	Writing numbers as numerals and digits Recognise numbers to 100	Round numbers to the nearest 10 Read and verbalise 4 digit numbers	Round numbers to nearest 100	Round to the nearest 1000 Read and verbalise 6 digit numbers	Rounding decimals
Counting on and back from any given single digit number	Greater than or less than Number in between	Double numbers Concept families	Number sequence and patterns Count up in 50's/25's	Order of operations	Order of operations
Number bonds to 10	Number bonds to 20	Number Bonds to 20 and multiples of 10		Bond numbers to 100 e.g. 72 and 28	
Adding numbers up to 10	Adding 2 digits to 1 digit Add three single digit numbers	Repeated addition 2, 5, 10 up 100	Addition and subtraction mentally.	Addition and subtraction mentally 2 digit numbers from 2 digit numbers	Addition and subtraction mentally including decimals and negative numbers
Taking away two from a number	Simple take away $7 - 2 =$	Repeated subtraction, 2 5 10 and 100	Addition and subtraction mentally	Addition and subtraction mentally including decimals	Addition and subtraction mentally including decimals
	Times tables 2, 4 and 8	2, 5 and 10 x table	Lots and lots of Times tables 3,6,9,7	Lots and lots of Times tables Times and divide multiples of 10	Times and dividing mentally
		Times and Divide by 10 and 100	Times and Divide by 10 and 100	Remainders in division	Times and dividing mentally including remainders
Simple shapes 2D and 3D	Properties of 2D shapes	Properties of shapes		Area and perimeter	
Knowing coins 1p ,2p etc	Work out change from 20p	Coins up to £5 Change from £1	Change from £5	Change from £5 and £10	Change from £5, £10 and £20
Language of time – tomorrow, yesterday days of the week etc.	Tell time – whole hour	Simple time sums. 2 hours after 5 o clock	Telling the time and time problems	Telling the time 24hr and 12 hr	Telling the time 24hr and 12 hr
Shape, position and movement language – forward backward, up down bottom top etc.	Points of a compass				
Size language – few more, less, thin thick etc.	Estimating measure	Tools for measure		Converting between units	Converting between units
		$\frac{1}{2}$ of quantities	Fraction of amounts - simple	Fraction of amounts Equivalent fractions	Fraction and percentages of amounts Simple addition of fractions

Addition



Year	Strategies									
<p>First level</p> <p>Start</p>	<p>Counting to 5/10/20 back and forward from zero – using number lines, ladders, objects</p>  <p>Recognise amounts at a glance</p> <table border="1" data-bbox="261 584 443 786"> <tr> <td></td> <td>5</td> <td></td> </tr> <tr> <td></td> <td>6</td> <td></td> </tr> <tr> <td></td> <td>7</td> <td></td> </tr> </table> <p>Adding/Subtract by putting together or taking away objects and counting</p>  <p>Counting on and back from a number</p> <p>'Can you count on from 7?'</p> <p>Lots of practise recalling Number bonds to 10 to make children really confident.</p> <p>Number Bonds to 10</p>  <p>Number beads for adding numbers to 20 (these are easy to make at home)</p>  <p>Using playing cards to add</p> 		5			6			7	
	5									
	6									
	7									
<p>How to Help</p>	<ul style="list-style-type: none"> • Use any opportunity to count in shops, toys, counting games, cards and songs. • Find real opportunities to add and take away. Apples in shop, brick bumps, toys, packing for holidays. • Number bonds to 10 – Display, talk about, Pop quiz, beads • Use the playing cards and game book sent home 									

First level

Using a **hundred square**

$$34 + 62 = 96$$

Middle

Go along the units and go down the tens

Hundred Square

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

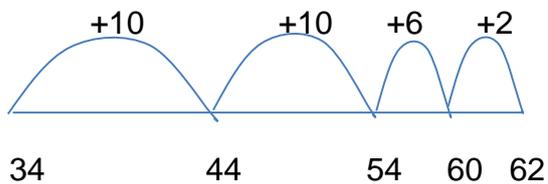
Splitting (Partitioning) numbers

$34 + 62 \rightarrow$ add the units $4 + 2 = \underline{6}$ and then add the tens $30 + 60 = \underline{90}$

