# Year 9 Foundation Maths 

## Knowledge Organiser

## Term 1

## Name:

Class:

| Keyword | Definition |
| :---: | :---: |
| Integer | A whole number |
| Ascending | Increasing in size, going up |
| Descending | Decreasing in size, going down <br> Decimal <br> the decimal fraction are separated by a decimal point. |
| Decimal Places | The numbers that come after a decimal point. |
| Factor | A number which the amount can be divided by without leaving a <br> remainder. |
| Multiple | A number which is the result of multiplying an amount by an integer. |
| Prime | A number formed by multiplying an amount 2 factors. |
| Square (n) | A number formed by raising an amount to the power of 3. |
| Cube (n) |  |


| Homework 1 due: |  |
| :--- | :--- |
| Homework 2 due: |  |
| Homework 3 due: |  |



## Term 1 Overview

## Big Questions for the term

## Calculations and Accuracy

- What is Place Value?
- How do represent inequalities?
- How do we perform calculations involving negative values?
- What is the difference between decimal places and significant figures?


## Integers, Powers and Roots

- How can we categorise numbers?
- How can we work out Highest Common Factor and Lowest Common Multiple?
- What are the different index laws?
- How do we write numbers in standard form?
- How do we do calculations in standard form?


## Knowledge Retrieval Questions - From Year 7

## Unit 1 - Calculations and Accuracy

| $\#$ | Question | Answer |
| :---: | :--- | :--- |
| 1 | What does the word sum mean? | The result of addition. |
| 2 | What does consecutive mean? | Following each other continuously. |
| 3 | How do you find the difference between two numbers? | Subtract the smaller number from the larger one. |
| 4 | What should your answer be if the question tells you to <br> calculate? | A number |
| 5 | What should your answer be if the question tells you to <br> evaluate? | A number |
| 6 | How do you divide a number by 10? | Move all the digits 1 place to the right |
| 7 | How do you multiply a number by 10? | Move all the digits 1 place to the left |
| 8 | What is subtracting a negative number equivalent to? | Adding a positive number |
| 9 | What is adding a negative number equivalent to? | Subtracting a positive number |
| 10 | What is a term-to-term rule? | A rule telling you how to get from one term to <br> the next in a sequence |
| 11 | In a sequence, what is meant by a term? | One of the numbers in the sequence |
| 12 | What is the first step when trying to find the next term <br> in a sequence? | Identify the pattern. <br> 13What is a linear sequence? A number pattern which increases or decreases <br> by the same amount each time. <br> 14 How do you work out the value of a digit in a long <br> number? <br> 15 How do you add decimals? <br> 16 How do you subtract decimals?Same method as usual, lining up the decimal <br> points |

## Unit 2 - Integers, Powers and Roots

| $\#$ | Question | Answer |
| :---: | :--- | :--- |
| 1 | What does the word product mean? | The result of a multiplication. |
| 2 | What sign would the product of 2 negative numbers <br> have? | Positive |
| 3 | What sign would the product of a positive and a <br> negative number have? | Negative |
| 4 | What sign would the answer to a negative number <br> divided by a positive number have? | Negative |
| 5 | What is the definition of a square number? | The product of a number and itself |
| 6 | List the first 15 square numbers. | $1,4,9,16,25,36,49,64,81,100,121,144,169,196,225$ |
| 7 | What is the definition of a factor? | A number which divides another number exactly. |
| 8 | What is the definition of a multiple? | A number in another number's times table. |
| 9 | What does HCF stand for? | Highest Common Factor |
| 10 | What does LCM stand for? | Lowest Common Multiple |
| 11 | What is a cube number? | The product of 3 equal numbers. |
| 12 | How do you divide by a fraction? | Multiply by its reciprocal (the fraction flipped <br> over) |
| 13 | What is the definition of a prime number? | A number with only 2 factors. |

## Knowledge Retrieval Questions - From Year 8

## Unit 1 - Calculations and Accuracy

| $\#$ | Question | Answer |
| :---: | :--- | :--- |
| 1 | How do you find the median when you have an odd <br> number of pieces of data? | Put the numbers in order and select the middle <br> number |
| 2 | How do you find the median when you have an even <br> number of pieces of data? | Put the numbers in order and find the mean of <br> the two middle numbers |
| 3 | How do you find the range of a set of data? | Largest number - Smallest number |
| 4 | How do you divide by a decimal? | Multiply both numbers by 10 repeatedly until <br> you are dividing by a whole number |
| 5 | How do you use a calculation to work out the answer to <br> another calculation with the same digits? | Compare each number to the original number, <br> multiply or divide by powers of 10, as <br> appropriate |
| 6 | What are decimal places? | Digits to the right of a decimal point |
| 7 | How do you round to 2 decimal places? | Look at the 3rd decimal place, if less than 5- <br> round down, if 5 or more - round up |

