## Matching Algebraic Expressions

1. Cut out the 9 equilateral triangles along the dotted lines.
2. Match the equivalent algebraic expressions:

Example: $\frac{24 y z^{5}}{-6 y z}=\frac{24 \times y \times z \times z x z x z x z}{-6 \times y \times z}$

$$
=-4 z^{4}
$$


3. Record your working out in your book.
4. Fit the equilateral triangles together to make one large triangle. The shaded sections mark the edges of the triangle.


## Angle Fit

Carefully cut out the following shapes.


1. By looking at the size of the angles, fit them in this rectangle.

2. Calculate angles $\mathbf{a}, \mathbf{b}, \mathbf{c}$ and $\mathbf{d}$.
$\mathbf{a}=$
$b=$
C $=$
$d=$
© RBKC SMILE 2001

## Approximate Solutions



1. What is $46 \times 17$ ?

Give a rough answer, using the same method. What calculation did you use?
2. Copy and complete this table:

| calculations | rough <br> calculations | rough answers |
| :---: | :---: | :---: |
| $583 \div 18$ | $600 \div 20$ | 30 |
| $408 \times 68$ |  |  |
| $875 \div 23$ |  |  |
| $79 \times 22$ |  |  |
| $576 \div 27$ |  |  |
| $67 \times 81$ |  |  |


3. Choose your own rough calculations to complete this table:

| calculations | rough calculations (approximations) | rough answers (approximate solutions) |
| :---: | :---: | :---: |
| $71 \times 88$ |  |  |
| $383 \div 53$ |  |  |
| $49 \times 48$ |  |  |

4. Here is a problem ...
... and some calculations.

a) Which two calculations must be wrong?
b) Which two calculations give approximate solutions to the problem?
c) Which calculation would you use?
5. Copy and complete this table in your book.

|  | problems | calculations | approximations | approximate solutions |
| :--- | :--- | :--- | :--- | :--- |
| a) | There are 36 eggs in a <br> tray. A box of eggs <br> contains 12 trays of eggs. <br> About how many eggs are <br> in a box? |  |  |  |

6. A job pays $£ 214$ per week.

About how much is this in one year ( 52 weeks)?
7. Each student needs 27 centicubes to build a larger cube.

There are 29 students in the class.
About how many centicubes are needed?
8. One pint of milk is sufficient for 22 cups of tea.

About how many pints are needed for 485 cups of tea?

## Rotational and line symmetry review

An activity for two. You will both need a copy of this worksheet.

| Some shapes <br> have line <br> symmetry | Some shapes <br> have rotational <br> symmetry | Some shapes <br> have both |
| :--- | :--- | :--- |
| have neither |  |  |

On your own:

- Cut out the shapes below.
- Arrange them in the correct regions on the Venn diagram.

1. On your own:

- Compare your answers.
- When you have agreed, stick them down.
- Draw 4 shapes of your own, one to go in each region.

© REKC SMILE 2001


## Right-angle or not?

You will need tracing paper.

There are many right-angles around.
For example, the corners of this card are right-angles.

This is a right-angle.


1. Trace the right-angle and place it over the top of the angles to find out which ones are right-angles.
2. Copy and complete the table.

| Angle | Right-angle |
| :---: | :---: |
| A | Yes |
| B | No |
| C |  |
| D |  |
| E |  |
| F |  |
| G |  |
| H |  |
| I |  |
| J |  |
| K |  |
| L |  |

3. Draw a right-angle in your book.
4. Find 5 things around your classroom that have right-angles.

Write a list of them in your book.
Check these with your teacher.

## Decimal Routes

Start at Start/ and find your way to the End

1. You can only move
 or

2. You can only go into the squares when the answer is 3 or 1.5.
3. Shade in your route as you go along.


# Conversion Pack 1 

## An activity for 2 people

1. Complete the problems on cards A-F. You might find the conversion chart on the back of this envelope helpful.
2. Record your answers in your book. Show your working. Remember to include the units in your answers.
3. You need to know the conversions. Record them in your book and test each other on them.
How many pints?

## Match the pairs of cards.


2) 0.265 km
3) 2000 m
4) 1350 mm
e) 265 m
5) 2.65 cm

Who is the heavier?


# A rug is 4 foot 5 inches long. How many inches is this? 



## Two students are doing a science experiment.

They take 57 ml


> from a 1 litre measuring beaker.

## The hand baggage allowance on the flight to Kenya is 5 kg .

Tim's bag contains:


Is Tim's bag too heavy?

## Higher decimal win

A game for 2 players.
You will need the SMILE Decimal Playing Cards.
Take out the 13 cards with 'Squares' and the 13 cards with 'Numbers'.
Shuffle the cards.
Deal the cards, face down, in front of you.


Each player turns over one card.
The player with the higher decimal wins that round and keeps both cards.
Carry on until you have used all the cards.
The player with the most cards wins.

## Variation

Try turning over 2 cards at a time, adding the two numbers together. The player with the higher decimal wins.

## Decimal differences

A game for 2 players.

You will need the SMILE' Decimal Playing Cards.
Take out the 13 cards with 'Squares' and the 13 cards with 'Numbers'. Shuffle the cards.


Deal the cards, face down, in front of you.

Each player turns over one card.
The player with the higher decimal wins that round, and their score is the difference between the two decimals.


## e.g.


0.3

Talia scores 0.3

Record your results.

| Talia | Janice |
| :---: | :---: |
| $0.7-0.4=0.3$ |  |

Carry on until you have used all the cards.
Total each player's score.
The player with the higher score wins.

## Sixteen Quadrilaterals



## Definition: Congruent

Congruent shapes have the same shape and size.
e.g. These quadrilaterals are congruent.


You can make 16 different quadrilaterals on a 9 point grid.


1. Find all 16 quadrilaterals.
(Remember none of your quadrilaterals can be congruent.)

- draw them
- label each quadrilateral with the correct mathematical name

(You may like to use Smile 2163 Geometry Facts to find all the names of your quadrilaterals.)

2. You may like to investigate ...

- triangles on a 9 point grid
- other polygons on a 9 point grid.


## Sixteen Quadrilaterafs

## Definition: Quadrilateral

Quadrilaterals are polygons with four straight sides.


## Definition: Congruent

Congruent shapes have the same shape and size. e.g. These quadrilaterals are congruent.


You can make 16 different quadrilaterals on a 9 point grid.

1. Find all 16 quadrilaterals.
(Remember none of your quadrilaterals can be congruent)

- draw them
- label each quadrilateral with the correct mathematical name

(You may like to use Smile 2163 Geometry Facts to find all the names of your quadrilaterals)

2. You may like to investigate ...

- triangles on a 9 point grid
- other polygons on a 9 point grid


## Matching decimals

You will need the SMILE Decimal Playing Cards.
Take out the 13 cards with 'squares'.


Put them in order of size smallest first.

Take out the 13 cards with 'Numbers'.


Match them to the 'Squares' cards.


## smallest

largest


Number 1.0
lequin $N$

In your book:

1. Write the numbers out in order of size, smallest first.
2. Which is the larger
0.8 or 0.5 ?
3. Which is the smaller
0.72 or 0.65 ?
4. Which is the largest
$0.8,0.08$ or 0.75 ?
5. Write a number that comes between
0.5 and 0.8 .
6. Write a number that comes between 0.35 and 0.4.

## Decimal Sort

You will need the SMILE Decimal Playing Cards.

1. Find these 4 cards.


These cards show the same decimal expressed in four different ways.
This is the 0.7 decimal 'set'.
2. Sort the remaining cards into decimal 'sets'.
3. Show the decimal 'sets' to your teacher.
© RBKC SMILE Mathematics 2005

## Decimal Sort

You will need the SMILE Decimal Playing Cards.

1. Find these 4 cards.


These cards show the same decimal expressed in four different ways.
This is the 0.7 decimal 'set'.
2. Sort the remaining cards into decimal 'sets'.
3. Show the decimal 'sets' to your teacher.

## Decimals sOrt

You will need the SMILE Decimal Playing Cards.

1. Find these 4 cards.


Number
0.62

These cards show the same decimal expressed in four different ways. This is the 0.62 decimal 'set'.
2. Sort the remaining cards into decimal 'sets'.
3. Show the decimal 'sets' to your teacher.

# Conversion Pack 2 

## An activity for 2 people

1. Complete the problems on cards A - F. You might find the conversion chart on the back of this envelope helpful.
2. Record your answers in your book. Show your working. Remember to include the units in your answers.
3. You need to know the conversions. Record them in your book and test each other on them.


## Which is the cheaper petrol?



Which contains more liquid?

# Which is longer ... 

## One Yard?

## or

One Metre?



# How much should a 5 kg bag of potatoes cost? 

## Andy is making mackerel paté

## Recipé <br> Smoked mackerel................ $60 z$ <br> Cottage cheese 60Z Lemonjuice



Is this enough cottage cheese?