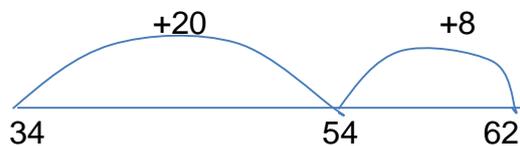
$$\underline{90} + \underline{6} = 96$$

Adding by jumping up an empty Number Line.

$$34 + 28 =$$



Note: You can do as many jumps as you like, the bigger the better!



$$34 + 28 = 62$$

How to help

- Shopping, money, measures- modelling the process
- Doubling – darts, dice games
- Number bonds to 10, 20, 10
- Counting up and down in 10's/100's
- Using number lines to model thinking

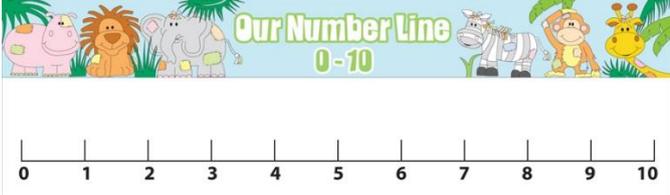
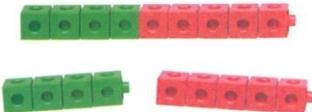
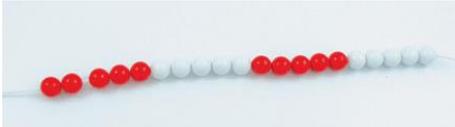
Early written vertical (**sometimes referred to as Chimney sums**)

<p>First Level</p> <p>End</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 10px; vertical-align: top;"> <p>1.</p> $\begin{array}{r} 23 \\ +45 \\ \hline 8 \text{ add the units} \\ +60 \text{ add the tens} \\ \hline 68 \end{array}$ </td> <td style="width: 33%; padding: 10px; vertical-align: top;"> <p>2.</p> $\begin{array}{r} 56 \\ +35 \\ \hline 11 \text{ add the units} \\ +80 \text{ add the tens} \\ \hline 91 \end{array}$ </td> <td style="width: 33%; padding: 10px; vertical-align: top;"> <p>3.</p> $\begin{array}{r} 45 \\ +38 \\ \hline 83 \\ \hline 1 \end{array}$ </td> </tr> <tr> <td style="padding: 10px; vertical-align: top;"> <p>4.</p> $\begin{array}{r} 234 \\ +137 \\ \hline 371 \\ \hline 1 \end{array}$ </td> <td style="padding: 10px; vertical-align: top;"> <p>5.</p> $\begin{array}{r} 324 \\ 58 \\ \hline +82 \\ \hline 464 \\ \hline 11 \end{array}$ </td> <td style="padding: 10px; vertical-align: top;"> <p>6.</p> $\begin{array}{r} \text{£}4.50 \\ + \text{0.38 p} \\ \hline \text{£}4.88 \end{array}$ </td> </tr> </table>			<p>1.</p> $\begin{array}{r} 23 \\ +45 \\ \hline 8 \text{ add the units} \\ +60 \text{ add the tens} \\ \hline 68 \end{array}$	<p>2.</p> $\begin{array}{r} 56 \\ +35 \\ \hline 11 \text{ add the units} \\ +80 \text{ add the tens} \\ \hline 91 \end{array}$	<p>3.</p> $\begin{array}{r} 45 \\ +38 \\ \hline 83 \\ \hline 1 \end{array}$	<p>4.</p> $\begin{array}{r} 234 \\ +137 \\ \hline 371 \\ \hline 1 \end{array}$	<p>5.</p> $\begin{array}{r} 324 \\ 58 \\ \hline +82 \\ \hline 464 \\ \hline 11 \end{array}$	<p>6.</p> $\begin{array}{r} \text{£}4.50 \\ + \text{0.38 p} \\ \hline \text{£}4.88 \end{array}$
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<p>How you can help:</p>	<ul style="list-style-type: none"> • Addition problems involving money and distance • We don't use this method to add time • Children will also be expected to solve addition problems mentally with numbers up to 100. <ul style="list-style-type: none"> • Adding up small shopping lists • Adding up distances on a car journey • Practise the methods above • Adding up games e.g. darts • Ask the teacher if you are unsure about a method • Find real life opportunities to add up 								

