

YEAR 7 — APPLICATION OF NUMBER

Solving problems with addition and subtraction

@whisto_maths

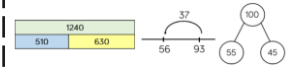
What do I need to be able to do?

- 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

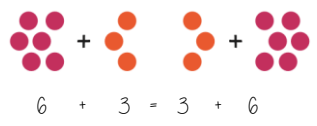
- Commutative:** changing the order of the operations does not change the result
- Associative:** when you add or multiply you can do so regardless of how the numbers are grouped
- Inverse:** the operation that undoes what was done by the previous operation (The opposite operation)
- Placeholder:** a 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



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 families

Formal written methods

	H	T	O
	1	8	7
+	5	4	2

	H	T	O	
		4	2	7
-		2	4	9

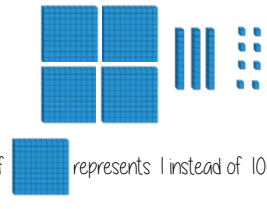
Remember the place value of each column. You may need to move 10 ones to the ones column to be able to subtract.

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

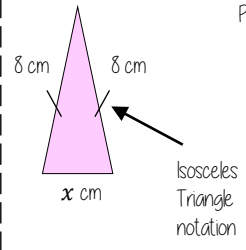


$$5.43 + \frac{8}{10}$$

Revisit Fraction — Decimal equivalence
 $5.43 + 0.8$

Solve problems with perimeter

Perimeter is the length around the outside of a polygon



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

$$8\text{cm} + 8\text{cm} + x\text{cm} = 25\text{cm}$$

$$16\text{cm} + x\text{cm} = 25\text{cm}$$

$$x\text{cm} = 9\text{cm}$$

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		Cardiff	Glasgow	Belfast
211	556	493	177	
518		392		

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 CALCULATIONS — use a number line

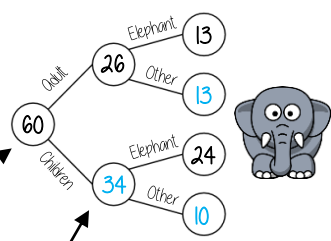
Two-way tables

	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.

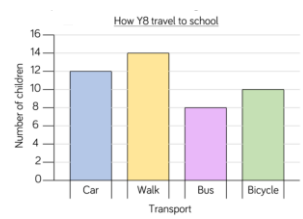


The overall total "60 people"

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