An activity for 2-4 people.
You will need Smile 2226 Sum Number Cards and 20 counters of the same colour for each player.


1. In your book write down these numbers to the nearest 10.
a) 57
b) 33
c) 45
d) 9
e) 82
f) 55
g) 14
h) 98
2. Turn over to play the Rounding to 10 Game.

## Rounding to 10 Game

This is a game for $2-4$ players.
Take out all the 3, 4, 5, 6, 7, 8 and 9 cards from Smile 2226 Sum Number Cards and 20 counters of the same colour for each player.

## The Rules:

- Shuffie the cards.
- Place the cards face down.
- Take turns to turn over 2 cards.
- Multiply the two numbers together and round the answer to the nearest 10.
- Use a counter to cover up your rounded number on the board.
- The winner is the first player to get 3 in a line.
- Play the game several times.


## Example:



24 rounded to the nearest 10 is 20.
The counter can cover any 20 on the board.


48 rounded to the nearest 10 is 50 .
The counter can cover any 50 on the board.

| 10 | 30 | 20 | 10 | 30 | 40 | 20 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 20 | 10 | 80 | 40 | 60 | 10 | 30 |
| 50 | 60 | 70 | 20 | 10 | 50 | 40 |
| 10 | 30 | 10 | 20 | 30 | 20 | 10 |
| 40 | 30 | 50 | 70 | 10 | 50 | 40 |
| 60 | 20 | 80 | 40 | 60 | 50 | 10 |
| 20 | 10 | 40 | 20 | 30 | 10 | 20 |

Powers of Tem flags

1) Fill in the flags to show which operation you need to use.


2) Fill in the flags and the circles.

3) This one is more challenging!


| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

The numbers above can be used to make two pairs of equivalent fractions. No number can be used more than once.
example:


1. a) Find another way of making two pairs of equivalent fractions using the numbers 1 to 10.
b) Which numbers are not used?
2. a) How many equivalent fraction pairs can you make using the numbers 1 to 20 ?


Remember: No number can be used more than once.
b) Which numbers are not used?

Why?

## Polygons in Circles

You will need 1 cm dotted isometric paper and a pair of compasses.

1. a) Draw a circle radius 4 cm on isometric paper. There should be 6 points on the circumference of the circle.

b) Using these 6 points and the centre of the circle, construct a right-angled triangle.
c) Draw the dotted lines and explain why $\angle B A C=60^{\circ}$ and $\angle A B C=30^{\circ}$

2. By drawing similar circles construct the following polygons and work out the angles in the polygons. You might like to use Smile 2163 Geometry Facts.
a) An equilateral triangle.
b) An isosceles triangle.
c) A rectangle.
d) A trapezium.
e) An arrowhead.
f) A rhombus.
g) A hexagon.
h) A pentagon.
3. Which of your polygons are cyclic?

## Definition of a cyclic polygon:

Any polygon whose vertices all lie on the circumference of a circle is called a cyclic polygon.

## Polygons in Circles

You will need 1 cm dotted isometric paper and a pair of compasse:

1. a) Draw a circle of radius 4 cm on isometric paper.

There should be 6 points on the circumference of the circle.

b) Using these 6 points and the centre of the circle construct a right angled triangle.

c) Draw the dotted lines and explain why $\angle B A C=60^{\circ}$ and $\angle A B C=30^{\circ}$

2. By drawing similar circles construct the following polygons and work out the angles in the polygons. You might like to use Smile 2163 Geometry Facts.
a. An equilateral triangle.
b. An isosceles triangle.
c. A rectangle.
d. A trapezium.
e. An arrowhead.
f. A rhombus.
g. A hexagon.
h. A pentagon.

Definition of a cyclic polygon:
Any polygon whose vertices all lie on the circumference of a circle is called a cyclic polygon.
3. Which of your polygons are cyclic.

## Areas of Polygons

1. Calculate the areas of the polygons below.

Area $=$ $\qquad$


Area $=$ $\qquad$

Area $=$ $\qquad$


2. Sort the polygons in order of area, largest first.
3. Design 3 more polygons on the $4 \times 4$ grids below and find their area.


## Solid Expressions

This cuboid has height $h$, width $\boldsymbol{w}$ and length $l$.


An expression for the volume of this cuboid is $\boldsymbol{h w l}$. An expression for the surface area of this cuboid is $2(h w+h l+w l)$.
An expression for the total edge length of this cuboid is $\mathbf{4}(h+w+l)$.

1. This right-angled triangular prism has height $h$, width $w$ and length $l$.


Work out:
a) An expression for the volume.
b) An expression for the surface area.
c) An expression for the total edge length.
2. This cylinder has diameter $\boldsymbol{d}$ and height $\boldsymbol{h}$.

a) Show that the surface area of the cylinder can be expressed as $\frac{\pi d^{2}}{2}+\pi d h$
Work out:
b) An expression for the volume.
c) An expression for the total edge length.
3. This equilateral triangular prism has width $\boldsymbol{w}$ and length $l$.
$r$

a) Show that the volume of this prism can be expressed as $\frac{\sqrt{3} l w^{2}}{4}$
Work out:
b) An expression for the surface area.
c) An expression for the total edge length.
4. Copy and complete this table:

|  | Cuboid | Rightangled triangular prism | Cylinder | Equilateral triangular prism |
| :---: | :---: | :---: | :---: | :---: |
| Diagram |  |  |  |  |
| Volume | hwl |  |  | $\frac{\sqrt{3} l w^{2}}{4}$ |
| Surface area | $2(h w+h l+w l)$ |  | $\frac{\pi d^{2}}{2}+\pi d h$ |  |
| Total edge length | 4(h+w+l) |  |  |  |

5. Look carefully at the expression for each of the solids. How would you decide if an expression described:
a) volume?
b) surface area?
c) total edge length?
6. The regular hexagonal prism below has the dimensions shown.


The three expressions for the hexagonal prism are:
$6 l w+3 \sqrt{3} w^{2}$
$12 w+6 l$
$\frac{3 \sqrt{3} l w^{2}}{2}$
a) Which of the three expressions describes the volume of the regular hexagonal prism?
b) Which of the three expressions describes the surface area of the regular hexagonal prism?
c) Which of the three expressions describes the total edge length of the regular hexagonal prism?

## Angles in a Regular Hexagon

The regular hexagon below is drawn on isometric dotted paper.
Find all the unmarked angles.


## Nine Nine Nine

1. Copy and complete the following multiplication sequences.

2. Write about your methods. How did you work out the sequences?
3. Do your methods still work for:

| $10 \times 9=$ |
| :--- | :--- | :--- |
| $11 \times 9=$ |
| $12 \times 9=$ |
| $13 \times 9=$ |
| $10 \times 99=$ |
| $11 \times 99=$ |
| $12 \times 99=$ |
| $13 \times 99=$ |$\quad$| $10 \times 999=$ |
| :--- |
| $11 \times 999=$ |
| $12 \times 999=$ |
| $13 \times 999=$ |

# Multiplication Review 

An activity for 2 or more people

In this pack there are five methods of multiplication.

For each one:

1. Look at the method of multiplication.
2. Describe what was done.
3. Check that the method works by trying it out on $27 \times 69$.
4. Try to work out why the method works.

## $52 \times 37=$ ?



1. Look at this method of multiplication.
2. Describe what was done.
3. Check that this method works by trying it out on $27 \times 69$.
4. Try to work out why the method works.

## $52 \times 37=$ ?



## $1500+350+60+14=1924$

1. Look at this method of multiplication.
2. Describe what was done.
3. Check that this method works by trying it out on $27 \times 69$.
4. Try to work out why the method works.

## $52 \times 37=$ ?

$$
\begin{aligned}
& 52 \times 10=520 \\
& 52 \times 20=1040 \\
& 52 \times 40=2080 \\
& 52 \times 3=156
\end{aligned}
$$


$52 \times 37=1924$

1. Look at this method of multiplication.
2. Describe what was done.
3. Check that this method works by trying it out on $27 \times 69$.
4. Try to work out why the method works.

## $52 \times 37=$ ?



1. Look at this method of multiplication.
2. Describe what was done.
3. Check that this method works by trying it out on $27 \times 69$.
4. Try to work out why the method works.

## $52 \times 37=$ ?



1924

1. Look at this method of multiplication.
2. Describe what was done.
3. Check that this method works by trying it out on $27 \times 69$.
4. Try to work out why the method works.

## .Multiples of Ten

The multiples of a number are the numbers that appear in its multiplication table.

