

AREAS cm^2 or m^2



RECTANGLE
 $A = L \times W$



TRIANGLE
 $A = \frac{1}{2} \times b \times h$
(vertical height)



$A = b \times h$
PARALLELOGRAM



$A = \frac{1}{2} \times (a + b) \times h$
TRAPEZIUM



CIRCLE
 $A = \pi r^2$

PERIMETERS

DISTANCE AROUND THE
EDGE OF A SHAPE



PERIMETER
 $= 2 + 2 + 2 + 2 = 8$
 $= 4 \times \text{side}$

POWERS

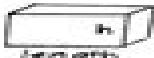
$$3^2 \times 3^3 = 3^{2+3} = 3^5$$

$$3^3 \div 3^2 = 3^{3-2} = 3^1$$

$$(3^2)^3 = 3^{2 \times 3} = 3^6$$

CIRCUMFERENCE
IS SAME
AS
PERIMETER
 $C = \pi d$
 $C = 2\pi r$

VOLUMES



width $V = L \times W \times h$
CUBOID

PRISM



$V = \text{CROSS SECTION AREA} \times L$

LCM - LEAST COMMON MULTIPLE

THE SMALLEST NO. THAT DIVIDES INTO ALL
THE NUMBERS IN THE QUESTION

HCF - HIGHEST COMMON FACTOR

THE BIGGEST NUMBER THAT DIVIDES
INTO ALL THE NUMBERS IN THE QUESTION

GRADIENT = $\frac{\text{CHANGE IN X}}{\text{CHANGE IN Y}}$

EQUATION OF A LINE $y = mx + c$

N^{th} number $dn + (a - d)$

PROBABILITY

$P(A \text{ and } B) = P(A) \times P(B)$

$P(A \text{ or } B) = P(A) + P(B)$

FAB FOUNDATION FORMULAE

REPEATED PERCENTAGE INCREASE + DECREASES

COMPOUND INTEREST

$$N = N_0 \left(1 + \frac{r}{100}\right)^n$$

where, N = existing amount
 N_0 = original amount
 r = rate eg 5%
 n = no of days/yr

(COMPOUND INTEREST)

SIMPLE INTEREST

EASIER THAN COMPOUND

- WORK OUT PERCENTAGE CHANGE IN ONE YR
- MULTIPLY BY NO OF YEARS

$\pounds 1000$ at 8% for 2 yrs

$\frac{8}{100} \times 1000 \pounds 80$ for 1 yr

$\pounds 80 \times 2 \text{ yrs} = \pounds 160$

= INTEREST

PERCENTAGES

FIND 20% OF $\pounds 60$

$$\frac{20}{100} \times 60 = \pounds 12$$

A. DIVIDE BY 100

PERCENTAGE CHANGE

WORK OUT THE PERCENTAGE, THEN ADD OR SUBTRACT FROM THE ORIGINAL VALUE

A RADIO IS DISCOUNTED FROM $\pounds 8$ BY 25%
WHAT IS THE NEW PRICE?

$$25\% \times \pounds 8 = \pounds 2$$

$$\text{NEW PRICE} = \pounds 8 - \pounds 2 = \pounds 6$$

WRITE A NUMBER AS A PERCENTAGE OF ANOTHER

EXPRESS $\pounds 2$ AS A PERCENTAGE OF $\pounds 20$

• FRACTION = $\frac{2}{20}$

• DECIMAL = $\frac{2}{20} = 0.1$

• PERCENTAGE = $0.1 \times 100 = 10\%$ (TO TURN DECIMALS INTO PERCENTAGES JUST $\times 100$)

SQUARE NUMBERS
1x1, 2x2, 3x3 etc
= 1, 4, 9, 16, 25, 36...

CUBE NUMBERS
1x1x1, 2x2x2, 3x3x3
= 1, 8, 27...

PRIME NUMBERS
CAN ONLY BE DIVIDED BY THEMSELVES AND 1
eg 1, 2, 3, 5, 7, 11...
ALL PRIMES ARE ODD - EXCEPT 2

FREQUENCY
MODE = MOST COMMON
MEDIAN = MIDDLE VALUE
MEAN = TOTAL NO. ITEMS

RANGE = SMALLEST TO BIGGEST

CONVERSION OF UNITS

1 cm = 10 mm
1 m = 100 cm
1 km = 1000 m
1 kg = 1000 g
1 tonne = 1000 kg
1 litre = 1000 ml
1 litre = 1000 cm³
1 cm³ = 1 ml
1 foot = 12 inches
1 yard = 3 feet
1 gallon = 8 pints
1 stone = 14 pounds
1 pound = 16 ounces

ROUNDING OFF

FIND THE LAST DIGIT THEN LOOK AT ONE TO THE LEFT
7.62 to 1 d.p.
2 is below 5 so 7.6