## Unit 2 - Integers, Powers and Roots

| $\#$ | Question | Answer |
| :---: | :--- | :--- |
| 1 | How do you estimate a square root? | Identify the square numbers either side of it |
| 2 | How do you simplify the product of two powers with <br> the same base? | Add the indices together |
| 3 | How do you simplify the division of two powers with <br> the same base? | Subtract the second index from the first |
| 4 | What is the answer to any number raised to the power <br> zero? | 1 |
| 5 | How do you simplify a power raised to another power? | Multiply the indices together |
| 6 | How is a negative index related to the same positive <br> index? | The negative index is the reciprocal of the <br> positive one |
| 7 | How do you determine the index when converting large <br> numbers into standard form? | It is the number of digits after the first non-zero <br> digit |
| 8 | How do you determine the index when converting small <br> numbers into standard form? | It is the number of digits before the first non-zero <br> digit |
| 9 | The first part of a number written in standard from <br> should be between which 2 numbers? | 1 and 10 (smaller than 10...) |

## Unit 1 - Calculations and Accuracy

| $\#$ | Question | Answer |
| :---: | :--- | :--- |
| 1 | What is a significant figure? | Any digit after the first non-zero digit |
| 2 | How do you round to 3 significant figures? | Look at the 4th significant figure, if less than 5 - <br> round down, if 5 or more - round up |
| 3 | How do you estimate the answer to a calculation? | Round the numbers to 1 significant figure and <br> calculate |
| 4 | What is the difference between an empty circle and a <br> filled in circle on a number line inequality? | The filled in circle includes "or equal to" whereas <br> the empty one does not |

Unit 2 - Integers, Powers and Roots

| $\#$ | Question | Answer |
| :---: | :--- | :--- |
| 1 | How do you simplify the product of two powers with <br> the same base? | Keep the base the same and add the indices. |
| 2 | How do you simplify the division of two powers with <br> the same base? | Keep the base the same and subtract the second <br> index from the first. |
| 3 | How do you multiply numbers in standard form? | Multiply the numbers, add the indices, adjust if <br> necessary |
| 4 | How do you divide numbers in standard form? | Divide the numbers, subtract the indices, adjust if <br> necessary |

## Term 1 Homework 1 - Calculations and Accuracy Years 7 and 8

| \# | Type | Question | Answer |
| :---: | :---: | :---: | :---: |
| $\mathbf{1}$ | Knowledge | What is a term-to-term rule? |  |
|  | Application 1 | What is the term-to-term rule in the <br> following sequence 3, 6, 9, 12, 15? |  |
|  | Application 2 | What is the term-to-term rule in the <br> following sequence 17, 33, 49, 65, 81? |  |


| $\mathbf{2}$ | Knowledge | How do you use a calculation to work out <br> the answer to another calculation with <br> the same digits? |  |
| :---: | :---: | :---: | :--- |
|  | Application 1 | Given that $6650 \times 231=1536150$, <br> what is $665 \times 23100$ |  |
|  | Application 2 | Given that $6110 \times 854=5217940$, <br> what is $6.11 \times 85.4$ |  |


| 3 | Knowledge | How do you find the range of a set of <br> data? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | What is the range of the following data: <br> $19,13,14,13,14$ |  |
|  | Application 2 | What is the range of the following data: <br> $13,17,15,16,20$ |  |


| $\mathbf{4}$ | Knowledge | What is adding a negative number <br> equivalent to? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | Evaluate $3+(-5)$ |  |
|  | Application 2 | Evaluate $17+(-12)$ |  |


| $\mathbf{5}$ | Knowledge | How do you round to 2 decimal places? |  |
| :---: | :---: | :---: | :--- |
|  | Application 1 | Round the number 23.2615 to 2 decimal <br> places |  |
|  | Application 2 | Round the number 16.0923 to 2 decimal <br> places |  |


| \# | Type | Question | Answer |
| :---: | :---: | :---: | :---: |
|  | Knowledge | What does the word sum mean? |  |
| 6 | Application 1 | What is the sum of 3 and 3? |  |
|  | Application 2 | What is the sum of 17 and 16? |  |


| $\mathbf{7}$ | Knowledge | What is a linear sequence? |  |
| :---: | :---: | :---: | :--- |
|  | Application 1 | Is the following sequence linear? <br> $1,3,8,10$ |  |
|  | Application 2 | Is the following sequence linear? <br> $21,41,62,82$ |  |


|  | Knowledge | What should your answer be if the <br> question tells you to evaluate? |  |
| :--- | :---: | :---: | :--- |
| $\mathbf{8}$ | Application 1 | Evaluate $16+46$ |  |
|  | Application 2 | Evaluate $142+122$ |  |


