

Mental warm-up 3

- 1 Work out $299 + 399$.
- 2 Work out $3.5 \div 4$.
- 3 Tables seat five people. How many tables are needed for 27 people?
- 4 How many faces does a cube have?
- 5 How many vertices does a square-based pyramid have?
- 6 Here are four shapes.

rectangle square parallelogram kite

Which one does not have reflection symmetry?

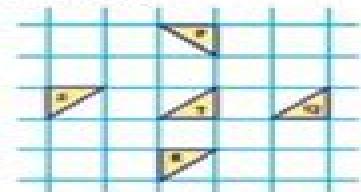
- 7 What units should you use to measure the mass of a pen?
- 8 This pictogram shows the results of a survey of trees.



How many trees are elms?

- 9 Look at these triangles.

Which triangle is a reflection of triangle T?



- 10 Molly is putting numbers in the Carroll diagram.

	Odd	Even
20 or more	A	B
Less than 20	C	D

Should she put the number 30 in cell A, B, C or D?

57.9 5.5 1.69 1.49 2.6 3.6 4.9 4.7 5.2 5.3 5.5 5.6 5.7 5.8 5.9 5.9 6.0 6.1 6.2 6.3 6.4 6.5 6.6 6.7 6.8 6.9 6.9 7.0 7.1 7.2 7.3 7.4 7.5 7.6 7.7 7.8 7.9 7.9 8.0 8.1 8.2 8.3 8.4 8.5 8.6 8.7 8.8 8.9 8.9 9.0 9.1 9.2 9.3 9.4 9.5 9.6 9.7 9.8 9.9 9.9 10.0

Answers to Mental warm-up 3

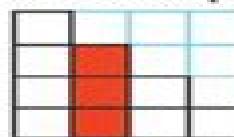
Mental warm-up 4

- 1 Move triangle A to triangle B.

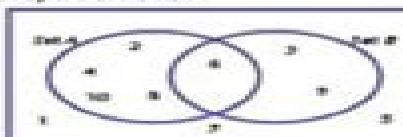


Complete this sentence. It moves squares to the _____.

- 2 Round 18.4 to the nearest 10.
- 3 Work out $97 - 79$.
- 4 Work out $73 \div 10$.
- 5 Work out $43 + 69$.
- 6 What fraction of this shape is red?



- 7 A bottle holds 2 litres of water. How many millilitres is that?
- 8 The time now is 13:45. Write down the time 30 minutes later.
- 9 This Venn diagram shows two sets of numbers, A and B.



How many numbers are not in set B?

- 10 This pictogram shows where some people went on holiday.
- 11 15 people stayed in the UK. How many went to Europe?



1.5 2.7 3.2 3.7 4.2 4.7 5.2 5.7 6.2 6.7 7.2 7.7 8.2 8.7 9.2 9.7 10.2

Answers to Mental warm-up 4

Maths Frameworking Y9 Practice 1

Berinderjeet Kaur, Ngan Hoe Lee

Maths Frameworking Y9 Practice1:

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Key Maths David Baker,2001 Planned developed and written by practising classroom teachers with a wide variety of experience in schools this maths course has been designed to be enjoyable and motivating for pupils and teachers The course is open and accessible to pupils of all abilities and backgrounds and is differentiated to provide material which is appropriate for all pupils It provides spiral coverage of the curriculum which involves regular revisiting of key concepts to promote familiarity through practice This teacher s file is designed for stage three of Year 9

Empowering Mathematics Learners: Yearbook 2017, Association Of Mathematics Educators Berinderjeet Kaur,Ngan Hoe Lee,2017-04-12 This book contributes towards the literature in the field of mathematics education specifically on aspects of empowering learners of mathematics The book comprising eighteen chapters written by renowned researchers in mathematics education provides readers with approaches and applicable classroom strategies to empower learners of mathematics The chapters in the book can be classified into four sections The four sections focus on how learners could be empowered in their learning cognitive and affective processes through mathematical content purposefully designed mathematical tasks whilst developing 21st century competencies

Year 9 Kevin Evans,2008-06-01 New Maths Frameworking provides full support for the New Framework for Teaching Mathematics ensuring the right progression for all levels and complete success at Key Stage 3

Cases of Mathematics Professional Development in East Asian Countries Swee Fong Ng,2015-05-05 This book shows how video technology can be used to inform teachers personal practice and provides new data and real world case studies not covered by any previous book on the subject Initial chapters explore how practicing teachers can view their own recorded lessons and take steps to improve their methods while subsequent chapters examine how pre service and in service teachers can use recorded lessons to improve how they teach selected concepts or to better convey specific learning processes such as mathematical modeling and problem solving

Math Educ ,2007 Contains abstracts in the field of

mathematics education extracted from documents worldwide *Maths Frameworking* Keith Gordon, Brian Speed, Trevor Senior, 2003-10-20 Introducing Maths Frameworking the resource that allows you to deliver the NNS Framework with complete confidence With its complete differentiation across all three years of KS3 Maths Frameworking offers you the most comprehensive and engaging route to Framework success **Australian National Bibliography** ,1996-05 **Teaching Mathematics** Paul Chambers,2008-06-19 These subject specific core texts are for beginning secondary teachers following postgraduate certificate in education graduate teacher programme or undergraduate routes into teaching **Report and Recommendation of the President to the Board of Directors on a Proposed Loan and Technical Assistance Grant to the Independent State of Samoa for the Education Sector Project** Tadao Chino,2000 British Education Index ,2005 **Experiencing School Mathematics** Jo Boaler,1997 This is the first book of its kind to provide direct evidence for the effectiveness of traditional and progressive teaching methods It reports on careful and extensive case studies of two schools which taught mathematics in totally different ways Three hundred students were followed over three years and the interviews that are reproduced in the book give compelling insights into what it meant to be a student in the classrooms of the two schools The different school approaches are compared and analyzed using student interviews lesson observations questionnaires given to students and staff and a range of different assessments including GCSE examinations Questions are raised about the effectiveness of different teaching methods in preparing students for the demands of the real world and the 21st century the impact of setted and mixed ability teaching upon student attitude and achievement and gender and learning styles New evidence is provided for each of these issues The book draws some radical new conclusions about the ways that traditional teaching methods lead to limited forms of knowledge that are ineffective in non school settings The book will be essential reading for math teachers parents and policy makers in education **Technology Enterprise and Technology Education** ,1997 Journal of Accountancy ,1960 *Parliamentary Debates (Hansard)*. Great Britain. Parliament. House of Commons,2003-09 International Books in Print ,1997 *Index to Theses with Abstracts Accepted for Higher Degrees by the Universities of Great Britain and Ireland and the Council for National Academic Awards* ,2008 Theses on any subject submitted by the academic libraries in the UK and Ireland

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