Subject: Maths
Term: Half Term I - June
Year Group: IOH

## Geometry and Measure - Angles and Area

| I | Corresponding Angles | Corresponding angles are equal. They look like F angles, but never say this in the exam. |
| :---: | :---: | :---: |
| 2 | Alternate Angles | Alternate angles are equal. They look like $Z$ angles, but never say this in the exam. |
| 3 | Co-Interior <br> Angles | Co - Interior angles add up to $180^{\circ}$. |
| 4 | Area of Triangle Base $\mathbf{x}$ Height $\div 2$ |  |
| 5 | Area of Trapezium $\frac{(a+b)}{2} \times h$ | Top add the Bottom $x$ half the height |
| 6 | Area of a parallelogram Base $x$ Perpendicular Height | $A=21 \mathrm{~cm}^{2}$ |


| Key Vocabulary |  |  |
| :--- | :--- | :--- |
| I | Integer | A whole number that can be <br> positive, negative or zero. |
| 2 | Fraction | A number that represents a part <br> of a whole. It consists of a <br> numerator and a denominator. <br> The numerator represents the <br> number of equal parts of a <br> whole, while the denominator is <br> the total number of parts that <br> make up said whole. |
| 3 | Reciprocal | To get the reciprocal of a <br> number, we divide 1 by the <br> number. Eg. the reciprocal of 2 <br> is $1 / 2$ |
| 4 | Expression | Numbers, symbols and <br> operators (such as + and $\times$ ) <br> grouped together that show the <br> value of something with no <br> equals sign. |
| 5 | Perimeter | Distance around the outside of a <br> shape. |
| 6 | Compound <br> Area | An area made up of more than <br> one shape. |


| 7 | Area of a <br> Circle | $\boldsymbol{A}=\boldsymbol{\pi} \boldsymbol{r}^{2}$ which means 'pi x <br> radius squared'. |
| :--- | :--- | :--- |
| 8 | Circumfe <br> rence of <br> a Circle | $\boldsymbol{C}=\boldsymbol{\pi} \boldsymbol{d}$ which means 'pi x <br> diameter' |

Subject: Maths
Term: Half Term 2 - September Part I
Year Group: IOH

## Geometry \& Measure - Pythagoras

| I | Finding the <br> hypotenuse | Find $c$. <br> $a^{2}+b^{2}=c^{2}$ <br> $4^{2}+6^{2}=c^{2}$ <br> $c^{2}=52$ <br> $c=\sqrt{52}$ <br> $c=7.21$ | 4 |
| :--- | :--- | :--- | :--- |
| 2 | Finding the <br> shorter <br> side | Find the Value of a: | $c^{c^{2}=a^{2}+b^{2}}$ <br> $a^{2}=c^{2}-b^{2}$ |

## Number - Percentages

| 1 | Percentage multipliers | The multiplier for increasing by $12 \%$ is 1.12 <br> The multiplier for decreasing by $12 \%$ is 0.88 ( $100 \%$ - $12 \%$ ) |
| :---: | :---: | :---: |
| 3 | Percentage change | $\frac{(\text { new value - original value })}{\text { original value }} \times 100 \%$ |
| 2 | Reverse Percentage | A jumper was priced at $£ 48.60$ after a $10 \%$ reduction. Find its original price. $\begin{aligned} & 100 \%-10 \%=90 \% \\ & 90 \%=£ 48.60 \\ & 1 \%=£ 0.54 \\ & 100 \%=£ 54 \\ & \hline \end{aligned}$ |
| 3 | Compound Interest | A bank pays 5\% compound interest a year. Bob invests $£ 3000$. How much will he have after 7 years? $3000 \times 1.05^{7}=£ 4221.30$ |
| 4 | Exponential Graph | The equation is of the form $\boldsymbol{y}=\boldsymbol{a}^{\boldsymbol{x}}$, where $\boldsymbol{a}$ is a number called the base. <br> If $\boldsymbol{a}>\mathbf{1}$ the graph increases. <br> If $\mathbf{0}<\boldsymbol{a}<\mathbf{1}$, the graph decreases. <br> The graph has an asymptote which is the $\mathbf{x}$-axis. |