| 9 | Knowledge | What is subtracting a negative number <br> equivalent to? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | Calculate 3-(-2) |  |
|  | Application 2 | Calculate 17-(-19) |  |


| $\mathbf{1 0}$ | Knowledge | How do you divide a number by 10? |  |
| :--- | :--- | :--- | :--- |
|  | Application 1 | Calculate 16 divided by 10. |  |
|  | Application 2 | Calculate 142 divided by 10. |  |


| \# | Type | Question | Answer |
| :---: | :---: | :---: | :---: |
| $\mathbf{1 1}$ | Knowledge | In a sequence, what is meant by a term? |  |
|  | Application 1 | What is the third term in the following <br> sequence? 16, 87, 158, 229, 300 |  |
|  | Application 2 | What is the third term in the following <br> sequence? 142, 275, 408,541, 674 |  |


| $\mathbf{1 2}$ | Knowledge | How do you find the median when you <br> have an odd number of pieces of data? |  |
| :--- | ---: | ---: | :--- |
|  | Application 1 | What is the median of the following data: <br> $19,13,14,13,14$ |  |
|  | Application 2 | What is the median of the following data: <br> $13,17,15,16,20$ |  |


| $\mathbf{1 3}$ | Knowledge | How do you subtract decimals? |  |
| :---: | :---: | :---: | :--- |
|  | Application 1 | What is the difference between |  |
|  | 0.85 and 4.8 |  |  |
|  | What is the difference between |  |  |
|  | 1.84 and 11.3 |  |  |


| $\mathbf{1 4}$ | Knowledge | How do you multiply a number by 10? |  |
| :---: | :---: | :---: | :--- |
|  | Application 1 | Evaluate 71 multiplied by 10. |  |
|  | Application 2 | Evaluate 133 multiplied by 10. |  |


| 15 | Knowledge | How do you work out the value of a digit <br> in a long number? |  |
| :---: | :---: | :---: | :--- |
|  | Application 1 | What is the value of the 1 in the number <br> $20145 ?$ |  |
|  | What is the value of the 1 in the number <br> $41052 ?$ |  |  |

Workings Space

## Term 1 Homework 2 - Calculations and Accuracy Years 8 and 9

| \# | Type | Question | Answer |
| :--- | :---: | :---: | :---: |
| $\mathbf{1}$ | Knowledge | What is the difference between an empty <br> circle and a filled in circle on a number <br> line inequality? |  |
|  | Application 1 | Draw a number line to represent the <br> inequality $x<-5$ |  |
|  | Application 2 | Draw a number line to represent the <br> inequality $x<-1$ |  |


| $\mathbf{2}$ | Knowledge | How do you find the median when you <br> have an even number of pieces of data? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | What is the median of the following data: <br> $14,17,17,20,20,10$ |  |
|  | Application 2 | What is the median of the following data: <br> $19,19,10,15,19,10$ |  |


| 3 | Knowledge | How do you find the range of a set of <br> data? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | What is the range of the following data: <br> $19,10,10,18,14$ |  |
|  | Application 2 | What is the range of the following data: <br> $20,14,15,17,12$ |  |


|  | Knowledge | How do you find the median when you <br> have an odd number of pieces of data? |  |
| :--- | ---: | ---: | :--- |
| 4 | Application 1 | What is the median of the following data: <br> $19,10,10,18,14$ |  |
| Application 2 | What is the median of the following data: <br> $20,14,15,17,12$ |  |  |


| $\mathbf{5}$ | Knowledge | How do you use a calculation to work out <br> the answer to another calculation with <br> the same digits? |  |
| :---: | :---: | :---: | :--- |
|  | Application 1 | Given that $1760 \times 592=1041920$, <br> what is $17.6 \times 59200$ |  |
|  | Given that $8900 \times 603=5366700$, <br> what is $890 \times 60300$ |  |  |


| \# | Type | Question | Answer |
| :--- | :---: | :---: | :---: |
| 6 | Knowledge | What is a significant figure? |  |
|  | Application 1 | How many significant figures does the <br> number 0.70176 have? |  |
|  | Application 2 | How many significant figures does the <br> number 1.6325 have? |  |


| $\mathbf{7}$ | Knowledge | What are decimal places? |  |
| :---: | :---: | :---: | :--- |
|  | Application 1 | How many decimal places does the <br> number 0.0387 have? |  |
|  | How many decimal places does the <br> number 5.13 have? |  |  |


| $\mathbf{8}$ | Knowledge | How do you round to 3 significant figures? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | Round the number 1.91105 to <br> 3 significant figures |  |
|  | Application 2 | Round the number 3.29157 to <br> 3 significant figures |  |


| 9 | Knowledge | How do you estimate the answer to a <br> calculation? |  |
| :---: | :---: | :---: | :---: |
|  | Application 1 | Estimate the answer to $350 \times 16530$ |  |
|  | Application 2 | Estimate the answer to $79.4 \times 1521$ |  |


| $\mathbf{1 0}$ | Knowledge | How do you divide by a decimal? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | Calculate 1.89 divided by 0.09 |  |
|  | Application 2 | Calculate 0.0275 divided by 0.0011 |  |