## Example:

The multiples of 10 are $\mathbf{1 0}, \mathbf{2 0}, \mathbf{3 0}, \mathbf{4 0}, \ldots$

1. This number square contains pairs of numbers next to each other whose sum is a multiple of 10.

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 |

Example:

| 12 |
| :---: |
| 18 |

$12+18=30$

Find and mark five other pairs of numbers whose sum is a multiple of 10.
2. On this grid mark the three groups of numbers in this shape

whose sum is a multiple of 10.

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 |

3. On this grid mark the five groups of numbers in this shape

whose sum
is a multiple of 10 .

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 |

4. On this grid mark the two groups of numbers

whose sum
is a multiple of 10 .

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 |

5. On this grid mark the four groups of numbers

6. On this grid mark the four groups of numbers in this shape

whose sum
is a multiple of 10 .

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 |

7. What other groups of numbers can you find whose sum is a multiple of 10? Mark them on the grid below.

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 |

## Six Pyramids

An activity for a small group.
This 6 cm cube has been divided into six congruent pyramids.


Calculate the dimensions of each pyramid ...
... and use these dimensions to make six pyramids. Stick them onto the net of a 6 cm cube.

Check that your pyramids fold back into a cube.


Now fold the cube net so that the pyramids are on the outside.

Solve the problems below for your new solid.
For each problem assume there are no hollow spaces inside the solid.

What is the volume of the new solid?

Has the new solid got 12 faces or 24? Justify your answer.

What is the surface area of the new solid?

Can you draw a net for the new solid using ruler and compasses only?

## Percentage Puzzle

## You will need: scissors, glue

- Cut out the numbers at the bottom of this sheet.
- Place them on the sheet to make four true statements.
- Do not stick them down until you are sure that all four statements are true.



## Consecutive Products

Consecutive numbers lie next to each other on the number line.


The product of two numbers is found by multiplying them together.
Example:
The product of 6 and 12 is 72 because $6 \times 12=72$

## Example:

42 is the product of two consecutive numbers.

$$
6 \times 7=42 \quad 6 \quad 7
$$

1. Copy the following and find the two missing consecutive numbers.
a)



d)

e)

f)
462

g) 306

h)

i)
210

j)

k) $\mathbf{3 7 8 2}$

I)

2. Copy the following and find the three missing consecutive numbers.
a)




## Matching Weights

You will need: glue, scissors

1. Cut out the weights at the bottom of this worksheet and match them to the objects.
2. Show each weight on the scales.


## - Sensible Answers

Do not use a calculator.


## Problem:

18 people are going to Southwold by car.
Four people can fit in each car.
How many cars are needed?


## Method:

$18 \div 4=4.5$
The answer to 18 divided by 4 is between 4 and 5 . If you gave the answer 4 only 16 people could go. 2 people would be left behind.

So the sensible answer is 5 cars.

The sensible answer depends upon the original problem.

Solve the problems below.
For each problem, show your method and make sure that your answer is sensible.

1. 169 students are going on a school trip to Margate. Each coach can carry 50 students.

How many coaches will be needed?

2. A football club has 49 members: A football team needs 11 players.

How many teams can the football club field?

3. A tin of paint covers 25 square metres.

How many tins of paint will you need to cover 1.16 square metres?

4. Milk is sold in crates of 12 identical bottles.

A wholesaler has 102 identical bottles.
How many crates can she make up?

5. Exercise books are sold in packets of 10 . Ms Kershaw wants to order exercise books for 67 students.

How many packets of books does Ms Kershaw need to order?

6. Jameela wants to record her favourite television programme.
Each episode lasts 40 minutes.
How many episodes can she record on a 3 hour tape.

## - ロ

## Decimal Places Match

The number on the calculator shows This can be approximated to:

```
4.4375312
```



Match each calculator answer to its three approximations.


## Number Stories



1. Here are two other calculations.

8-5+2

$$
6+5-4
$$

Use the sentences below to make a number story for each calculation. Write them down in your book.

2. Here are two more calculations. Use the sentences below to make a number story for each calculation. Write them down in your book.

$$
6 \times 2-5 \quad 10 \div 2-4
$$


3. Make up number stories for each of these calculations and show them to your teacher.

$$
8-3+7
$$

$$
4 \times 3+6
$$

## Circle Cut

In the diagram below, the radius of each small semicircle $(\mathbf{r})$ is half the radius of the outer circle ( R ).


Make one straight cut across the circle so that each of the two regions is exactly halved.

Use algebra to justify your answer.

## Play Your Cards Right

A game for four players in two teams.
You will need a set of number cards (digits between 0 and 9) and the targets from worksheet 2401a.


## The Rules

Shuffle the number cards.
Deal each team five number cards.
Place the targets face down in a pile.
Turn over the first target.
Use any three of the number cards to get as close to the target as possible.

The team who gets the closest scores one point.
Place the used number cards at the bottom of the pack and replace them with three new cards.

Turn over the next target and repeat the game.
The team with the highest score wins.


## Equivalent Fractions Sort

1. Shade the fractions of the circles below.

2. Cut out all the fractions and arrange them in order of size.
3. Which of the fractions are equivalent? (equivalent fractions represent the same proportion).
4. Find 2 fractions which are equivalent to $\frac{3}{4}$.

## Missing the Point

## Example:

Sheila saw this addition and realised that one of the numbers being added had a decimal point either missing or in the wrong place.

$$
53.7+1.26=66.3 \quad x
$$

She rewrote the addition correctly.

$$
53.7+12.6=66.3
$$

## Do not use a calculator.

In each of the calculations below, one and only one of the decimal points is either missing or in the wrong place.

A Rewrite these additions to make them correct.

1. $40.5+24.05=28.1$
2. $5.8+74=13.2$
3. $7+4=4.7$
4. $7.77+7.07=84.77$
5. $4.5+0.55=1$
6. $0.003+7=7.3$

B Rewrite these subtractions to make them correct.

1. $45-1.95=2.55$
2. $6.05-3.12=57.38$
3. $4.9-4.9=44.1$
4. $5-0.01=0.49$
5. $1.23-122.9=0.1$
6. $6-3.12=56.88$

## List of abbreviations on 2001 SMILE Network

| ANGLE | SMILE software 'Angle Estimation' available from SMILE Mathematics |
| :---: | :---: |
| COORD | SMILE software 'Co-ordinates' available from SMILE Mathematics |
| DfEE | SMILE software Ref: 0260/2000 available from DfEE |
| DIME | A variety of materials available from Tarquin |
| ENRICH | SMILE software 'Co-ordinates' available from SMILE Mathematics |
| GRAPH | SMILE software 'Graphing' available from SMILE Mathematics |
| INVEST | SMILE software 'Investigation' available from SMILE Mathematics |
| INVEST Pgxx | Page number from Student's Handbook 'Investigation' available from SMILE Mathematics |
| MA Poster | Poster available from Mathematics Association |
| MATH PUZ | SMILE software 'Mathematical Puzzles' available from SMILE Mathematics |
| MOVE | SMILE software 'Movement' available from SMILE Mathematics |
| MOVE Pgxx | Page number from Student's Handbook 'Movement' to be printed from the CD available from SMILE Mathematics |
| NUM | CD 'Numeracy' available from SMILE Mathematics |
| PROP/NO | CD 'Properties of Number' available from SMILE Mathematics |
| PROP/NO Pgxx | Page number from Student's Handbook 'Properties of Number' to be printed from the CD available from SMILE Mathematics |
| SENSE/NO | SMILE software 'Sense of Number' available from SMILE Mathematics |
| SENSENO Pgx | xPage number from Student's Handbook 'Sense of Number' to be printed from the CD available from SMILE Mathematics |
| TARQUIN Post | Poster available from Tarquin |

List of Commercial Referenced activities in SMILE number order.
0581 Using a Mirror (DIME - Rellection Activities PP)
0778 Tangram Tree (MA Poster)
0906 Tak Tiles A (DIME - TakTiles PP3)
0907 Tak Tiles B (DIME-TakTiles PP3)
0908 Tak Tiles C (DIME - TakTiles PP3)
0909 Tak Tiles D (DIME - TakTiles PP3)
1331 Equal Angles (DIME - The Rotagram PP)
1332 Rotations (DIME - The Rotagram PP)
1333 Directions (DIME - The Rotagram PP)
1334 Recognising Solids (DIME-3-D Sketching PP)
1335 Sketching Solids (DIME - 3-D Sketching PP)
1336 Turning and Toppling (DIME -3-D Sketching)
1337 Reflections (DIME - 3-D Sketching PP)
1338 Wedges (DIME-3-D Sketching PP)
1339 Flags (DIME - Pre-Algebra PP)

