

YEAR 9 — REASONING WITH NUMBER...

Numbers

@whisto_maths

What do I need to be able to do?

- By the end of this unit you should be able to:
- Identify integers, real and rational numbers
 - Work with directed number
 - Solve problems with number
 - Find HCF/ LCM
 - Add/ Subtract fractions
 - Multiply/ Divide fractions
 - Write numbers in standard form

Keywords

- Integer:** a whole number that is positive or negative
Rational: a number that can be made by dividing two integers
Irrational: a number that cannot be made by dividing two integers
Inverse operation: the operation that reverses the action
Quotient: the result of a division
Product: the result of a multiplication
Multiples: found by multiplying any number by positive integers
Factor: integers that multiply together to get another number

Integers, real and rational numbers

Rational – root word: ratio

Real numbers: $\frac{2}{3}$ stems from 2 | $\frac{2}{3}$ of the whole

Irrational numbers: $\sqrt{2}$ the solution is a decimal that never ends and does not repeat

The square root of a negative is not a real number and cannot be found

HCF/LCM

1 is a common factor of all numbers

Common factors are factors two or more numbers share

HCF – Highest common factor

HCF of 18 and 30

18: 1, 2, 3, 6, 9, 18

30: 1, 2, 3, 5, 6, 10, 15, 30

HCF = 6

LCM – Lowest common multiple

LCM of 9 and 12

9: 9, 18, 27, 36, 45, 54

12: 12, 24, 36, 48, 60

LCM = 36

The first time their multiples match

Standard form

Any number between 1 and less than 10 $\rightarrow A \times 10^n$ \leftarrow Any integer

$6 \times 10^5 + 8 \times 10^5$

$= 600000 + 800000$
 $= 1400000$
 $= 1.4 \times 10^6$

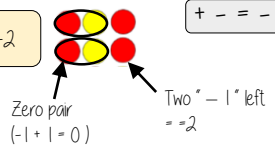
$(1.5 \times 10^5) \div (0.3 \times 10^3)$

$15 \div 0.3 \times 10^5 \div 10^3$
 $= 5 \times 10^2$

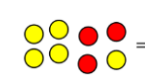
Directed number

Addition

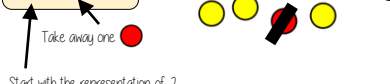
$2 + -4 = -2$



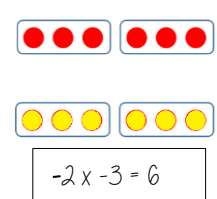
Subtraction



$2 - -1 = 3$



Multiplication



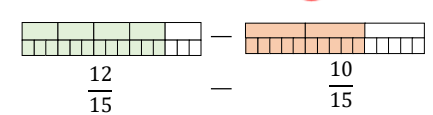
$a = 5$ $b = -4$

Brackets around negative substitutions helps remove calculation errors

$2a - b = 2 \times 5 - (-4) = 10 + 4 = 14$

Addition/ Subtraction of fractions

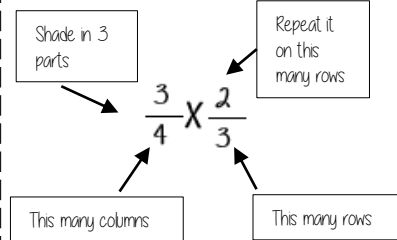
$\frac{4}{5} - \frac{2}{3}$



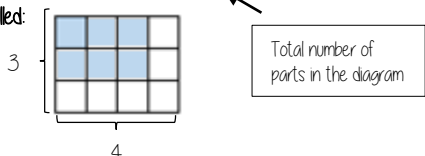
$= \frac{2}{15}$

Use equivalent fractions to find a common multiple for both denominators

Multiplication/ Division of fractions



$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$ (Parts shaded)

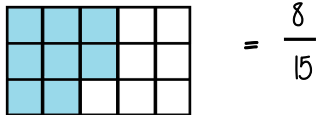


Remember to use reciprocals

$2 \div \frac{3}{4} = 2 \times \frac{4}{3} = \frac{8}{3}$

Multiplying by a reciprocal gives the same outcome

Represented



YEAR 9 — REASONING WITH NUMBER... Using Percentages

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Use FDP equivalence
- Calculate percentage increase and decrease
- Express percentage change
- Solve reverse percentage problems
- Solve percentage problems (calculator and non calculator problems)

Keywords

Percent: parts per 100 — written using the % symbol

Decimal: a number in our base 10 number system. Numbers to the right of the decimal place are called decimals.