| Key Vocabulary |  |  |
| :---: | :---: | :---: |
| I | Hypotenuse | The longest side on a right angled triangle |
| 2 | Unit Ratio | Used to compare ratios, one of the parts is I. The only time it is permissible to have a decimal in a ratio. |
| 3 | Unitary method | Find the value of 1 item, before multiplying to find the value of more. Used to work out which products give the better value for money |
| 4 | Simple Interest | Interest calculated as a percentage of the original amount. |
| 5 | Compound Interest | Interest paid on the original amount and the accumulated interest. |
| 6 | Exponential growth | When we multiply a number repeatedly by the same number ( $\neq 1$ ), resulting in the number increasing by the same proportion each time. <br> e.g. $1,2,4,8,16,32,64,128$... |
| 7 | Exponential decay | When we multiply a number repeatedly by the same number ( $\mathbf{0}<\boldsymbol{x}<\mathbf{1}$ ), resulting in the number decreasing by the same proportion each time. <br> eg. $1000,200,40,8 \ldots$. |



## Geometry \& Measure - Trigonometry I



| $\theta$ | $0^{\circ}$ | $30^{\circ}$ | $45^{\circ}$ | $60^{\circ}$ | $90^{\circ}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\operatorname{Sin} \theta$ | 0 | $\frac{1}{2}$ | $\frac{\sqrt{2}}{2}$ | $\frac{\sqrt{3}}{2}$ | 1 |
| $\operatorname{Cos} \theta$ | 1 | $\frac{\sqrt{3}}{2}$ | $\frac{\sqrt{2}}{2}$ | $\frac{1}{2}$ | 0 |
| $\operatorname{Tan} \theta$ | 0 | $\frac{\sqrt{3}}{3}$ | 1 | $\sqrt{3}$ |  |



## Key Vocabulary

A 3D shape that has a constant crosssection through its length, eg cylinder, triangular prism

| Algebra - Equations \& Formulae |  |  |
| :--- | :--- | :--- |
| I | Expression | A mathematical statement written using <br> symbols, numbers or letters, <br> $3 x+2$ or 5y |
| 2 | Equation | A statement showing that two <br> expressions are equal <br> $2 y-17=15$ |
| 3 | Identity | An equation that is true for all values <br> of the variables <br> An identity uses the symbol: $\equiv$ <br> $2 x \equiv x+x$ |
| 4 | Formula | Shows the relationship between two <br> or more variables <br> Area of a rectangle = length x width or <br> A= LxW |
| 5 | Solving <br> inequalities | Inequalities are solved using the same <br> steps as equations. If you multiply or <br> divide an inequality by a negative <br> number, then the inequality sign is <br> reversed. <br> Eg. -5x > I0 <br> x < - 2 |


| Ratio, Proportion and rates of change- Ratio |  |  |
| :---: | :---: | :---: |
| 1 | Divide in <br> a given <br> ratio | eg Divide $£ 350$ in the ratio 3:4 between Amy and Bob. <br> $3+4=7$ (There are 7 parts.) <br> $350 \div 7=50$ (Each part is worth <br> 50) <br> $3 \times 50=£ 150$ for Amy <br> $4 \times 50=£ 200$ for Bob |

Subject: Maths
Term: Half Term 3 - November Part I
Year Group: IOH
Rotational symmetry order 1

| 2 | Sum of interior <br> angles | For an $n$-sided polygon <br> Sum of interior angles $=180 \times(n-2)$ |
| :--- | :--- | :--- |
| 3 | Sum of exterior <br> angles | For all polygons: Sum of exterior angles $=360$ |
| 4 | Regular <br> polygons | Exterior angle $=360 \div$ number of sides <br> number of sides $=360 \div$ Exterior Angle <br> Interior angle $=180-$ Exterior angle |

Algebra - Real Life Graphs
 The gradient, $y$-intercept and
area under the graph might have a contextual meaning.