ACCURACY

CASUAL MEASUREMENTS 2 SIG
TECHNICAL MEASUREMENTS 3 SIG

BODMAS

- BRACKETS
- OTHER
- DIVISION
- MULTIPLICATION
- ADDITION
- SUBTRACTION

BIG NUMBERS

GROUP INTO 3'S
eg 2, 341, 264

TURN RATIO INTO FRACTIONS

IF THERE IS A RATIO 1:2 OF RED BALLS TO GREEN BALLS THERE WOULD BE $\frac{1}{2}$ AS MANY RED BALLS THAN GREEN BALLS

FIND A FRACTION OF SOMETHING

MULTIPLY BY THE FRACTION

eg $\frac{3}{20}$ of $\pounds 100$

$$= \frac{3}{20} \times 100 = \pounds 15$$

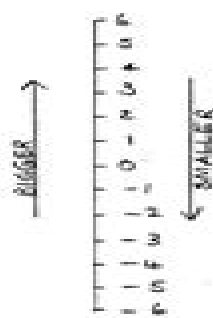
FRACTIONAL CHANGE

A HOUSE COSTING $\pounds 20,000$ IS REDUCED BY $\frac{1}{4}$. HOW MUCH IS IT?

$$\frac{1}{4} \times \pounds 20,000 = \pounds 5,000$$

$$\text{NEW PRICE} = \pounds 20,000 - \pounds 5,000$$

$$= \pounds 15,000$$



BEARINGS

- FIND FROM POINT
- MEASURE FROM NORTH LINE TO LINE JOINING THE TWO POINTS, CLOCKWISE

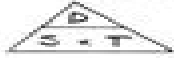


FORMULA TRIANGLES

IF A FORMULA LOOKS LIKE $A = B \times C$ USE A TRIANGLE



OTHER FORMULAS
EG SPEED = $\frac{\text{DISTANCE}}{\text{TIME}}$



COVER UP THE THING YOU WANT TO FIND



TO FIND TIME
 $\text{TIME} = \frac{\text{DISTANCE}}{\text{SPEED}}$

DEFINITIONS

SUM = ADD UP

PRODUCT = MULTIPLY

FACTORISE = PUT INTO BRACKETS

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Ian Bettison



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student experiences Practical activities and ideas to support the planning teaching and assessment of adult numeracy Drawing on the substantial experience of the contributors who have a wealth of experience as practitioners and researchers in the field this book is an essential resource for trainee and practising teachers of adult numeracy and mathematics It is also an ideal textbook to support teacher training courses leading to a subject specific qualification in teaching numeracy to adults Contributors Jackie Ashton John Barton Carolyn Brooks Martyn Edwards Janette Gibney David Holloway David Kaye Beth Kelly Barbara Newmarch Helen Oughton David Prinn Diana Spurr Rebecca Woolley This is a quite unique book about teaching adult numeracy which will be invaluable to the many practitioners in this field The chapters contributed by a group of experienced and successful lecturers and practitioners include all aspects of this field from methods of teaching specific mathematical topics to more general explorations of dyscalculia and emotional factors in adult learners Each chapter includes research findings and thoughtful presentation of ideas with practical ideas for teaching and tasks for the reader This is a market which has not been served well in the past so it is good to see the gap filled at last Margaret Brown Emeritus Professor of Mathematics Education King s College London UK The editors of this book set out to produce a text that would support teacher education programmes for adult numeracy and their book does that and more The content covers different types of learners different settings different understandings of what numeracy actually is and ranges from commentary on research through case studies to how to hints and tips for teaching Chapters 7 on provoking mathematical thinking and 8 attitudes beliefs and teaching should be a required read for any adult numeracy teacher The book would be at home on any numeracy teacher s desk and would make an excellent set text for numeracy teacher training courses Carol Randall course co ordinator for numeracy in the department of Lifelong Learning Teacher Education University of Greenwich UK This book is a welcome addition to the growing literature on adult numeracy It should be essential reading for trainee and practising adult numeracy educators It brings together relevant research and professional wisdom on a wide variety of aspects of adult numeracy teaching and learning in an accessible way with well focussed tasks for readers to extend their knowledge and understanding While the book is born out of UK concerns and issues it is also relevant to international readers Highly recommended Professor Diana Coben PhD Director National Centre of Literacy Numeracy for Adults University of Waikato New Zealand and Hon Trustee Adults Learning Mathematics A Research Forum ALM www.alm.online.net **Key Maths GCSE.** David Baker,2002 Developed for the OCR Specification revised for the new National Curriculum and the new GCSE specifications The Teacher File contains detailed support and guidance on advanced planning points of emphasis key words notes for the non specialist useful supplementary ideas and homework sheets *Key Maths GCSE* ,2002 These Teacher Files are designed to supplement and support the material covered at GCSE **Edexcel GCSE Mathematics** Gareth Cole,2002 This text provides additional excercises written to complement those in the Edexcel GCSE mathematics course textbooks Answers to all the questions are provided allowing students to self test The Higher text is targeted towards higher

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