1341 Number Machines (DIME - Pre-Algebra PP)
1342 Mappings and Graphs (DIME - Pre-Algebra)
1343 Simple Mappings (DIME - Pre-Algebra PP)
1344 Further Mappings (DIME - Pre-Algebra PP)
1354 Euler Solids (MA Poster)
1482 Tricky Sum (MA Poster)
1604 Nim (SMILE software Mathematical Puzzles)
1605 Guess (SMILE software Sense of Number)
1606 GuessD (SMILE software Sense of Number)
1607 Elephant (SMILE soltware Co-ordinates)
1608 Reverse (SMILE software Mathematical Puzzles)
1609 Maze (SMILE sottware Movement)
1620 Bounce (DfEE)
1621 Rhino (SMILE software Co-ordinates)

1622 Vectmeet (SMILE software Movement)
1624 Snooker (SMILE sottware Angle Estimation)
1625 Box (SMILE sotware Sense of Number)
1626 Boat (SMILE sottware Mathematical Puzzles)
1641 Lines (SMILE sotware Co-ordinates),
1650 Take Part (Software - DIEE)
1651 Frog (SMILE sottware Mathematical Puzzles)
1652 Jugs (SMILE sottware Mathematical Puzzles)
1653 Master(SMILE sottware Mathematical Puzzles)
1654 Racegame (SMILE software Movement)
1666 Tower (SMILE software Sense of Number)
1667 Pilot (SMILE software Moverment)
1691 Predict (SMILE sotware Mathematical Puzzles)
1702 Circle (SMILE software Investigations)
1708 Factor (SMILE sottware Properties or Number)
1714 Queens (SMILE Properties of Number Students' HBPg 35)
1715 Locate (SMILE software Co-ordinates)
1718 Line Symmetry A 1-4 (Dime - Line Symmetry Puzzles A PP5A)
1719 Line Symmetry A 5-10 (DIME-Line Symmetry Puzzles A PP5A)
1721 Angle $90^{\circ}$ (SMILE software Angle Estimation)
1728 BoxD (SMILE sottware Sense of Number)
1729 Minimax (SMILE sottware Sense of Number)
1730 Wall (SMILE software Sense of Number)
1731 Rose (SMILE sottware Investigations)
1732 3D Maze (SMILE software Movement)
1745 Identify (SMILE software Properties of Number)
1746 Define (SMILE software Properties of Number)
1747 Darts (SMILE sottware Numeracy)
1755 Hopslide (SMILE software Mathematical Puzzies)
1756 Tadpoles (SMILE soffware Mathematical Puzzles)
1767 AddsUpTO (SMILE software Numeracy)
1776 Spirals (SMILE software Investigations)
1777 Avoid each other (SMILE Investigations Students' HB Invest Pg 35)
1778 Jumping (SMILE software Mathematical Puzzles)
1779 Lineover (SMILE soltware Graphing)
1785 Invest. Queens (SMILE Movement Students' HB Pg 35)
1787 Angle $360^{\circ}$ (SMILE software Angle Estimation)

1796 Plotter (SMILE sottware Graphing)
1798 Quilts (SMILE software Investigations)
1820 Parallels (SMILE sotware Graphing)
1833 Magic (SMILE software Numeracy)
1834 Tenners (SMILE sotware Numeracy)
1835 Magnify (SMILE sottware Sense of Number)
1836 3inaline (SMILE software Co-ordinates)
1840 PointsAndLines (SMLLE software Graphing)
1841 Interlocking Squares (DIME - Shape
Recognition PP1)
1842 Shapes Jigsaw (DIME - Shape
Recognition PP2)
1851 Regions (SMILE sotware Graphing)
1852 Foxes and Chickens (SMILE sotware Graphing)
1853 Pinball (SMILE software investigations)
1855 Quadratic Mappings (DIME-PreAlgebra PP)
1866 Mirror Match (DIME - Rellection Activities PP)
1876 Fill the Shape (Dime - Build-up PP)
1877 Add a Cube or Two (DIME - Build-up PP)
1878 Two Blocks (DiME - Build-up PP)
1879 Build and Balance (DIME - Build-up PP)
1880 More than Two Blocks (DIME - Build-up PP)
1882 Wedges 1 (DIME - Build-up PP)
1883 Wedges 2 (DIME - Build-up PP)
1889 Regular Tilings 1 (DIME-Regular Tilings Project)

- Use A Triangles, B Convex Quadrilaterals, C Concave Quadrilaterals, E 2 Sizes of Squares.
- For each activity do questions 1-3.

1890 Regular Tilings 2 (DIME-Regular Tilings Project)

- Use F Polygons.
- Do questions 1-4.

1891 Regular Tilings 3 (DIME-Regular Tilings Project)

- Use D Pentagons.
- Do questions 1-3.

1892 Line Symmetry B1-3 (DIME-Line Symmetry Puzzles B PP5B)
1893 Line Symmetry B4-6 (DIME-Line Symmety Puzzles B PP5B)
1894 Line Symmetry B 7-10 (DIME-Line Symmetry Puzzles B PP5B)
1896 Spatial Reasoning (DIME - Spatial Reasoning Puzzles PP7)

1903 Numbers (SMILE software Properties of Number)
1908 Pattern Pack A (DIME - Pattern Pack A PP6A)
1909 Pattern Pack B (DIME - Pattern Pack B PP6B)
1920 Pattern Spotting (SMILE Properties of Number Students' HB Pg 16)
1936 Many Grids (SMILE Properties of NumberStudents' HB Pg 28)
1950 Diagonal Multiples (Students' HB Properties of Number Pg 29)
1961 One Million (TARQUIN Poster)
1966 Curve Stitching (TARQUIN Poster)
1967 One Dice (DIME - Probability Pack A)
1968 Numbers Up (DIME - Probability Pack A)
1969 Two Dice (DIME - Probability Pack A)
1970 Five Beads (DIME - Probability Pack B)
1971 Seven Beads (DIME - Probability Pack B)
2008 Curves of Pursuit (TARQUIN Poster)
2009 Three Counters (DIME - Probability Pack A)
2010 Six Beads (DIME - Probability Pack B)
2011 Four Beads (DIME - Probability Pack B)
2012 Tessellation Poster (TARQUIN Poster)
2014 Probably Probable? (Students' HB Investigations Pg 43)
2073 Tricubes (DIME - Tricube Puzzies Project) - Worksheets A1, A2, A3, A4

2074 Building with Tricubes (DIME - Tricube Puzzles Project)

- Worksheets B2, B6, B10

2075 Tricube Plans (DIME - Tricube Puzzles Project)

- Worksheets C1, C5, C6, C8

2076 Building on a Square (DIME - Tricube Puzzles Project)

- Worksheets D1, D5, D8, D10

2077 Making a $3 \times 3 \times 3$ Cube (DIME - Tricube Puzzles Project)
Worksheets E3, E7, E10
2086 Circles to Polygons (SMILE Investigations Students' HB Pg 10)
2094 Squares (SMILE Investigations Students' HB Pg 4)
2113 Mystery (SMILE 1783 Calculating: Page 3)
21142 Puzzles (SMILE 1783 Calculating: Page 5)
2115 Missing Digit (SMILE 1783 Calculating: Page 8)
2116 Operations (SMILE 1783 Calculating: Page 9)
2117 Rumour (SMILE 1783 Calculating: Page 10)
2118 Ticket Sales (SMILE 1783 Calculating: Page 11)

2119 Patterns (SMILE 1783 Calculating: Pages 12 \& 13)
2120 Productive (SMILE 1783 Calculating: Page 14)
2121 Hot and Cold (SMILE 1783 Calculating: Page 15)
2122 Target 200 (SMILE 1783 Calculating: Page 16)
2123 Missing Signs (SMILE 1783 Calculating: Page 17)
2124 Date of Birth (SMILE 1783 Calculating: Pg18/19)
2125 Escape (SMILE 1783 Calculating: Pages 20 \& 21)
2126 Problems (SMILE 1783 Calculating: Pages 22 \& 23)
2194 Tossing Coins (SMILE Investigations Students' HB Pg $38 / 40$ )
2202 Visiting Every Point (SMILE Investigations Students' HB Investi. Pg 8 )
2284 BoxN (SMILE software Sense of Number)
2285 GuessN (SMILE software Sense of Number)
2286 Quadrants and Squares (DIME - Algebra through Geometry)

- Worksheets A3, A4

2287 Add and Subtract Squares and Quadranis (DIME - Algebra through Geometry) - Worksheets A5, A6

2288 Algebra Tak-Tiles on a Grid (DIMEAlgebra through Geometry)

- Worksheets B1, B2, B3, B4, B5, B6

2289 Algebra Tak-Tiles without a Grid (DIME

- Algebra through Geometry)
- Worksheets C1, C2, C4, C5, C6

2290 A New Unit of Area (DIME-Algebra through Geometry)

- Worksheets D1, D2, D3, D4, D5, D6

2291 Comparing Areas (DIME-Algebra through Geometry)

- Worksheets E1, E3, E4)

2326 Hanoi (SMILE software Mathematical Puzzles)
2327 Hats (SMILE software Mathematical Puzzles)
2373 Queens (SMILE software Movement)
2377 TenSprint (SMILE soltware Numeracy)
2378 Matching Fractions (SMILE software Numeracy)
2379 Ordering Fractions (SMILE software Numeracy)
2380 NumberLines (SMILE software Numeracy)
2381 NumberLinesD (SMILE software Numeracy)
2393 Equivalent Pair (SMiLE software Enriching Number)
2394 Make that Number (SMILE software Enrich No)
2395 Maximum Remainder (SMILE sotware EnrichNo)
2396 FindTheLine (SMILE software Graphing)
2397 Guess Inequality (SMILE software Graphing)

## Additional resources available from SMILE Mathematics

## SMILE Mathematics Worksheet Pack

There are 270 photocopiable worksheets. The worksheets are not included in a SMILE Full Class Set or a SMILE Single Copy Set, but are referenced on the SMILE 2001 Network.