<p>Second level</p>	<p>Children will consolidate their knowledge of addition by applying it to different problems: Money, Perimeter, Data Handling, Measurements.</p> <p>New Mental Maths methods may be introduced:</p> <p>Near doubles:</p> <p>$35 + 36 =$</p> <p>Take away a one to make a double</p> <p>$35 + 35 = 70$</p> <p>Add the one back on</p> <p>$70 + 1 = 71$</p> <p>Rounding and adjusting:</p> <p>$32 + 45 =$</p> <p>Round the 32:</p> <p>$30 + 45 = 75$</p> <p>Add on the 2 back on:</p> <p>$75 + 2 = 77$</p> <p>Adding using multiples of 10:</p> <p>$12 + 7 = 19$</p> <p>therefore</p> <p>$120 + 70 = 190$</p> <p>Written calculations - bigger numbers including decimals (vertical method)</p>
	<p>Finding real life opportunities – working out the strategy needed: Shopping, money, measures, sports (careful of time!), budgeting - modelling the process</p> <p>Games: darts, cards, brain training, maths apps</p> <p>Continue practising written methods</p> <p>Ask the teacher if you are unsure!</p>

Subtraction



Year	Strategies
First Level Start	<p data-bbox="248 264 986 300">Counting to 5/10/20 back and forward from zero:</p>  <p data-bbox="248 573 959 609">Subtract by taking away objects and counting:</p>  <p data-bbox="248 819 831 855">Counting on and back from a number:</p> <p data-bbox="248 891 663 927">'Can you count back from 9?'</p> <p data-bbox="248 967 1134 1003">Number bonds to 10. Children need to be <u>really</u> confident:</p>  <p data-bbox="248 1272 858 1308">Taking away using number beads to 20:</p>  <p data-bbox="248 1514 1437 1585">Recognising the link between adding and subtracting (using objects to help) - flip sums: (This can take time to consolidate)</p> $11 - 6 = 5$ $5 + 6 = 11$ $11 - 5 = 6$ $\Delta + 5 = 11$
How to help	<ul data-bbox="296 1890 1485 2098" style="list-style-type: none">• Any opportunity to count in shops, toys, counting games, cards and songs.• Find real opportunities to add and take away. Apples in shop, brick bumps, toys, packing for holidays.• Number bonds to 10 – Display, talk about, Pop quiz, beads.

First Level

Using related facts:

$$8 - 5 = 3 \text{ so } 18 - 5 = 13$$

Middle

$$7 - 5 = 2 \text{ so } 17 - 5 = 12$$

Using a hundred square (eventually doing this mentally)

67 - 35 Go back 5 units, go back 3 tens

Hundred Square

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

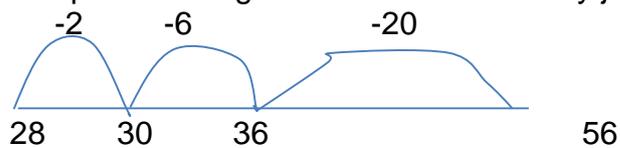
Subtracting on an empty number line.

$$56 - 28 =$$

Start at 56:

_____ 56

Jump back along the line – take as many jumps as you need, the bigger the better!



