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| **Topic/Skill**  | **Definition/Tips** | **Example** |
| 1. Expression | A mathematical statement written using **symbols**, **numbers** or **letters**, | $$3x + 2 or 5y^{2}$$ |
| 2. Equation | A statement showing that **two expressions are equal** | $$2y – 17 = 15$$ |
| 4. Formula | Shows the **relationship** between **two or more variables** | Area of a rectangle = length x width or $A= L×W$ |
| 5. Simplifying Expressions | **Collect ‘like terms’.** Be careful with negatives. $x^{2}$ and $x$ are not like terms. | $$2x+3y+4x-5y+3=6x-2y+3$$$$3x+4-x^{2}+2x-1=5x-x^{2}+3$$ |
| 6. $x $times $x$ | The answer is $x^{2}$ not $2x$. | Squaring is multiplying by itself, not by 2. |
| 7. $p×p×p$  | The answer is $p^{3}$ not $3p$ | If $p=2$, then $p^{3}$=$2×2×2=8$, not $2×3=6$ |
| 8. $p+p+p$  | The answer is 3p not $p^{3}$ | If $p=2$, then $2+2+2=6$, not $2^{3}=8$ |
| 9. Expand | To expand a bracket, **multiply** each term **in the bracket** by the expression **outside** the bracket. | $$3\left(m+7\right)=3x+21$$ |
| 10. Factorise | The **reverse** of **expanding**.Factorising is writing an expression as a product of terms by ‘**taking out’ a common factor** or **highest common factor** | $6x-15=3(2x-5)$, where 3 is the common factor.$3x^{2}y^{2}+9xy=3xy(xy+3)$, where $3xy$ is the highest common factor. |
| 11. Solve | To find the **answer**/value of something**Use inverse operations** on both sides of the equation (balancing method) until you find the value for the letter. | Solve $2x-3=7$Add 3 on both sides$$2x=10$$Divide by 2 on both sides$$x=5$$ |
| 12. Writing Formulae and Equations | **Substitute letters for words** in the question. | Bob charges £3 per window and a £5 call out charge.$$C=3N+5$$Where N=number of windows and C = cost |
| 13. Substitution | **Replace letters with numbers**.Be careful of $5x^{2}$. You need to square first, then multiply by 5. | $a=3, b=2 and c=5.$ Find:1. $2a=2×3=6$ 2. $3a-2b=3×3-2×2=5$3. $7b^{2}-5=7×2^{2}-5=23$ |
| 14. Rounding | To make a number simpler but keep its value close to what it was.If the **digit to the right** of the rounding digit is **less than 5, round down**. If the **digit to the right** of the rounding digit is **5 or more, round up**. | 74 rounded to the nearest ten is 70, because 74 is closer to 70 than 80.152,879 rounded to the nearest thousand is 153,000.  |
| 15. Significant Figure | The significant figures of a number are the digits which **carry meaning** (ie. are significant) to the size of the number.The **first significant figure** of a number **cannot be zero**.In a number with a decimal, trailing zeros are not significant. | In the number 0.00821, the first significant figure is the 8.In the number 2.740, the 0 is not a significant figure.0.00821 rounded to 2 significant figures is 0.0082.19357 rounded to 3 significant figures is 19400. We need to include the two zeros at the end to keep the digits in the same place value columns. |
| 16. Truncation | A method of approximating a decimal number by **dropping all decimal places** past a certain point **without rounding**. | 3.14159265… can be truncated to 3.1415 (note that if it had been rounded, it would become 3.1416) |
| 17. Error Interval | A **range of values** that a number could have taken before being rounded or truncated.An error interval is written using inequalities, with a **lower bound** and an **upper bound**.Note that the lower bound inequality can be ‘equal to’, but the upper bound cannot be ‘equal to’. | 0.6 has been rounded to 1 decimal place. The error interval is:$$0.55\leq x<0.65$$The lower bound is 0.55The upper bound is 0.65 |