## Whole class lessons

- Bridging Units
- Nice Ideas in One Place V. 125 whole class activities, suitable for KS3.
- Nice Ideas in One Place V. 220 whole class activities, suitable for KS3.
- Reasoning
- Revision through Groupwork
- Whole Class Maths Projects

2 units suitable for Year 7.

27 whole class activities, suitable for KS3.
9 topics allowing for differentiation.
8 whole class projects, suitable for KS3/4.

Assessment

- Assessment Pack

Assessment activities and tests.
DfEE Available from DfEE Publications www.dfee.gov.uk
Tel: 08450622260
MA Posters Available from Maths Association 259 London Road Leicester
LE2 3BE
Tel: 01162703877

SMILE software Available from SMILE Mathematics 108a Lancaster Road
London
W11 1QS
Tel: $020 \quad 75984841$
TARQUIN Available from Tarquin Publications Stradbroke, Diss Norfolk
IP21 5JB
Tel: 01379384218


# ACTIVITY LIST Smile 0001-2403 

Abbreviations used, in alphabetical order.


Please contact SMILE Mathematics (020 7598 4841) for a complete list of the commercially referenced materials on the SMILE Network.

0001-0299
0005 Tangram 1

| 0007 | Tangram 3 | AT3 | Sha | 5 |
| :---: | :---: | :---: | :---: | :---: |
| 0008 | Prisms \& Pyramids | AT3 | Dra | 4 |
| 0022 | Area 1 | АтЗ | A\&P | 3 |
| 0023 | Area 2 | АТЗ | A\&P | 4 |
| 0024 | Area 3 | АТЗ | A\&P | 3 |
| 0025 | Area 4 | AT3 | A\&P | 4 |
| 0027 | Number Squares w/s | AT2 | Equ | $1 / 2$ |
| 0028 | Number Squares $2 \mathrm{w} / \mathrm{s}$ | AT2 | Equ | $1 / 2$ |
| 0030 | Number Squares $4 \mathrm{w} / \mathrm{s}$ | AT2 | Add | 3 |
| 0031 | Find the Number $1 \mathrm{w} / \mathrm{s}$ | AT2 | Equ | 1/2 |
| 0033 | Find the Number $3 \mathrm{w} / \mathrm{s}$ | AT2 | Equ | 3 |
| 0034 | Find the Number $4 \mathrm{w} / \mathrm{s}$ | AT2 | Equ | 4 |
| 0035 | Squares and Triangles | AT3 | Sha | 3 |
| 0039 | About Angles | AT3 | APr | 5 |
| 0040 | Equilateral Triangle | AT3 | Sha | 4 |
| 0046 | Domino | AT3 | S/En | 5 |
| 0048 | Tetromino | AT3 | CTr | 4 |
| 0050 | Dissection 1 | AT3 | Sha | 3 |
| 0051 | Dissection 2 | AT3 | Sha | 4 |
| 0052 | Dissection 3 | AT3 | Sha | 4 |
| 0053 | Dissection 4 | AT3 | Sha | 4 |
| 0054 | Dissection 5 | AT3 | Sha | 5 |
| 0057 | Fractions $3 \mathrm{w} / \mathrm{s}$ | AT2 | Fra | 4 |
| 0058 | Fractions $4 \mathrm{w} / \mathrm{s}$ | AT2 | Fra | 4 |
| 0066 | Napier's Rods | AT2 | Mul | 4 |
| 0068 | Accurate Measuring | AT3 | Mea | 4 |
| 0069 | Cardioid w/s | AT2 | Seq | 4 |
| 0070 | Isometric Drawing | AT3 | 3-D | 4 |
| 0071 | Envelopes | AT3 | Dra | 3 |
| 0072 | Angles of a Quadriateral | AT3 | APr | 5 |
| 0073 | Time/Distance Graph | AT2 | UGr | 5 |
| 0074 | Sum \& Product w/s | AT2 | Mix | 3 |
| 0075 | Networks | AT3 | Top | 5 |
| 0085 | Calculator Problems | AT2 | Add | 3 |
| 0090 | More Calculator Problems | AT2 | Mul | 5 |
| 0092 | Harder Calculator Problems | AT2 | Mix | 5 |
| 0098 | Plaited Cube w/s | AT3 | 3-D | 6 |
| 0099 | Sum \& Product Again w/s | AT2 | Mix | 3 |
| 0104 | Number Puzzle 1 | AT2 | Add | 4 |
| 0105 | 7 Piece Tangram | AT3 | Sha | 5 |
| 0114 | Nines w/s | AT2 | Pag | 3 |
| 0115 | Columns | AT2 | PaG | 1/2 |
| 0119 | Area and Perimeter | AT3 | A\&P | 5 |
| 0120 | Chocolate Areas | AT3 | A\&P | 6 |
| 0121 | 100 Square Patterns w/s | AT2 | PaG | 1/2 |
| 0123 | Counter Puzzle | AT4 | L\&S | 4 |
| 0131 | Matchstick Puzzles | AT3 | PSh | 4 |
| 0133 | Out of Line | AT3 | L\&S | 4 |
| 0142 | Volumes of cubes | AT3 | SAV | 6 |
| 0143 | Volumes 2 | AT3 | SAN | 6 |
| 0144 | All out of Line | AT3 | TrN | 6 |
| 0145 | Tetraflexagon | AT3 | 3-D | 6 |
| 0151 | More 100 Square Patterns | AT2 | PaG | $1 / 2$ |
| 0153 | Decimal Calculations | AT2 | Dec | 7 |
| 0155 | Calculator Trial and Error | AT2 | Mix | 7 |
| 0159 | Angles of a Triangle | AT3 | APr | 4 |
| 0161 | The Three Coin Problem | AT4 | Pro | 6 |
| 0162 | 2, 3, 4, 5 | AT2 | Mix | 7 |
| 0164 | Patterns with 11 and 13 | AT2 | Div | 4 |
| 0165 | Cyclic Quadrilateral | AT3 | APr | 7 |
| 0166 | Area of a Triangle | AT3 | A\&P | 5 |
| 0167 | $x$ for Breakfast | AT2 | Map | 5 |
| 0168 | Right Angled Triangles w/s | AT3 | A\&P | 5 |
| 0169 | Halfa Rectangle | AT3 | A\&P | 5 |
| 0170 | Hex | AT4 | L\&S | 6 |
| 0171 | TV Drinks | AT2 | Map | 3 |
| 0172 | A Match for Anyone | AT2 | Map | 4 |
| 0173 | Mapping Machines | AT2 | Map | 4 |


| 0174 | Gelosia | AT2 | Mul | 5 |
| :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |
| 0177 | Shearing a Triangle | AT3 | A\&P | 6 |
| 0178 | Rectangles w/s | AT3 | A\&P | 3 |
| 0179 | Four 4's | AT2 | Mix | $\mathbf{8}$ |
|  |  |  |  |  |
| 0181 | Alf Mike or Leena | AT2 | Map | 5 |
| 0182 | Mappings to Graphs | AT2 | Gra | 6 |
| 0183 | Graphs to Mappings | AT2 | Gra | 6 |
| 0184 | Number Puzzle w/s | AT2 | Equ | 6 |
| 0185 | Which is Larger? | AT3 | A\&P | 4 |
|  |  |  |  |  |
| 0187 | x for Tea | AT2 | Map | 6 |
| 0188 | Checking Pythagoras | AT3 | Trig | 6 |
| 0189 | Looking for Right Angles | AT3 | Trig | 7 |
| 0190 | Using Pythagoras | AT3 | Trig | 7 |
| 0191 | Pythagoras Problems | AT3 | Trig | 7 |