Fraction: a fraction represents how many parts of a whole value you have.

Equivalent: of equal value.

Reduce: to make smaller in value.

Growth: to increase/ to grow.

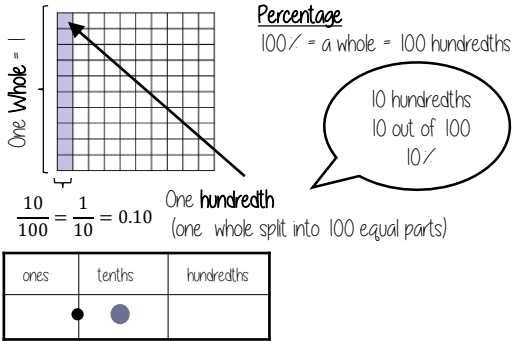
Integer: whole number, can be positive, negative or zero.

Invest: use money with the goal of it increasing in value over time (usually in a bank).

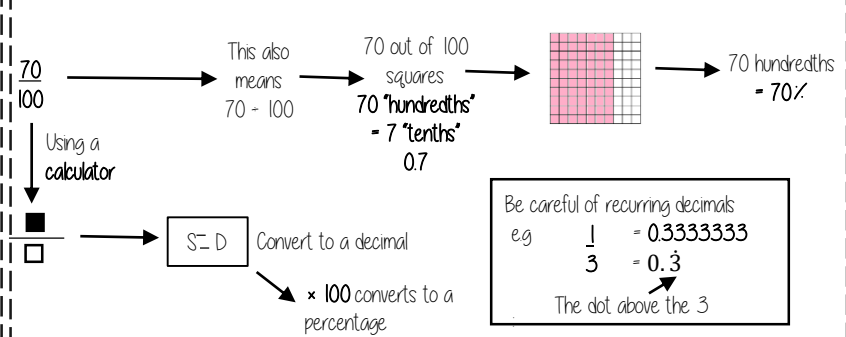
Multiplier: the number you are multiplying by.

Profit: the income take away any expenses/ costs.