- Solving problems when shopping involving money, baking or building using measures
- Halving – darts, games etc
- Number bonds to 10, 20, 100
- Counting up and down in 10's/100's
- Splitting numbers
- Using number lines to model thinking

Early written (Chimney sums including borrowing):

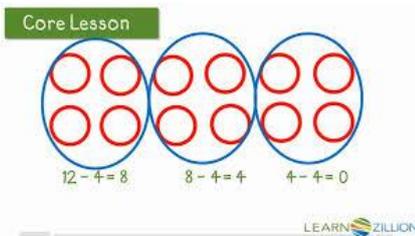
<p>Simple subtraction no Borrowing:</p> $\begin{array}{r} 67 \\ - 45 \\ \hline 22 \end{array}$	<p>Borrowing :</p> $\begin{array}{r} 4 \\ 5 \cancel{1} 3 \\ - 35 \\ \hline 18 \end{array}$	<p>Borrowing twice:</p> $\begin{array}{r} 1 \ 12 \\ 2 \ \cancel{3} \ 11 \\ - 35 \\ \hline 196 \end{array}$
<p>Borrowing from zero:</p> $\begin{array}{r} 1 \ 9 \\ 2 \ \cancel{1} 0 \ 13 \\ - 35 \\ \hline 168 \end{array}$	<p>Borrowing from zero twice:</p> $\begin{array}{r} 1 \ 9 \ 9 \\ 2 \ \cancel{1} 0 \ \cancel{1} 0 \ 13 \\ - 35 \\ \hline 1968 \end{array}$	<p>Pupils will solve worded problems requiring them to decide which operation to use. (+/-/x/÷)</p>

- Subtraction problems involving money and distance
- We don't use this method to find time difference – generally a number line
- Children will also be expected to solve subtraction problems mentally with numbers up to 100.

- Comparing prices, distances, sporting statistics
- Practise the methods above
- Subtracting games e.g. darts
- Ask the teacher if you are unsure about a method
- Find real life opportunities to take away

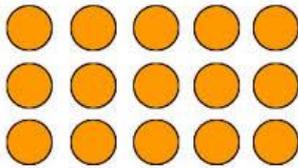
<p>Second level</p>	<p>Consolidating written methods through money, measurements and decimals.</p> <p>Pupils may learn a further range of mental methods:</p> <p>Rounding and adjusting:</p> <p>$372 - 49 =$</p> <p>Round the 49 $\rightarrow 372 - 50 = 322$ Adjust +1 $\rightarrow 322 + 1 = 323$</p> <p>Difference – (Shop keepers method)</p> <p>$78 - 26 = 52$</p> <p>Adding up from the lowest number. This idea can very confusing and children need time to consolidate this:</p> <p>$26 + 4 = 30$ $30 + 40 = 70$ $70 + 8 = 78$</p> <p>$4 + 8 + 40 = 52$</p> <p>Subtracting using multiples of 10:</p> <p>We know $12 - 7 = 5$ therefore we know $120 - 70 = 50$</p>
	<p>Finding real life opportunities – working out the strategy needed: Shopping, money, measures, sports (careful of time!), budgeting - modelling the process</p> <p>Games: darts, cards, brain training, maths apps</p> <p>Using written methods</p> <p>Ask the teacher if you are unsure!</p>



Year	Strategies
Early	<p>Repeated addition:</p> <ul style="list-style-type: none"> Using cubes and fingers:  Using objects, spider legs, wheels on cars etc:  <p>How many legs altogether?</p> <p>Early division: (help children to understand that ÷ means 'shared between'):</p> <ul style="list-style-type: none"> Sharing equal groups (including remainders)  Repeated subtraction 
How to help	<p>Counting objects together, drawing groups of things e.g. 3 spiders – how many legs?</p> <p>Sharing and using the language shared between, altogether, groups of</p> <p>Counting up in 2's, 3's, 5's – keep it fun.</p>

First level

Linking x and ÷ using arrays:



3 rows of 5 = 15 and 15 shared equally into 3 rows is 5

Times table families (doubling) 2,4 and 8 times tables linking to arrays

Times table family 5 and 10



Distributive law:

6 x 9 can be solved splitting the 9 into smaller numbers e.g.

We can split 9 into 5 and 4, and times each of these by 6

$$6 \times 9 = (6 \times 5) + (6 \times 4) = 30 + 24 = 54$$

Use lots of objects to help understand this. But don't worry if it takes quite a bit of time to understand it is a tricky concept!