Example - Graph shows cost of hiring a ladder for various number of days. The gradient shows the cost per day. The $y$-intercept shows the additional cost/deposit/fixed charge.


| Key Vocabulary |  |  |
| :--- | :--- | :--- |
| I | Regular <br> polygon | All sides the same <br> length All angles the <br> same size |
| 2 | Direct <br> proportion | Two quantities increase <br> at the same rate |
| 3 | Indirect <br> proportion | One variable increases <br> at a constant rate as the <br> second variable <br> decreases |
| 4 | Constant of <br> proportionality | Represented by k. Its <br> value stays the same |
| 5 | Rate of change | The gradient of a <br> tangent to the curve <br> can be used to calculate <br> the rate of change at <br> any given point |
| 6 | Conversion <br> graph | A line graph to convert <br> one unit to another. |

Subject: Maths
Term: Half Term 3 - November Part 2
Year Group: IOH
enjoy
learceed

| Geometry \& Measure - Reflections, Rotations \& Translations |  |  |
| :--- | :--- | :--- |
| I | Rotation <br> - A "turning" movement of an <br> image about a fixed point | Describe by - <br> a) "Rotation" <br> b) Angle of rotation <br> c) Centre of rotation <br> d) Direction of rotation |
| 2 | Reflection <br> - A "flipping" movement <br> across a mirror line | Describe by - <br> a) "Reflection" <br> b) The equation of the line of reflection |
| 3 | Translation <br> -A "sliding" movement of an <br> image | Describe by - <br> a) "Translation" <br> b) The column vector$\quad\binom{x}{y}$ x y is the horizontal movement |


| Key Vocabulary |  |  |
| :--- | :--- | :--- | :--- |
| I | Chord | A line which touches the circumference at each <br> end |
| 2 | Arc | A section from the circumference of a circle |



Subject: Maths
Term: Half Term - 5 March

| Algebra - Quadratic Equations |  |  |
| :---: | :---: | :---: |
| I | The quadratic graph is a "U-shaped" curve called a parabola. If $\mathrm{a}<0$, the parabola is upside down. <br> A root is a solution to a quadratic equation. A quadratic equation may have no, one, or two solutions |  |
| 2 | Solve a quadratic by factorising: | Make sure the equation $=$ 0 $a x^{2}+b x+c=0$ <br> Use the products of ac that sum to $b$ |
| 3 | Solving a quadratic using the quadratic formula: $x=\frac{-b \pm \sqrt{b^{2}-4 a c}}{2 a}$ | Use this method when an equation does not easily factorise |
| 4 | Solving a quadratic by completing the square: $(x+p)^{2}+q=0$ | Use this method when you want to find the vertex. It's co-ordinates are (-p, q) |

## Ratio, Proportion and rates of changeSimilarity

```
Scale Factor
```

To find the scale factor, divide a length on one shape by the corresponding length on a similar shape

| Algebra - Simultaneous Equations |  |  |
| :--- | :--- | :--- |
| I | Solving graphically | The points of intersection <br> are the solution |
| 2 | Solving by elimination | Usully used for linear <br> equations- same signs <br> subract, diferent signs <br> add. |
| 3 | Solving by substitution | Usully used for quadratic <br> equations - Rearrange and <br> Susstiute |

## Geometry and Measures - Vectors

| $\mathbf{I}$ | Vector Notation | A vector can be written <br> in 3 ways: |
| :--- | :--- | :--- |
| 2 | Parallel vectors are or $\overrightarrow{A B}$ or $\left.\quad \begin{array}{l}\mathbf{1} \\ \mathbf{3}\end{array}\right)$ <br> multiples of each other. | 2a+b and 4a+2b are <br> parallel as 4a+2b <br> =2(2a+b) |
| $\mathbf{3}$ | Collinear vectors are <br> vectors that are on the <br> same line. | To show this you must <br> show that they are parallel <br> and that they share a <br> point. |
| $\mathbf{4}$ | Resultant vectors | The resultant vector is the <br> vector that results from <br> adding two or more <br> vectors together. |
| 5 | Scalar of a vector | A scalar is the number we <br> multiply the vector by |

## Statistics - Scatter Graphs

| \\| | Causality | When one variable influences another variable |
| :---: | :---: | :---: |
| 2 | Line of best fit | A straight line that best represents the data on a scatter graph |
| 3 | Outlier | A value that "lies outside" most of the values in the data set |
| 4 | Positive, <br> Negative or <br> No <br> Correlation |  |

## Key Vocabulary

| I | Quadratic | A quadratic expression is of the <br> form: <br> $a x^{2}+b x+c$ |
| :--- | :--- | :--- |
| 2 | Coefficient | A number used to multiply a <br> variable. |
| 3 | Vector | A vector is a quantity with both <br> direction and magnitude. |
| 4 | Magnitude | The length of a vector |
| 6 | Similar Shapes | The same shape but different <br> sizes |
| 7 | Correlation | The connection between 2 data <br> sets |