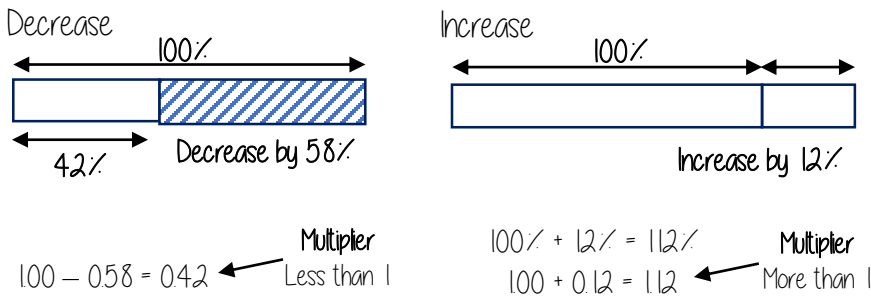
FDP Equivalence



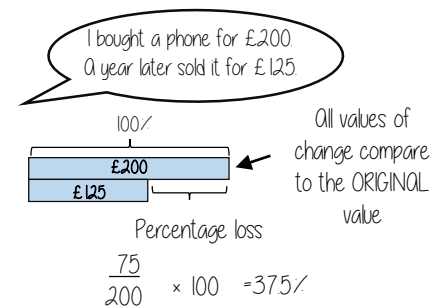
Converting FDP



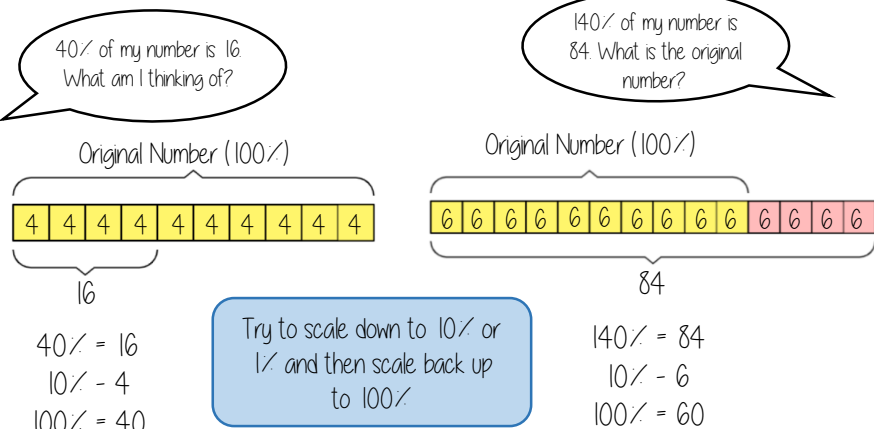
Percentage Increase/ Decrease



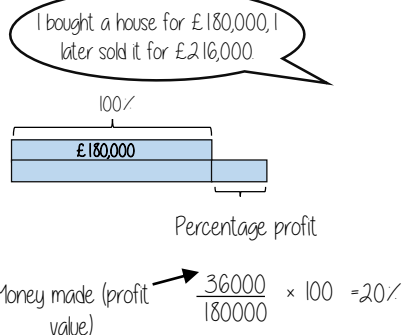
Percentage change



Reverse Percentages



$$\frac{\text{Difference in values}}{\text{Original value}} \times 100$$



YEAR 9 — REASONING WITH NUMBER... Maths & Money

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Solve problems with bills and bank statements
- Calculate simple interest
- Calculate compound interest
- Calculate wages and taxes
- Solve problems with exchange rates
- Solve unit pricing problems

Keywords

- Credit:** money being placed into a bank account
- Debit:** money that leaves a bank account
- Balance:** the amount of money in a bank account
- Expense:** a cost/ outgoing
- Deposit:** an initial payment (often a way of securing an item you will later pay for)
- Multiplier:** a number you are multiplying by. (Multiplier more than 1 = increasing, less than 1 = decreasing)
- Per Annum:** each year
- Currency:** the type of money a country uses.
- Unitary:** one — the cost of one.

Bills and Bank Statements

Bills — tell you the amount items cost and can show how much money you need to pay.

Some can include a total
Look for different units
(Is it in pence or pounds)

Menu	Price
Milk	89p
Tea	£1.50

Bank Statements

Bank statement can have negative balances if the money spent is higher than the money coming into the account

Date	Description	Credit	Debit	Balance
19 th Sept	Salary	£1500		£1500
19 th Sept	Mortgage		£600	£900
25 th Sept	Bday Money	£15		£915

Simple Interest

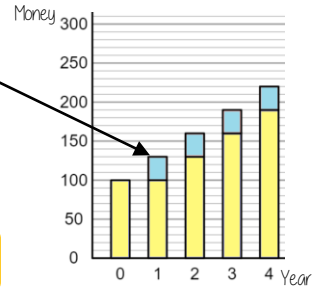
For each year of investment the interest remains the same

$$\frac{\text{Principal amount} \times \text{Interest Rate} \times \text{Years}}{100}$$

Principal amount is the amount invested in the account
e.g Invest £100 at 30% simple interest for 4 years

$$\frac{100 \times 30 \times 4}{100} = \text{£}120$$

This account earned **£120** interest.
At the end of year 4 they have **£220**



Compound Interest

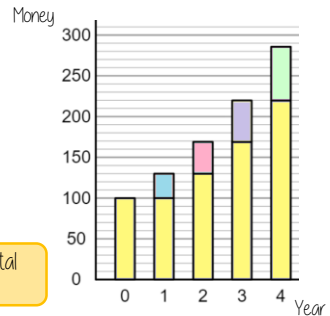
Interest is added to the current value of investment at the end of each year so the next year's interest is greater.

$$\text{Principal amount} \times \text{Multiplier}^{\text{Years}}$$

e.g Invest £100 at 30% compound interest for 4 years

$$100 \times 1.3^4 = \text{£}285.61$$

This account has **£285.61** in total at the end of the 4 years.



Value Added Tax (VAT)

VAT is payable to the government by a business. In the UK VAT is 20% and added to items that are bought.

Essential items such as food do not include VAT.

