Year 7
Knowledge Organisers

Block: Spring 1
Application of number

- Solving problems with addition & subtraction
- Solving problems with multiplication & division
- Fractions & Percentages of amounts

Stmarks ACADEMY

YEAR 7 — APPLICATION OF NUMBER

Solving problems with addition and subtraction

What do I need to be able to do?

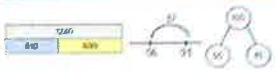
By the end of this unit you should be able to:

- Understand properties of addition/ subtraction
- Use mental strategies for addition/subtraction
- Use formal methods of addition/Subtraction for integers
- Use formal methods of addition/Subtraction for decimals
- Solve problems in context of perimeter
- Solve problems with finance, tables and timetables
- Solve problems with frequency trees
- Solve problems with bar charts and line charts

Keywords

Commutative: changing the order of the operations does not change the result
Associative: when you add or multiply you can do so regardless of how the numbers are grouped
Inverse: the operation that undoes what was done by the previous operation (The opposite operation)
Placeholder: a number that occupies a position to give value
Perimeter: the distance/ length around a 2D object
Polygon: a 2D shape made with straight lines
Balance: in financial questions — the amount of money in a bank account
Credit: money that goes into a bank account
Debit: money that leaves a bank account

Addition/ Subtraction with integers



Modelling methods for addition/ subtraction
- Bar models
- Number lines
- Part/ Whole diagrams

Addition is commutative

6 + 3 = 3 + 6

The order of addition does not change the result

Subtraction the order has to stay the same

360 − 147 = 360 − 100 − 40 − 7

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction
- Show your relationships by writing fact familes

Formal written methods

	H	T	O
	1	8	7
+	5	4	2

	H	T	O
	4	2	7
−	2	4	9

Remember the place value of each column
You may need to move 10 ones to the ones column to be able to subtract

Addition/ Subtraction with decimals

4	.	3	8	
7	.	9	0	+

0 can be used to fill empty places with value

The decimal place acts as the placeholder and aligns the other values

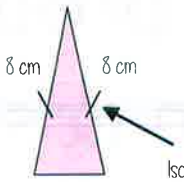
If  represents 1 instead of 100

$5.43 + \frac{8}{10}$

Revisit Fraction — Decimal equivalence
5.43 + 0.8

Solve problems with perimeter

Perimeter is the length around the outside of a polygon



Isosceles Triangle notation

The triangle has a perimeter of 25cm
Find the length of x

8cm + 8cm + $x$cm = 25cm
16cm + $x$cm = 25cm
$x$cm = 9cm

Solve problems with finance

Profit = Income − Costs

Credit — Money coming into an account

Debit — Money leaving an account

Money uses a two decimal place system
14.2 on a calculator represents £14.20

Check the units of currency — work in the same unit

Tables and timetables

Distance tables

London	211	Cardiff	
355	493	Glasgow	
518	392	177	Belfast

This shows the distance between Glasgow and London
It is where their row and column intersects

Bus/ Train timetables

Harton	1005	1045	1130
Bridge	1024	1106	1147
Aville	1051	1133	1205
Ware	1117	1202	1233

Each column represents a journey, each row represents the time the 'bus' arrives at that location

TIME CALCUOLTIONS — use a number line

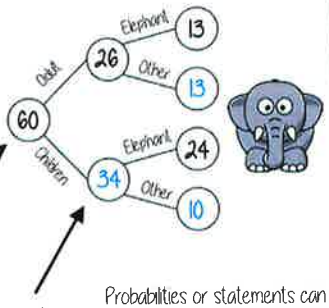
Two-way tables

	H	T
H	HH	HT
T	TH	TT

Where rows and columns intersect is the outcome of that action

Frequency trees

60 people visited the zoo one Saturday morning
26 of them were adults 13 of the adult's favourite animal was an elephant 24 of the children's favourite animal was an elephant

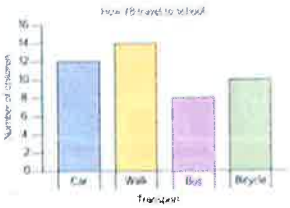


The overall total "60 people"

A frequency tree is made up from part-whole models
One piece of information leads to another

Probabilities or statements can be taken from the completed trees
e.g 34 children visited the zoo

Bar and line charts



Use addition/ subtraction methods to extract information from bar charts

e.g Difference between the number of students who walked and took the bus
Walk frequency — bus frequency

When describing changes or making predictions
- Extract information from your data source
- Make comparisons of difference or sum of values
- Put into the context of the scenario

YEAR 7 — APPLICATION OF NUMBER

Solving problems with multiplication and division

What do I need to be able to do?