| 0211 | Perpendicular Bisectors | AT3 | Dra |  |
| :---: | :---: | :---: | :---: | :---: |
| 0212 | Bisecting an Angle | AT3 | Dra |  |
| 0213 | The Circumcircle | AT3 | Dra | 6 |
| 0214 | Using a Ruler | AT3 | Mea | 1/2 |
| 0215 | Drawing the Line | AT2 | Gra | 6 |
| 0220 | Triangle Numbers 1 | AT2 | P\&R |  |
| 0221 | Triangle Numbers 2 | AT2 | PNo | 5 |
| 0224 | Area of a Parallelogram | AT3 | A\&P | 6 |
| 0226 | Shearing Parallelograms | AT3 | A\&P | 6 |
| 0227 | Parallelogram Probiems | AT3 | A\&P |  |
| 0228 | From Parallelogram to Rectangle | AT3 | A\&P | 6 |
| 0230 | Square Pegs in Round Holes | AT2 | P\&R | 5 |
| 0232 | Inscribed Circle | AT3 | Dra | 6 |
| 0233 | Rectangle Patterns | AT2 | PNo | 3 |
| 0235 | Finding Angles of a Triangle | AT3 | APr | 5 |
| 0236 | Triangle Problems | AT3 | A\&P | 6 |
| 0240 | Odds and Evens Tables | AT2 | PNo | 5 |
| 0241 | A Secret Code | AT2 | Map | 1/2 |
| 0242 | Cracking the Code w/s | AT2 | Map | 3 |
| 0244 | More Sorting | AT4 | L\&S | 1/2 |
| 0245 | Venn Diagrams | AT4 | L\&S | 3 |
| 0248 | Making Ten | AT2 | Add | 1/2 |
| 0249 | How Many Ways? | AT2 | Add | 1/2 |
| 0250 | Less Than More Than | AT2 | Or/R | 3 |
| 0251 | Mirror Symmetry w/s | AT3 | Ref | 3 |
| 0255 | Points and their Images | AT3 | Ref | 6 |
| 0257 | Squidge | AT2 | Seq | 5 |
| 0258 | Squidgeree | AT2 | Seq | 5 |
| 0259 | Shading Fractions w/s | AT2 | Fra | 3 |
| 0261 | Co-ordinates 1 | AT3 | Coo | 3 |
| 0262 | Co-ordinates 2 | AT3 | Coo | 4 |
| 0263 | Co-ordinates 3 | AT3 | Coo | 4 |
| 0264 | Cartoon Co-ordinates w/s | AT3 | Coo | 4 |
| 0265 | Odd and Even | AT2 | PNo | 1/2 |
| 0267 | Angles of a Polygon | AT3 | APr | 5 |
| 0268 | Exterior Angles of Polygons | AT3 | APr | 5 |
| 0269 | Finding Exterior Angles | AT3 | APr | 6 |
| 0272 | Vehicle Survey w/s | AT4 | CDa | 3 |
| 0273 | How Much Longer? | AT3 | Mea | 4 |
| 0281 | Angles: The Compass | AT3 | Rot | 3 |
| 0284 | Angles from Tessellations | AT3 | APr | 6 |
| 0286 | Right-angles | AT3 | Ang | 3 |
| 0288 | Rolling Two Dice w/s | AT4 | Pro | 4 |
| 0290 | Experiments | AT4 | Pro | 4 |
| 0291 | Which Set? | AT4 | L\&S | 4 |
| 0292 | Doubling Patterns w/s | AT2 | PaG | 4 |
| 0294 | Measuring Lengths | AT3 | Mea | 3 |
| 0295 | Nets of a Cube | AT3 | Dra | 4 |
| 0297 | More Rectangle Numbers | AT2 | PNo | 3 |
| 0298 | Square Numbers | AT2 | P\&R | 4 |
| 0299 | Three Squared | AT2 | P\&R | 5 |


| 0307 | Factors | AT2 | PNo | 4 |
| :---: | :---: | :---: | :---: | :---: |
| 0308 | Prime Numbers | AT2 | PNo | 5 |
| 0310 | Common Factors | AT2 | PNo | 5 |
| 0311 | Factor Finder | AT2 | PNo | 5 |
| 0313 | Spots in Sequences | AT2 | Seq | 3 |
| 0314 | Dots in Sequences | AT2 | Seq | 5 |
| 0315 | Staircases | AT2 | Seq | 6 |
| 16 | Counting On w/s | AT2 | Seq | 3 |
| 0317 | Sequences of Numbers | AT2 | Seq | 4 |
| 0320 | Turning Patterns | AT3 | Rot | 3 |
| 0322 | Cutting up Rectangles | AT3 | Sha | /2 |
| 0323 | Metre and Centimetre | AT3 | Mea | 3 |
| 0324 | Rotations | AT3 | Rot | 3 |
| 0326 | Tessellations of Quadrilaterals | АТЗ | Sha | 6 |
| 0327 | Centres of Rotation w/s | AT3 | Rot | 5 |
| 0330 | Multiple Patterns | AT2 | PNo | 5 |
| 0331 | Prime Factors | AT2 | PNo | 6 |
| 0333 | Equivalent Fractions | AT2 | Fra | 4 |
| 0334 | Egyptian Numbers | AT2 | PV/N | 3 |
| 0338 | Summing the Odds | AT2 | PNo | 5 |
| 0339 | Vector Messages | AT3 | TrN | 4 |
| 0340 | Is it Rigid? | AT3 | PSh | 6 |
| 0341 | Nodes w/s | AT3 | Top | 5 |
| 0342 | About Nodes | AT3 | Top | 7 |
| 0344 | Counter Hopping Puzzle | AT2 | PaG | 7 |
| 0346 | Sequences in Squares w/s | AT2 | Seq | 4 |
| 0348 | Tangram Teasers | АТЗ | Sha | 5 |
| 0349 | Tetrahedron Nets | AT3 | Dra | 4 |
| 0352 | Table Squares w/s | AT2 | Seq | 4 |
| 0353 | Bowling Tom | AT2 | Add | 1/2 |
| 0354 | Tom the Bowling Champ w/s | AT2 | Add | 3 |
| 0355 | Bowling Tom's Problem | AT2 | Add | 3 |
| 0359 | How Many Colours? w/s | AT3 | Top | 4 |
| 0362 | No Brakes Bruce | AT2 | UGr | 6 |
| 0364 | Using a Triangle | AT3 | PSh | 6 |
| 0365 | A Million | AT2 | Mix | 5 |
| 0366 | 2-Piece Square | АТЗ | PSh | 4 |
| 0367 | Fraction Wall w/s | AT2 | Fra | 5 |
| 0376 | A Hundred | AT2 | PV/N | 4 |
| 0377 | VectorSea | AT3 | TrN | 4 |
| 0381 | Cuboids from Matchboxes | AT3 | SAV | 6 |
| 0383 | Building Shapes w/s | AT2 | Seq | 5 |
| 0384 | Changing Grids w/s | AT3 | Coo | 4 |
| 0386 | Think of a Number | AT2 | Map | 4 |
| 0388 | Power | AT2 | P\&R | 6 |
| 0390 | Surfaces w/s | AT4 | L\&S | 3 |
| 0392 | Circumference | AT3 | Сім | 5 |
| 0394 | Concentric Circles | AT3 | Dra | 4 |
| 0396 | Hexagons w/s | AT2 | Fra | 4 |
| 0397 | Operations | AT2 | Alg | 8 |
| 0398 | $4+3 \times 2$ | AT2 | Mix | 5 |
| 0399 | Cubes | AT3 | SAV | 8 |
| 0400 | Folding Symmetry | AT3 | Ref | 1/2 |
| 0402 | Adding Fractions | AT2 | Fra | 6 |
| 0404 | Solids w/s | AT3 | 3-D | 3 |
| 0406 | Two Folds | AT3 | Ref | 1/2 |
| 0411 | Hexagon Dissection | AT3 | Sha | 5 |
| 0414 | Bi-Fractions | AT2 | PV/N | EP |
| 0423 | Clock Arithmetic | AT2 | PV/N | 3 |
| 0424 | How Many Routes? w/s | AT3 | Top | 4 |
| 0426 | Traversable? | AT3 | Top | 6 |
| 0428 | One Difference Logichains | AT4 | L\&S | 3 |
| 0429 | Squaring | AT2 | P\&R | 5 |
| 0430 | Parallel Lines | AT2 | Gra | 6 |