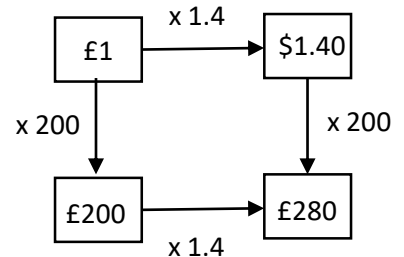
Wages and Taxes

Salaries fall into tax brackets — which means they pay this much each month from their salary.

Taxable Income	Tax Rate
£12 501 to £50 000	20%
£50 001 to £150 000	40%
over £150 000	45%

Over time:
Time and a half — means 1.5 times their hourly rate
Double — 2 times their hourly rate

Exchange Rates



When making estimates it is also useful to use estimates to check if our solution is reasonable.

Use inverse operations to reverse the exchange process

Common Currencies

United Kingdom	£	Pounds
United States of America	\$	Dollars
Europe	€	Euros

Unit Pricing

4 Oranges £1	5 cupcakes £1.20
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$$\begin{array}{l} 4 = \text{£}1.00 \\ 2 = \text{£}0.50 \\ 1 = \text{£}0.25 \end{array} \left. \begin{array}{l} \div 2 \\ \div 2 \end{array} \right\} \begin{array}{l} 5 = \text{£}1.20 \\ 1 = \text{£}0.20 \end{array}$$

Cost per Unit

To calculate unit per cost you divide by the cost.

Cupcakes are the best value as one item has the cheapest value

There is a directly proportional relationship between the cost and number of units.

YEAR 9 — REASONING WITH GEOMETRY... Deduction

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What do I need to be able to do?

By the end of this unit you should be able to:

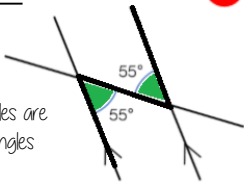
- Identify angles in parallel lines
- Solve angle problems
- Make conjectures with angles
- Make conjectures with shapes

Keywords

- Parallel:** two straight lines that never meet with the same gradient
Perpendicular: two straight lines that meet at 90°
Transversal: a line that crosses at least two other lines
Sum: the result of adding two or more numbers
Conjecture: a statement that might be true but is not proven
Equation: a statement that says two things are equal
Polygon: a 2D shape made from straight edges
Counterexample: an example that disproves a statement

Alternate angles

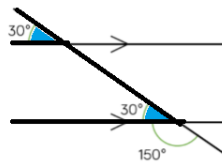
Because alternate angles are equal the highlighted angles are the same size



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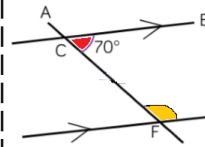
Corresponding angles

Because corresponding angles are equal the highlighted angles are the same size



R

Co-interior angles



Because co-interior angles have a sum of 180° the highlighted angle is 110°

As angles on a line add up to 180° co-interior angles can also be calculated from applying alternate/ corresponding rules first

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Solving angle problems

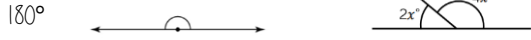
Link angle facts to algebra

Form an equation

State the reason

Solve

Angles on a straight line



$$2x + 4x = 180^\circ$$

The sum of angles on a straight line is 180°

$$2x + 4x = 180^\circ$$

$$6x = 180^\circ$$

$$x = 30^\circ$$



Vertically opposite angles

Equal

Angles around a point

360°



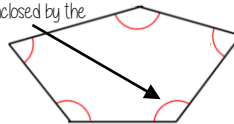
Triangles

Sum of angles is 180°

Isosceles have the same base angles

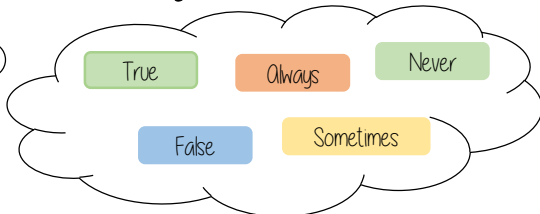
Interior Angles

The angles enclosed by the polygon



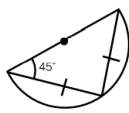
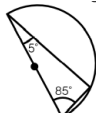
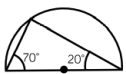
$$(\text{number of sides} - 2) \times 180$$