Workings Space

Term 1 Homework 3 - Integers, Powers and Roots Years 7 and 8

| \# | Type | Question | Answer |
| :---: | :---: | :---: | :---: |
| $\mathbf{1}$ | Knowledge | What is the definition of a factor? |  |
|  | Application 1 | Give an example of a factor of 12 |  |
|  | Application 2 | Give an example of a factor of 91 |  |


| 2 | Knowledge | What is the definition of a square number? |  |
| :---: | :---: | :---: | :---: |
|  | Application 1 | What is the 6th square number? |  |
|  | Application 2 | What is the 16 th square number? |  |


| 3 | Knowledge | What does the word product mean? |  |
| :--- | :--- | :--- | :--- |
|  | Application 1 | What is the product of 10 and 10? |  |
|  | What is the product of 4 and 17? |  |  |


| 4 | Knowledge | How do you simplify a power raised to <br> another power? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | Simplify $\left(16^{5}\right)^{5}$ |  |
|  | Application 2 | Simplify $\left(19^{3}\right)^{6}$ |  |


| $\mathbf{5}$ | Knowledge | What sign would the product of 2 <br> negative numbers have? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | What is the product of -10 and $-9 ?$ |  |
|  | Application 2 | What is the product of -17 and $-10 ?$ |  |


| \# | Type | Question | Answer |
| :--- | :---: | :---: | :---: |
| 6 | Knowledge | How do you simplify the division of two <br> powers with the same base? |  |
|  | Application 1 | Simplify $17^{5} \times 17^{4}$ |  |
|  | Application 2 | Simplify $16^{5} \times 16^{3}$ |  |


| $\mathbf{7}$ | Knowledge | How do you determine the index when <br> converting small numbers into standard <br> form? |  |
| :---: | :---: | :---: | :---: |
|  | Application 1 | What is the index when the number <br> 0.00926 is written in standard form? |  |
|  | What is the index when the number <br> 0.000355 is written in standard form? |  |  |


| $\mathbf{8}$ | Knowledge | What sign would the product of a positive <br> and a negative number have? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | What is the product of 10 and -9? |  |
|  | Application 2 | What is the product of 19 and $-9 ?$ |  |


| 9 | Knowledge | How do you estimate a square root? |  |
| :--- | :---: | :---: | :--- |
|  | Application 1 | Between which two integers is the square <br> root of 133? |  |
|  | Application 2 | Between which two integers is the square <br> root of 104? |  |


| $\mathbf{1 0}$ | Knowledge | What is a cube number? |  |
| :--- | :--- | :--- | :--- |
|  | Application 1 | What is 2 cubed? |  |
|  | What is 9 cubed? |  |  |


| \# | Type | Question | Answer |
| :---: | :---: | :---: | :---: |
| $\mathbf{1 1}$ | Knowledge | What is the answer to any number raised <br> to the power zero? |  |
|  | Application 1 | Evaluate $15^{\circ}$ |  |
|  | Application 2 | Evaluate $18^{\circ}$ |  |


|  | Knowledge | Why do we use BIDMAS? |  |
| :--- | :--- | :--- | :--- |
| $\mathbf{1 2}$ | Application 1 | Calculate $40+8 \times 6$ |  |
|  | Application 2 | Calculate $170+17 \times 12$ |  |


|  | Knowledge | How do you determine the index when <br> converting large numbers into standard <br> form? |  |
| :--- | :--- | :---: | :--- |
| $\mathbf{1 3}$ | Application 1 | What is the index when the number <br> 4590000 is written in standard form? |  |
|  | Application 2 | What is the index when the number <br> 19600 is written in standard form? |  |


|  | Knowledge | How is a negative index related to the <br> same positive index? |  |
| :--- | :---: | :---: | :--- |
| $\mathbf{1 4}$ | Application 1 | Write $6^{-7}$ using a positive index |  |
|  | Application 2 | Write $6^{-6}$ using a positive index |  |


|  | Knowledge | The first part of a number written in <br> standard from should be between which 2 <br> numbers? |  |
| :--- | :--- | :---: | :--- |
| $\mathbf{1 5}$ | Application 1 | What is the initial number when 4750 is <br> written in standard form? |  |
|  | Application 2 | What is the initial number when <br> 52900000000 is written in standard form? |  |

Workings Space