| 0432 | Moving Pictures | AT3 | CTr | 5 |
| :---: | :---: | :---: | :---: | :---: |
| 0433 | Acut/Obtuse | AT3 | APr | 6 |
| 0437 | Chess | AT2 | PaG | 5 |
| 0439 | Rectangle Diagonal | AT2 | PaG | 7 |
| 0443 | Who Won? | AT2 | Fra | 6 |
| 0448 | Favourite Colours w/s | AT4 | DDa | 1/2 |
| 0450 | Trick or Treat | AT2 | Seq | 6 |
| 0452 | Inside or Outside? | AT3 | Top | 5 |
| 0453 | What Can I Wear? | AT4 | Pro | 5 |
| 0454 | Post Box | АТЗ | Trig | EP |
| 0455 | Midpoints | AT3 | PSh | 5 |
| 0456 | Midpoint Sequences w/s | AT3 | Dra | 3 |
| 0457 | Number Pictures | AT2 | Add | 1/2 |
| 0458 | Adding Numbers | AT2 | Add | 1/2 |
| 0459 | Adding Shapes | AT2 | Add | 1/2 |
| 0460 | Cary on Adding | AT2 | Add | 3 |
| 0461 | Venus Clock | AT2 | Alg | 4 |
| 0463 | Paper Power | AT2 | P\&R | 7 |
| 0464 | Subtracting | AT2 | Sub | 1/2 |
| 0465 | Subtraction | AT2 | Sub | 3 |
| 0467 | Subtract | AT2 | Sub | 1/2 |
| 0470 | Nephroid w/s | AT2 | Seq | 5 |
| 0471 | Border Patterns | AT3 | TrN | 1/2 |
| 0472 | Sort the Cards | AT4 | L\&S | 6 |
| 0474 | Triominoes | AT2 | PNo | 4 |
| 0475 | All Change | AT4 | L\&S | 4 |
| 0476 | Mapping w/s | AT2 | Map | 5 |
| 0477 | Shunting | AT4 | L\&S | 8 |
| 0478 | Patterns with Squares | AT3 | CTr | 1/2 |
| 0481 | Where's that Town? | AT3 | Coo | 5 |
| 0483 | Star Puzzle | AT2 | PaG | 5 |
| 0484 | Octahedron Nets | AT3 | Dra | 5 |
| 0485 | Pamphlets | AT2 | Equ | 8 |
| 0489 | Underground | AT2 | Mix | 4 |
| 0492 | The Inseparables | AT3 | Top | 7 |
| 0493 | Sam Shape w/s | АТ3 | PSh | 1/2 |
| 0494 | All Co-ordinates | AT3 | Coo | 5 |
| 0495 | Routey | AT3 | Top | 5 |
| 0496 | Junior Contig | AT2 | Mix | 4 |
| 0510 | Radar w/s | AT3 | Ang | 5 |
| 0516 | Adding Directed Numbers | AT2 | DNo | 6 |
| 0517 | Subtracting Directed Numbers | AT2 | DNo | 7 |
| 0518 | (Do it first) | AT2 | Mix | 5 |
| 0528 | Multiplying | AT2 | Mul | 4 |
| 0549 | Marbles | AT2 | DNo | 5 |
| 0550 | Adding Shitts w/s | AT2 | DNo | 5 |
| 0557 | A Special Number | AT2 | PV/N | EP |
| 0560 | Symmetrical Cross Cut | AT3 | Ref | 6 |
| 0563 | Digit Sum | AT2 | Seq | 8 |
| 0574 | Line of Best Fil | AT4 | DDa | 7 |
| 0577 | Reflect w/s | AT3 | Ref | 6 |
| 0579 | Two Loops | AT4 | L\&S | 3 |
| 0581 | Using a Mirror (DIME) | AT3 | Ret | 6 |
| 0585 | Three Loops | AT4 | L8S | 4 |
| 0590 | Less Marks are Best! | AT3 | Mea | 7 |
| 0591 | Counter Placing | AT4 | L\&S | 6 |
| 0592 | Powerful Rules | AT2 | P\&R | 7 |
| 0595 | Best Fitting Peg | AT3 | SAV | EP |
| 0597 | Sunita's Day | AT3 | Mea | 3 |
| 0600 | In your Mind | AT4 | L8S | 7 |
| 0603 | Numbering the Pages | AT2 | Pag | 6 |
| 0614 | Powers of Ten w/s | AT2 | P\&R | 7 |


| 0616 | The Unknown Square | AT2 | Alg | 7 |
| :--- | :--- | :--- | :--- | ---: |
| 0617 | Looking Around w/s | AT3 | 3-D | $1 / 2$ |
| 0629 | Time Tiles | AT3 | Mea | 4 |
|  |  |  |  |  |
| 0634 | Sidings | AT4 | Pro | 6 |
|  |  |  |  |  |
| 0674 | A Hungry Death? | AT4 | L\&S | 5 |
| 0675 | Cube Cuts | AT3 | CTr | 7 |
|  |  | AT4 | L\&S | 5 |
| 0677 | Logic Maps | AT2 | Fra | 6 |
|  |  | AT4 | Pro | 7 |
| 0683 | Fraction Sort | AT2 | Equ | 6 |
| 0684 | Forty Towers |  |  |  |
|  |  | AT2 | Equ | 5 |
| 0689 | Random Code |  |  |  |
|  |  | AT4 | Pro | 5 |
| 0691 | And now Swahili | AT3 | CTr | 4 |
| 0694 | Which Switches? | AT2 | Equ | 6 |
| 0695 | Locate the Error | AT3 | PSh | 5 |


| 0705 | Cross Puzzles w/s | AT2 | Mix | 3 |
| :---: | :---: | :---: | :---: | :---: |
| 0709 | Reflection | AT3 | Ref | 5 |
| 0713 | Jumping Jack w/s | AT2 | Seq | 1/2 |
| 0719 | Cuboid Nets | AT3 | Dra | 6 |
| 0720 | Nets of Pyramids | AT3 | Dra | 7 |
| 0721 | Squares Tangram | AT3 | Sha | 5 |
| 0722 | Prove It | AT2 | Alg | EP |
| 0725 | Race Track w/s | AT3 | TrN | 6 |
| 0727 | Who's Who? | AT4 | L\&S | 5 |
| 0730 | Rotation w/s | AT3 | Rot | 5 |
| 0731 | Regular Polygons | AT3 | APr | 8 |
| 0732 | Ruler, Pencil, Compass | AT3 | Dra | 5 |
| 0734 | Start with $\mathrm{a}^{2}$ | AT2 | Alg | 8 |
| 0735 | Knots w/s | AT2 | Mul | 3 |
| 0736 | Solving Equations | AT2 | Equ | 7 |
| 0737 | What Chance? | AT4 | Pro | 6 |
| 0738 | Family of Quadrilaterals | AT3 | PSh | 8 |
| 0740 | Solve it | AT2 | Equ | 6 |
| 0741 | The 38th Triangle Number | AT2 | Alg | EP |
| 0743 | Solving by Graphs | AT2 | Gra | 7 |
| 0744 | Equations and Graphs | AT2 | Gra | 7 |
| 0745 | Inverses | AT2 | Map | 7 |
| 0746 | Pascal's Triangle | AT4 | Pro | 7 |
| 0748 | The Times Crossword | AT2 | PNo | 7 |
| 0749 | Three Numbers | AT2 | Mix | 5 |
| 0750 | Monopoly | AT4 | Pro | 6 |
| 0752 | Repeating Digits | AT2 | Div | 6 |
| 0755 | Rectangles to Regions | AT2 | Gra | 8 |
| 0756 | Points of Intersection | AT2 | Equ | EP |
| 0757 | Centigrade and Fahrenheit | AT2 | Equ | 7 |
| 0758 | Odd One Out | AT2 | Div | 5 |
| 0760 | Quickly to Zero | AT2 | Div | 6 |
| 0761 | Orbits | AT3 | CiM | 7 |
| 0772 | Angle Estimation | AT3 | Ang | 5 |
| 0775 | Measuring Angles | AT3 | Ang | 4 |
| 0776 | Drawing Angles | AT3 | Ang | 4 |
| 0777 | Satelite Signals w/s | AT3 | Ang | 5 |
| 0778 | Tangrams (MA poster) | AT3 | Sha | 5 |
| 0780 | Long Mult. Revision | AT2 | Mul | 5 |
| 0781 | The Inverse | AT2 | Map | 5 |
| 0782 | Number Pattern Proof | AT2 | PaG | EP |
| 0783 | Cubes from Triangles | AT2 | PaG | 7 |
| 0784 | 142857 Times Table | AT2 | PaG | 6 |
| 0788 | Free Hand Angles | AT3 | Ang | 5 |
| 0789 | Gradient | AT2 | Gra | 8 |
| 0791 | A Millionaire | AT2 | Rat | 7 |
| 0792 | Wage Bargaining | AT2 | Per | 5 |
| 0793 | Approximation and $\pi$ | AT3 | CiM | EP |
| 0794 | The Trapezium | AT3 | A\&P | 7 |
| 0796 | Darts Probability | AT3 | CiM | EP |
| 0797 | Matrices and Transformations | AT3 | CTr | 8 |