Inverse – checking division sums with multiplication

If $27 \div 3 = 9$ then 9×3 should equal 27?

How to Help

Times table songs, games, books

Use objects to show times tables, try to make it realistic – 3 bags of apples, sharing food for packed lunches, multiplying or dividing recipes.

First
Level

Know all times tables 1- 10 (There is no harm in learning 11 and 12!):

Practise at home but try to make it fun

4 steps to knowing times tables:

1. Be able to recite them in order – like a poem.
2. Be able to recite them backwards – this helps a lot of children!
3. Be able to give the answer to one particular multiplication fact without having to build up to it by recitation.
4. Be able to know what division fact goes with a particular multiplication fact.

Multiplication grids can be a great help (cover the tables they already know)

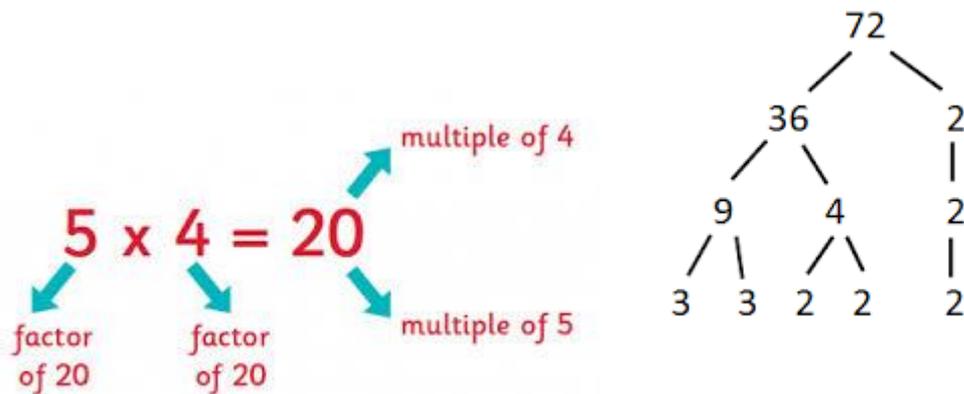
x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	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

How to
help

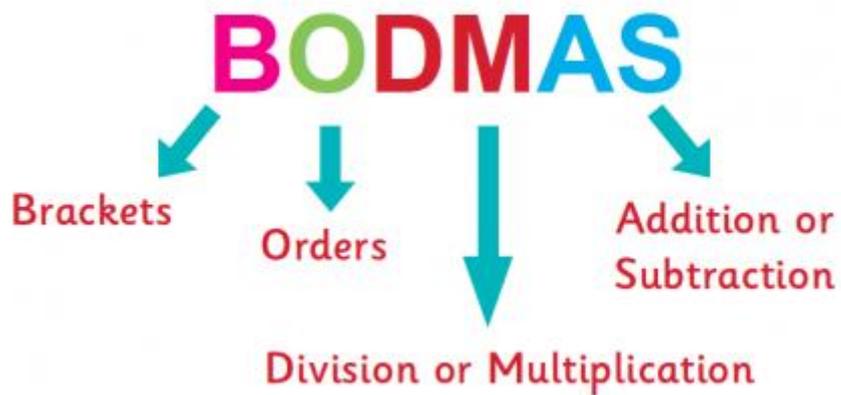
- Times table songs, games, books, apps
- Use the 4 stages and practise regularly
- Display tables or multiplication grid

Second Level

Multiples and factors:



Order of calculations (BODMAS):



Mental methods – rounding and adjusting:

$$49 \times 6$$

Round the 49

$$50 \times 6 = 300$$

Adjust by taking off 1×6

$$300 - (1 \times 6) = 294$$

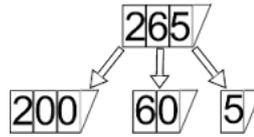
How to Help

- Times table songs, games, books, apps
- Use the 4 stages and practise regularly
- Display tables or multiplication grid in bedroom/kitchen

Second Level

Written methods for multiplication and division:

Partitioning: Children are taught to partition numbers at an early age and this is used when learning to multiply bigger numbers.



