|  |  | Year 7 Mathematics Developing HT 1 |  |
| :---: | :---: | :---: | :---: |
| Number Skills |  |  |  |
| 1. | Addition | To find the sum or total of two or more numbers. |  |
| 2. | Subtraction | To find the difference between two numbers. |  |
| 3. | Multiplication | Repeated addition of a number. Also called 'product' |  |
| 4. | Division | The process of calculating the number of times one number is contained in another. |  |
| 5. | Divisible | Can be divided by a number without a remainder. |  |
| Multiplication methods |  |  |  |
| 6. | Lattice |  |  |
| 7. | Grid | Eg) $574 \times 29$ |  |
| 8. | Column | $\begin{gathered} 36 \quad 30 \\ \times 15 \\ \hline 30(6 \times 5) \\ \hline 60(6 \times 10) \\ 150(30 \times 5) \\ \frac{300(30 \times 10)}{540}\left(\begin{array}{l} 6 \end{array}\right. \\ \hline \end{gathered}$ |  |
| Division Methods |  |  |  |
| 9. | Short | e.g. $6497 \div 8$ $\begin{array}{r\|r\|l\|l\|l} 0 & 812 & 1 & 125 \\ \hline 8 & 6^{6} 49^{1} 7 . & 0^{1} 0^{4} 0 \end{array}$ |  |



| 14. | Order of operations | The order in which operations should be done. | $\begin{gathered} \text { B } \\ \text { I } \\ \text { DM } \\ \text { AS } \end{gathered}$ | Brackets Indices Divide and Multiply Add and Subtract |
| :---: | :---: | :---: | :---: | :---: |
| 15. | Negative number | A number that is less tha |  |  |
| 16. | Ascending order | A set of numbers arranged from smallest to biggest. |  |  |
| 17. | Descending order | A set of numbers arranged from biggest to smallest. |  |  |

## Definitions

| 18. | Qualitative | Data decribed by words. |
| :---: | :--- | :--- |
| 19. | Quantitative | Data that is in number form that can be discrete or continuous. |
| 20. | Discrete | Data that can be counted and has a finite number of possible values. |
| 21. | Continuous | Data that can be measured and has an infinite number of possible values within a <br> range. |
| A. |  |  |

Averages and Measures of central tendency

| 22. | Mode | The value that occurs most often. |
| :---: | :--- | :--- |
| 23. | Range | The largest value minus the smallest value. |
| 24. | Median | The middle value when the numbers are in ascending order. |
| 25. | Mean | Add up all the amount. Divide by how many values there are. |
| Averages from frequency tables |  |  |


| 26. | Modal class | The class with the highest frequency |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 27. | Median | If the total frequency is $n$, then the median lies in the class with the $\frac{n+1}{2}$ th value in it. |  |  |
| 28. | Mean from a frequency table | No of make-up items in handbags |  | Mean $=\frac{40}{16}=2.5$ |
|  |  | No of frems  <br> $\times$ Freg | $f \times \times$ |  |
|  |  | 1 | 1 $\times 7 \times 7$ |  |
|  |  | $2{ }^{2}$ | $2 \times 2=4$ |  |
|  |  | 3 1 <br> 4 4 | 3×1 $=3$ |  |
|  |  | 4 4 | 4×4=16 |  |
|  |  | 16 | 40 |  |
| spla | g data |  |  |  |



Year 7 Mathematics
Developing
HT 2

## Expressions, functions and formulae

| 1. | Solve | To find the answer/value of something <br> Use inverse operations on both sides of the equation (balancing method) until you find the value for the letter. <br> Solve $2 x-3=7$ <br> Add 3 on both sides $2 x=10$ <br> Divide by 2 on both sides $x=5$ |
| :---: | :---: | :---: |
| 2. | Inverse | Opposite <br> The inverse of addition is subtraction. The inverse of multiplication is division. |
| 3. | Substitution | Replace letters with numbers. <br> Be careful of $5 x^{2}$. You need to square first, then multiply by 5 . <br> $a=3, b=2$ and $c=5$. Find: <br> 1. $2 a=2 \times 3=6$ <br> 2. $3 a-2 b=3 \times 3-2 \times 2=5$ <br> 3. $7 b^{2}-5=7 \times 2^{2}-5=23$ |
| 4. | Writing Formulae | Substitute letters for words in the question. <br> Replace letters with numbers. <br> Be careful of $5 x^{2}$. You need to square first, then multiply by 5. <br> $a=3, b=2$ and $c=5$. Find: <br> 1. $2 a=2 \times 3=6$ <br> 2. $3 a-2 b=3 \times 3-2 \times 2=5$ <br> 3. $7 b^{2}-5=7 \times 2^{2}-5=23$ |
| 5. | Function Machine | Takes an input value, performs some operations and produces an output value |


|  |  | INPUT OUTPUT |
| :---: | :---: | :---: |
| Graphs |  |  |
| 1. | Coordinates | Written in pairs. The first term is the $\boldsymbol{x}$-coordinate (movement across). The second term is the y-coordinate (movement up or down) <br> A: $(4,7)$ <br> B: $(-6,-3)$ |
| 2. | Linear Graph | Straight line graph. <br> The equation of a linear graph can contain an $x$-term, a y-term and a number. <br> Example: <br> Other examples: $\begin{aligned} & x=y \\ & y=4 \\ & x=-2 \\ & y=2 x-7 \\ & y+x=10 \\ & 2 y-4 x=12 \end{aligned}$ |
| 3. | Real Life Graphs | Graphs that are supposed to model some real-life situation. <br> The actual meaning of the values depends on the labels and units on each axis. <br> The gradient might have a contextual meaning. <br> The $\boldsymbol{y}$-intercept might have a contextual meaning. <br> The area under the graph might have a contextual meaning. |