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

- Understand and use factors
- Understand and use multiples
- Multiply/ Divide integers and decimals by powers of 10
- Use formal methods to multiply
- Use formal methods to divide
- Understand and use order of operations
- Solve area problems
- Solve problems using the mean

Keywords

Array: an arrangement of items to represent concepts in rows or columns
Multiples: found by multiplying any number by positive integers
Factor: integers that multiply together to get another number
Mil: prefix meaning one thousandth
Centi: prefix meaning one hundredth
Kilo: prefix meaning multiply by 1000
Quotient: the result of a division
Dividend: the number being divided
Divisor: the number we divide by

Factors

Arrays can help represent factors

5 x 2 or 2 x 5

Factors of 10
1, 2, 5, 10

10 x 1 or 1 x 10

The number itself is always a factor

Square numbers have an ODD number of factors

Factors of 4
1, 2, 4

Factors of 36
1, 2, 3, 4, 6, 9, 12, 18, 36

Be strategic
- Lay factors out in pairs can help you not to miss any

Multiples

Bar models can represent by something is a multiple. Eg 20 is a multiple of 4

Lowest Common Multiples

LCM of 9 and 12

The first time their multiples match

LCM = 36

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

12: 12, 24, 36, 48, 60

Multiply/ Divide by powers of 10

3 x 100 = 300

003 x 100 = 3

Repeated multiplication and division by powers of 10 is commutative

÷ 10 then ÷ 10 → ÷ 100

Metric conversions

Useful Conversions

Multiplication methods

Long multiplication (column)

Grid method

Repeated addition

Less effective method especially for bigger multiplication

Multiplication with decimals

Perform multiplications as integers
eg 0.2 x 0.3 → 2 x 3

Make **adjustments** to your answer to match the question 0.2 x 10 = 2
0.3 x 10 = 3
Therefore 6 ÷ 100 = 0.6

Estimations: Using estimations allows a 'check' if your answer is reasonable

Division methods

3584 ÷ 7 = 512

Short division

```
   5 1 2
7 | 3 5 8 4
```

Complex division

÷ 24 = ÷ 6 ÷ 4

Break up the divisor using factors

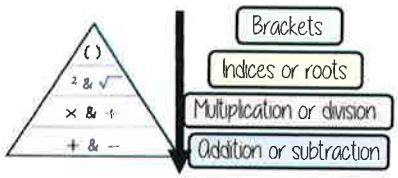
Division with decimals

The placeholder in division methods is essential — the decimal lines up on the dividend and the quotient

24 ÷ 0.02 → 24 ÷ 0.2 → 240 ÷ 2

All give the same solution as represent the same proportion
Multiply the values in proportion until the divisor becomes an integer

Order of operations



If you have multiple operations from the same tier work from left to right

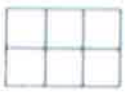
eg 10 − 3 + 5 → 10 − 3 → 7 + 5

6 x 4 + 8 x 2

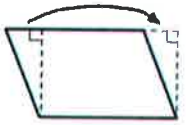
24 + 16 = 40

Area problems

Rectangle
Base x Perpendicular height

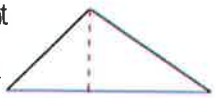


Parallelogram/ Rhombus
Base x Perpendicular height



Triangle
½ x Base x Perpendicular height

A triangle is half the size of the rectangle it would fit in



Mean problems

Mean — a measure of average
It gives an idea of the central value

Lilly, Annie and Ezra have the following cubes

Finding the mean amount is the average amount each person would have if shared out equally

The mean number of blocks would be 8 each

YEAR 7 — APPLICATION OF NUMBER

Fractions and percentages of amounts

What do I need to be able to do?