Multiplication:

Grid method: $35 \times 26 =$	Expanded method	Formal method									
<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>x</td> <td>30</td> <td>5</td> </tr> <tr> <td>20</td> <td>600</td> <td>100</td> </tr> <tr> <td>6</td> <td>180</td> <td>30</td> </tr> </table> <p style="text-align: center;"> $600 + 100 = 700$ $180 + 30 = 210$ $700 + 210 = 910$ </p>	x	30	5	20	600	100	6	180	30	$ \begin{array}{r} 43 \\ \times 18 \\ \hline 24 \quad (3 \times 8) \\ 320 \quad (40 \times 8) \\ 30 \quad (3 \times 10) \\ \hline 400 \quad (40 \times 10) \\ \hline 774 \end{array} $	$ \begin{array}{r} 46 \\ \times 35 \\ \hline 230 \\ 1380 \\ \hline 1610 \end{array} $
x	30	5									
20	600	100									
6	180	30									

Division:

Chunking	Formal division
$172 \div 8 = 21r4$ $ \begin{array}{r} 172 \\ - 80 \quad (10 \times 8) \\ \hline 92 \\ - 80 \quad (10 \times 8) \\ \hline 12 \\ - 8 \quad (1 \times 8) \\ \hline 4 \quad r4 \end{array} $	$ \begin{array}{r} 045 \\ 8 \overline{) 360} \\ \underline{8} \\ 36 \\ \underline{36} \\ 00 \end{array} $

This is followed by lots of worded problems and opportunities to apply these sums in real life situations.

How you Can Help

Help practise method – please ensure you know what method your child has been taught – if you are unsure ask the teacher

Find real life opportunities to use these methods: crafts, woodwork, cooking etc.

Practise times tables – including division

Time



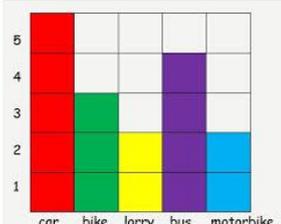
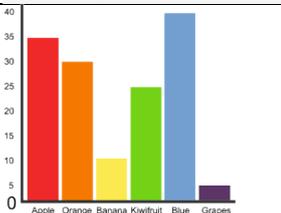
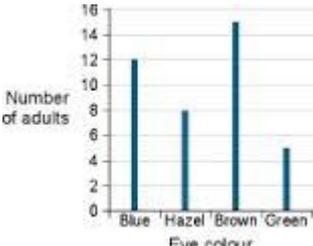
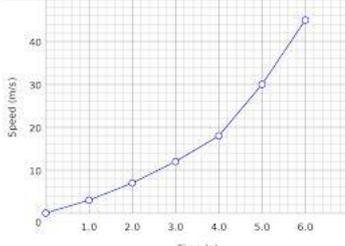
Year	Strategies
Early	<p>Why time is important and investigate time words – yesterday, tomorrow, today</p> <p>Learn the days and months through thinking about important times and how calendars are organised</p> <p>Understand seconds, minutes and hours and begin to know what I could do in seconds, minutes or hours.</p>
	<ul style="list-style-type: none"> • Using the language on a daily basis • Visual timetables of your day • Referring to calendars for special days • Talking about how long things took – that car journey took 30 minutes etc
First level	<p>Estimating time and checking</p> <p>Telling time – digital and analogue clocks</p> <p>O' clock, half past, quarter to and quarter past</p>
	<ul style="list-style-type: none"> • Reading the time together – (Please ensure they have covered the teaching beforehand)
First Level	<p>Telling time – digital and analogue clocks</p> <p>Multiples of 5 minutes and 1 minute times</p> <p>Adding and taking away time -The show starts and 8:30am and last 35 minutes when does it finish?</p> <p>Interpreting timetables</p>
	<ul style="list-style-type: none"> • Telling the time together • Clocks in bedrooms, watches with clear number and hands • Getting the train/bus, using trainline and online timetables.
Second Level	<p>Am and pm</p> <p>24 hour clock</p> <p>Time calculations</p>
	<ul style="list-style-type: none"> • As above going on holiday, flights etc.
Second Level	<p>Consolidate all through problem solving</p> <p>*Relationship between speed, time and distance</p>
	<ul style="list-style-type: none"> • As above • Ensure children have been taught this before supporting