Making conjectures with angles



Proving a conjecture

A pattern is noticed for many cases



Apply the angle rules

The sum of angles in a triangle is 180°

Test the theory

$$180 - 70 - 20 = 90$$

$$180 - 85 - 5 = 90$$

$$180 - 45 - 45 = 90$$

Make conjecture

The angle that meets the circumference in a semi circle is 90°

Disproving a conjecture

Only one counterexample is needed to disprove a conjecture

Making conjectures with shapes

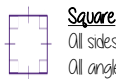
Keywords and facts to recall with shape

Area: the amount of space inside a shape

Perimeter: the length around a shape

Regular Polygons: All sides and angles are equal

Quadrilateral Facts



Square

All sides equal size
All angles 90°
Opposite sides are parallel



Rectangle

All angles 90°
Opposite sides are parallel



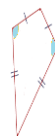
Rhombus

All sides equal size
Opposite angles are equal



Parallelogram

Opposite sides are parallel
Opposite angles are equal
Co-interior angles



Kite

No parallel lines
Equal lengths on top sides
Equal lengths on bottom sides
One pair of equal angles

YEAR 9 — REASONING WITH GEOMETRY... Rotation & Translation

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Identify the order of rotational symmetry
- Rotate a shape about a point on the shape
- Rotate a shape about a point not on a shape
- Translate by a given vector
- Compare rotations and reflections

Keywords

Rotate: a rotation is a circular movement

Symmetry: when two or more parts are identical after a transformation

Regular: a regular shape has angles and sides of equal lengths

Invariant: a point that does not move after a transformation

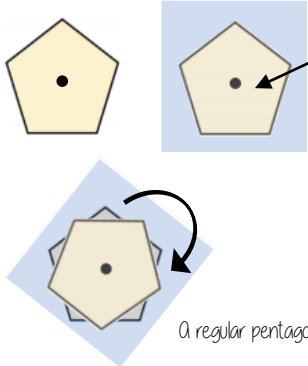
Vertex: a point two edges meet

Horizontal: from side to side

Vertical: from up to down

Rotational Symmetry

Tracing paper helps check rotational symmetry



1 Trace your shape (mark the centre point)

2 Rotate your tracing paper on top of the original through 360°

3 Count the times it fits back into itself

A regular pentagon has rotational symmetry of order 5

Translation and vector notation

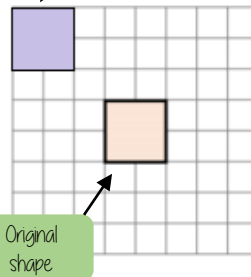
Vector Notation

$$\begin{pmatrix} 1 \\ -2 \end{pmatrix}$$

How far left or right to move
Negative value (left)
Positive value (right)

How far up or down to move
Negative value (down)
Positive value (up)

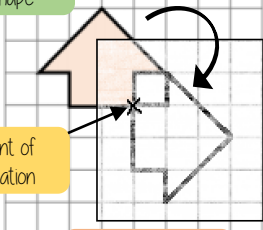
Translation $\begin{pmatrix} -3 \\ 3 \end{pmatrix}$



Every vertex has been translated by the same amount

Rotate from a point (in a shape)

Original shape



Point of rotation

Image 90° clockwise

1 Trace the original shape (mark the point of rotation)

2 Keep the point in the same place and turn the tracing paper

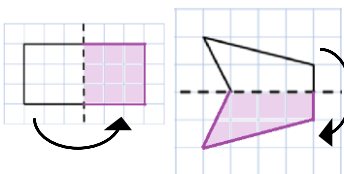
3 Draw the new shape



Clockwise

Anti-Clockwise

Compare rotations and reflections



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Reflections are a mirror image of the original shape

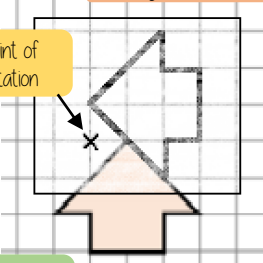
Information needed to perform a reflection:

- Line of reflection (Mirror line)

Rotate from a point (outside a shape)

Image 90° anti-clockwise

Point of rotation



Original shape

1 Trace the original shape (mark the point of rotation)

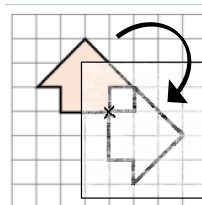
2 Keep the point in the same place and turn the tracing paper

3 Draw the new shape

Rotations are the movement of a shape in a circular motion

Information needed to perform a rotation:

- Point of rotation
- Direction of rotation
- Degrees of rotation



YEAR 9 — REASONING WITH GEOMETRY... Pythagoras' theorem

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Use square and cube roots
- Identify the hypotenuse
- Calculate the hypotenuse
- Find a missing side in a Right angled triangle
- Use Pythagoras' theorem on axes
- Explore proofs of Pythagoras' theorem

Keywords

Square number: the output of a number multiplied by itself

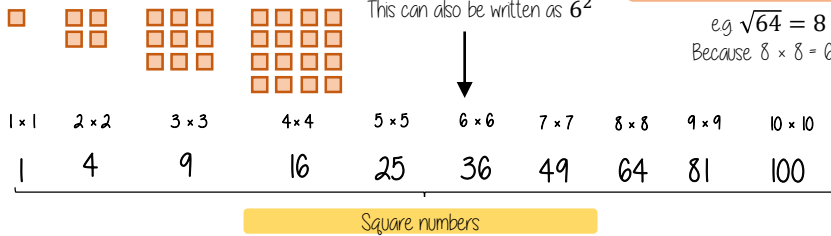
Square root: a value that can be multiplied by itself to give a square number

Hypotenuse: the largest side on a right angled triangle. Always opposite the right angle.

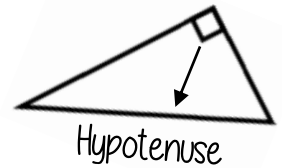
Opposite: the side opposite the angle of interest

Adjacent: the side next to the angle of interest

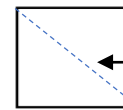
Squares and square roots



Identify the hypotenuse

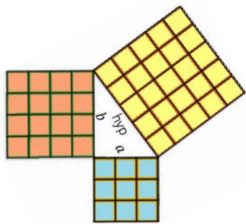


The hypotenuse is always the longest side on a triangle because it is opposite the biggest angle.



Polygons can still have a hypotenuse if it is split up into triangles and opposite a right angle

Determine if a triangle is right-angled



If a triangle is right-angled, the sum of the squares of the shorter sides will equal the square of the hypotenuse.

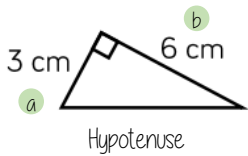
$$a^2 + b^2 = \text{hypotenuse}^2$$

eg $a^2 + b^2 = \text{hypotenuse}^2$

$$\begin{aligned} 3^2 + 4^2 &= 5^2 \\ 9 + 16 &= 25 \end{aligned}$$

Substituting the numbers into the theorem shows that this is a right-angled triangle

Calculate the hypotenuse



Either of the short sides can be labelled a or b

$$a^2 + b^2 = \text{hypotenuse}^2$$

1 Substitute in the values for a and b

$$3^2 + 6^2 = \text{hypotenuse}^2$$

$$9 + 36 = \text{hypotenuse}^2$$

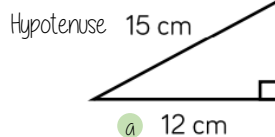
$$45 = \text{hypotenuse}^2$$

2 To find the hypotenuse square root the sum of the squares of the shorter sides

$$\sqrt{45} = \text{hypotenuse}$$

$$6.71\text{cm} = \text{hypotenuse}$$

Calculate missing sides



Either of the short sides can be labelled a or b

$$a^2 + b^2 = \text{hypotenuse}^2$$

$$12^2 + b^2 = 15^2$$

1 Substitute in the values you are given

$$144 + b^2 = 225$$

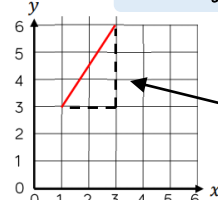
Rearrange the equation by subtracting the shorter square from the hypotenuse squared

Square root to find the length of the side

$$\begin{cases} b^2 = 111 \\ b = \sqrt{111} = 10.54\text{ cm} \end{cases}$$

Pythagoras' theorem on a coordinate axis

Find the length of the line segment



The segment can be made into a right-angled triangle by adding the sides on the diagram

The line segment is the hypotenuse

$$a^2 + b^2 = \text{hypotenuse}^2$$

The lengths of a and b are the sides of the triangle.

Be careful to check the scale on the axes