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

- Find a fraction of a given amount
- Use a given fraction to find the whole or other fractions
- Find the percentage of an amount using mental methods
- Find the percentage of a given amount using a calculator

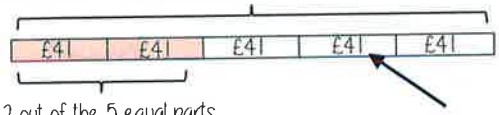
Keywords

Fraction: how many parts of a whole we have
Equivalent: of equal value
Whole: a number with no fractional or decimal part
Percentage: parts per 100 (uses the / symbol)
Place Value: the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right
Convert: change into an equivalent representation, often fraction to decimal to a percentage cycle

Fraction of a given amount

Find $\frac{2}{5}$ of £205

The bar represents the whole amount

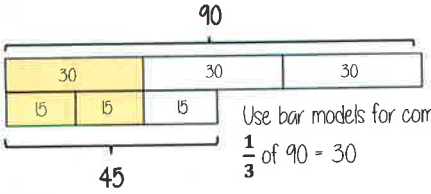


2 out of the 5 equal parts

2 x £41 = **£82**

£205 ÷ 5 = £41

Each part of the bar model represents £41



Use bar models for comparisons

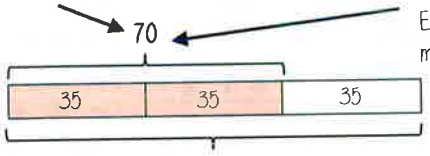
$\frac{1}{3}$ of 90 = 30

$\frac{2}{3}$ of 45 = 30

$\therefore \frac{1}{3}$ of 90 = $\frac{2}{3}$ of 45

Use a fraction of amount

$\frac{2}{3}$ of a value is 70. What is the whole number?



70 ÷ 2 = 35

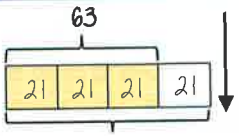
Each part of the bar model represents 35

35 x 3 = 105

The whole number is 105

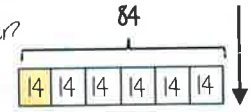
The wording of the question is important to setting up the bar model

$\frac{3}{4}$ of a number is 63



Find the whole

What is $\frac{1}{6}$ of the number?

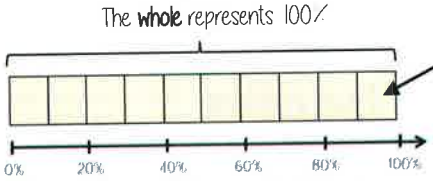


Use the whole to find a given part

-14

Find the percentage of an amount (Mental methods)

The **whole** represents 100/



10/ = $\frac{1}{10}$ of the whole

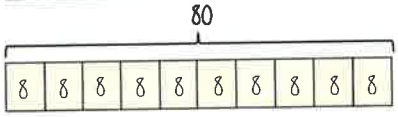
10/ = $\frac{1}{10}$ of the whole

20/ = $\frac{2}{10} = \frac{1}{5}$ of the whole

50/ = $\frac{5}{10} = \frac{1}{2}$ of the whole

5/ = $\frac{1}{20}$ of the whole

Find 65/ of 80



For bigger percentages it is sometimes easier to take away from 100/

Method 1
65/ = 10/ x 6 + 5/
= (8 x 6) + 4
= 52

Method 2
65/ = 50/ + 10/ + 5/
= 40 + 8 + 4
= 52

Find the percentage of an amount (Calculator methods)

Using a multiplier

Find 65/ of 80

Fraction, decimal, percentage conversion

65/ = $\frac{65}{100}$ = 0.65 ← The multiplier

0.65 x 80 = **52**

Using the percent button

Find 65/ of 80

This brings up the / button on screen
You will see 65/

Type 65

Press SHIFT ((%)

Press × 80 and then press =

You can also use the calculator to support non calculator methods and find 1/ or 10/ then add percentages together

"of" can represent 'x' in calculator methods