Glossary of Maths Terms



Data Handling

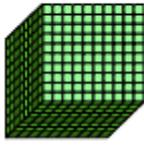
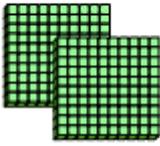
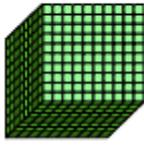
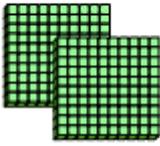
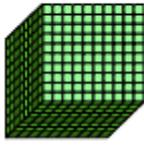
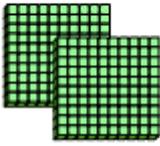
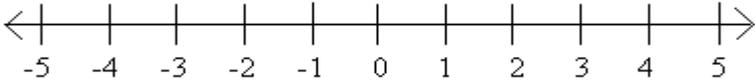
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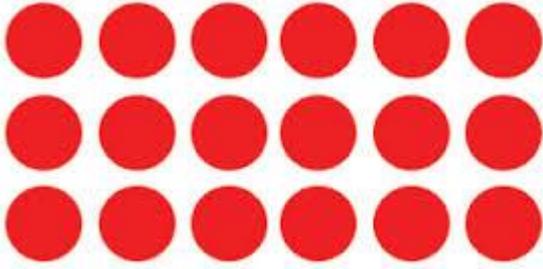
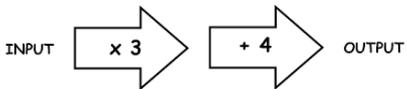
Block graph	
Bar graph	
Bar Line graph	
Line graph	
Discrete data	Information that does not change over time
Continuous data	Information that changes over time
Probability	<p>Knowledge or belief that something will happen or has happened.</p> <p>Certain, likely, unlikely, impossible</p>
Probability scale	<p>0 is unlikely 1 is definitely</p> <p>Fractions/decimals or percentages are used to describe events in the middle</p> <p><i>There is a 35% chance of us winning</i></p>

Maths Glossary



Number

Digit	Number – (Integer is a whole number)																																																																																																				
Number Bond	<p>Numbers adding to 10 or 100</p> <p>Number bonds to 10: 1 and 9, 2 and 8 etc.</p>																																																																																																				
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Array	 $3 \times 6 = 18$
Inverse	The inverse of $3 + 4 = 7$ is $7 - 4 = 3$
Difference	The size of movement between two numbers. <i>The difference between 7 and 15 is 8</i>
Partition	Splitting numbers into hundreds tens and units: <i>346 = 3 hundreds, 4 tens and 6 units</i>
Factor	Numbers you can multiple together to get another number. Factors of 12 are: 3 and 4, 1 and 12, 6 and 2
Multiple	The result of multiplying two whole numbers together (no fractions)
Mixed Fraction (or mixed numbers)	$1 \frac{3}{4}$
Improper fraction	$\frac{16}{3}$
Numerator	$\longrightarrow \frac{3}{4}$
Denominator	$\frac{3}{4} \longleftarrow$
Equivalent fractions	$\frac{3}{4} = \frac{6}{8}$
Function machine	
Negative numbers	$-7 = \text{negative } 7$ (note this is not minus 7)

BODMAS	A way of working out the order of calculations Brackets, Order , Division and Multiplication, Addition and Subtraction
Square root	$\sqrt{9} = 3$ $\sqrt{16} = 4$ $\sqrt{81} = 9$
Mean Average	Mean average of 4, 6 and 8 $4 + 6 + 8 = 18 \div 3 = 6$
Median Average	2, 3, 5, 6, 8 Put the numbers in order and find the middle number Median = 5
Mode Average	3, 3, 5, 5, 6, 3, 7, 9 Most common number Mode = 3
Ratio	$3 : 1$ 
Proportion	When two ratios are equal
Chunking method	$172 \div 8 = 21r4$ $\begin{array}{r} 172 \\ - 80 \quad (10 \times 8) \\ \hline 92 \\ - 80 \quad (10 \times 8) \\ \hline 12 \\ - 8 \quad (1 \times 8) \\ \hline 4 \end{array} \quad \begin{array}{l} \\ \\ \\ \\ r4 \end{array}$

Grid method

×	30	5
20	600	100
6	180	30

$$600 + 100 = 700$$

$$180 + 30 = 210$$

$$700 + 210 = 910$$

Formal
Division

$$\begin{array}{r} 045 \\ 8 \overline{) 3360} \end{array}$$

Formal
multiplication

$$1.354 \times 3 =$$

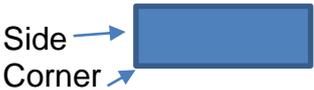
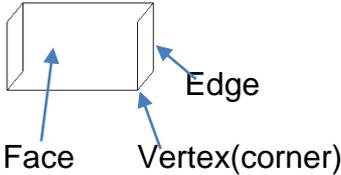
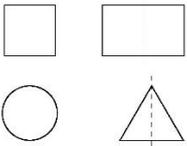
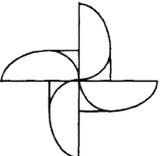
$$\begin{array}{r} \text{Th H T U} \\ 354 \\ \times \quad 3 \\ \hline \\ \hline \end{array}$$

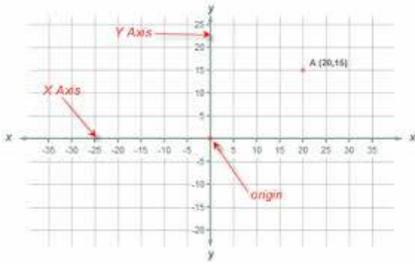
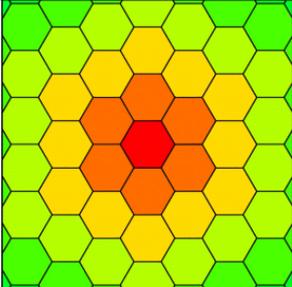
 Check answer

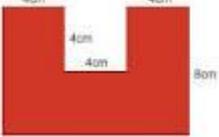
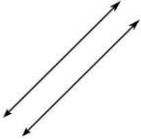
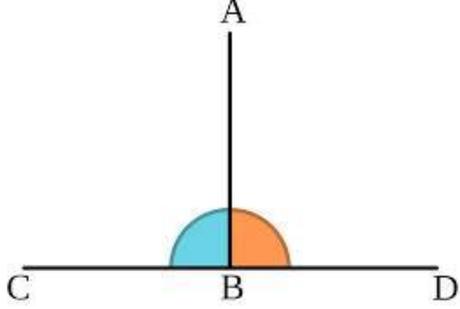
Maths Glossary



Shape

<p>Rhombus (not diamond!) All sides equal with no right angles</p>	
<p>Kite</p>	
<p>Quadrilateral</p>	<p>Any four sided shape</p>
<p>Polygon</p>	<p>2D shape with Straight sides</p>
<p>Regular shape</p>	<p>All sides and angles are equal size</p>
<p>Irregular shape</p>	<p>Not all sides and angles are equal in size</p>
<p>2D Shape</p>	
<p>3D shapes</p>	
<p>Symmetry</p>	
<p>Rotational symmetry</p>	
<p>Capacity</p>	<p>The maximum amount something can contain. Measured in ml or litres</p>

Volume	The amount of space something takes up. Measured in cm^3 or m^3
Greater than	>
Less than	<
Standardised units of measure	cm, ml, kg etc.
Non-standard units of measure	Pebbles, steps, buses etc.
Axis	
Tiling- interlocking shapes Tessellation	
Digital	
Analogue	
Area	Area = Length x Width
Perimeter	Perimeter is distance around the outside

Compound shape	
Parallel	
Perpendicular	
Acute angle	Less than 90o
Obtuse angle	Between 90 – 180 o
Reflex angle	Between 180 – 360 o