| 0800 | Polygons: Interior Angles | AT3 | APr | 6 | 1013 | Vector Magnitudes | AT3 | TrN | 8 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 0804 | Inflation | AT2 | Per | 8 | 1028 | Isometries | AT3 | CTr | EP |
| 0805 | Average Pack of Workcards | AT4 | AIDa | 7 |  |  |  |  |  |
| 0806 | Trapezium to Parallelogram | AT3 | A\&P | 7 |  |  |  |  |  |
|  |  |  |  |  | 1081 | Puzzles | AT2 | Equ | 5 |
| 0808 | Code Breaking | AT4 | AIDa | 5 |  |  |  |  |  |
| 0809 | Fold It | AT3 | APr | 5 | 1094 | Volume of Prisms | AT3 | SAN | 7 |
|  |  |  |  |  | 1095 | Percentages w/s | AT2 | Per | 5 |
| 0812 | Irregular Areas | AT3 | A\&P | 8 | 1096 | Marks to Percentages w/s | AT2 | Per | 6 |
| 0813 | Sectors of Circles | AT3 | Сім | EP | 1097 | Fractions to Percentages | AT2 | Per | 6 |
| 0817 | Straight Line Graphs | AT2 | Gra | 7 |  |  |  |  |  |
| 0818 | Differences Between Squares | AT2 | Alg | 7 |  |  |  |  |  |
| 0819 | Prove Your Identity | AT2 | Alg | EP |  |  |  |  |  |
| 0820 | Equations from Squares | AT2 | Alg | EP | 1101 | Pie Charts | AT4 | DDa | 6 |
| 0824 | Golden Rectangle | AT2 | Rat | 8 | 1112 | Rotation | AT3 | Rot | 6 |
| 0827 | Clover Leaf | AT3 | Сім | EP | 1115 | Graphs | AT4 | UGr | 5 |
| 0830 | Re-Grouping | AT2 | Alg | 6 | 1123 | Translation | AT3 | TrN | 6 |
| 0831 | Primes and Proof | AT2 | PNo | EP |  |  |  |  |  |
| 0832 | Short Division | AT2 | Div | 3 | 1127 | Time-Distance Graphs | AT2 | UGr | 7 |
| 0833 | Short Division-Carrying | AT2 | Div | 4 |  |  |  |  |  |
| 0834 | Dividing Strips | AT2 | Div | 3 | 1130 | Journeys | AT3 | Ang | 7 |
| 0837 | Inverse Mappings | AT2 | Map | 7 | 1132 | What's the Probability? | AT4 | Pro | 5 |
| 0838 | Scale Factor | AT3 | S/En | 6 |  |  |  |  |  |
| 0839 | Rotate this way w/s | АТЗ | Rot | 6 | 1136 | Solving Equations | AT2 | Equ | 7 |
|  |  |  |  |  | 1137 | Solving Harder Equations | AT2 | Equ | 8 |
| 0843 | Very Large Numbers | AT2 | P\&R | 8 |  |  |  |  |  |
| 0844 | Very Small Numbers | AT2 | P\&R | 8 | 1156 | Transformations | AT3 | CTr | 8 |
| 0845 | Negative Scale Factor | AT3 | S/En | 8 |  |  |  |  |  |
|  |  |  |  |  | 1170 | Compass Constructions | AT3 | Dra | 6 |
| 0849 | Anywhere on the Number Line w/s | AT2 | Alg | 6 |  |  |  |  |  |
| 0850 | Multiplication Problem? | AT2 | Mul | 5 | 1177 | Vectors | AT3 | TrN | EP |
| 0851 | Tile Patterns | AT3 | Sha | 1/2 | 1178 | More Vectors | AT3 | TrN | EP |
| 0852 | Colouring Triangles | AT4 | Pro | 1/2 | 1179 | Column Vectors | AT3 | TrN | EP |
| 0853 | Grids | AT3 | Coo | 4 |  |  |  |  |  |
| 0854 | Perimeter | AT3 | A\&P | 3 |  |  |  |  |  |
| 0855 | How Long? | АТ3 | Mea | 3 |  |  |  |  |  |
| 0857 | It's Raining | AT4 | AIDa | $1 / 2$ | 1202 | Significant Figures | AT2 | Or/R | 7 |
| 0859 | Triangle Pairs | AT3 | PSh | 3 | 1208 | Percentage Sales | AT2 | Per | 7 |
| 0860 | The Same Area | AT3 | A\&P | 4 |  |  |  |  |  |
| 0861 | Triangle Spirals | AT2 | Seq | 4 | 1233 | Frequency Graphs | AT4 | AlDa | 6 |
| 0862 | Square Spirals | AT2 | Seq | 3 |  |  |  |  |  |
| 0863 | Deal the Cards | AT2 | Div | 3 | 1257 | Volume of Cuboids | AT3 | SAN | 7 |
| 0864 | People in Villages | AT4 | DDa | 3 | 1258 | The Biggest Vase | AT3 | SAV | 8 |
|  |  |  |  |  | 1259 | Lengths of Similar Objects | AT3 | S/En | 8 |
| 0866 | Sharing Counters | AT2 | Div | 3 |  |  |  |  |  |
| 0867 | Dividing Counters | AT2 | Div | 3 | 1261 | Similar Solids | AT3 | S/En | EP |
| 0868 | Evens w/s | AT2 | PNo | 1/2 |  |  |  |  |  |
| 0869 | Puzzle w/s | AT2 | Mix | 1/2 | 1267 | Cum. Freq. from Grouped Data | AT4 | AlDa | 8 |
| 0870 | Find the Stranger | AT4 | L\&S | 4 |  |  |  |  |  |
|  |  |  |  |  | 1269 | Probability | AT4 | Pro | 7 |
| 0872 | How Heavy? | AT3 | Mea | 3 |  |  |  |  |  |
|  |  |  |  |  | 1272 | Comb Probs from Tree Diagrams | AT4 | Pro | EP |
| 0876 | Identities | AT2 | Alg | 7 |  |  |  |  |  |
| 0877 | Angle 4 Review | AT3 | APr | 6 | 1275 | Vol and Surface Area of Cylinders | AT3 | SAV | 7 |
| 0881 | 24 Squares w/s | AT2 | Div | 3 | 1278 | Multiplying Directed Numbers. | AT2 | DNo | 7 |
| 0882 | Lies, Damned Lies \& Statistics | AT4 | AlDa | EP | 1279 | Dividing Directed Numbers | AT2 | DNo | 7 |
| 0884 | Positive or Negative? | AT2 | DNo | 6 | 1281 | Using Gradients | AT2 | UGr | EP |
| 0885 | Number Noughts \& Crosses | AT2 | Add | 3 |  |  |  |  |  |
|  |  |  |  |  | 1287 | Equilateral Construction | AT3 | Dra | 5 |
| 088 | Old Oak | AT2 | UGr | 4 | 1292 | Sampling Shoes | AT4 | CDa | 5 |
| 0894 | Force Meet | AT3 | TrN | 8 |  |  |  |  |  |
| 0895 | Jumps w/s | AT2 | Mul | 3 | 1294 | Cooking Numbers | AT2 | Rat | 5 |
| 0896 | How Thick? | AT3 | Mea | 6 | 1295 | Second-hand Cars | AT4 | DDa | 6 |
| 089 | Statistics 3 Review | AT4 | AlDa | 5 |  |  |  |  |  |
|  |  |  |  |  | 1299 | Tangram Arrows w/s | AT3 | Sha | 4 |
| 0899 | Time Bingo | AT3 | Mea | $1 / 2$ |  |  |  |  |  |
| 0900 | 24 Hour Bingo | AT3 | Mea | 3 | 1300 | Measuring Windows | AT2 | Dec | 5 |
|  |  |  |  |  | 1301 | Three in a Line | AT4 | L\&S | 4 |
| 0903 | Millions | AT2 | Mix | 6 | 1302 | Logi Puzzle | AT4 | L\&S | 6 |
| 0904 | Carry on Subtracting | AT2 | Sub | 3 |  |  |  |  |  |
| 0905 | Domino Puzzle | AT4 | L\&S | 7 | 1304 | An Honourable Problem | AT4 | L8S | 4 |
| 0906 | Tak Tiles A (DIME) | AT3 | Sha | $1 / 2$ | 1305 | Factorials! | AT2 | Mix | EP |
| 0907 | Tak Tiles B (DIME) | AT3 | Sha | 1/2 | 1306 | Decimal Estimation | AT2 | Div | 5 |
| 0908 | Tak Tiles C (DIME) | AT3 | Sha | 1/2 | 1307 | Sections | AT2 | PaG | 5 |
| 090 | Tak Tiles D (DIME) | AT3 | Sha | 3 | 1308 | Problems | AT2 | Equ | 8 |
|  |  |  |  |  | 1309 | More Vector Messages w/s | AT3 | TrN | 5 |
| 0982 | Letters for Lengths | AT2 | Equ | 7 |  |  |  |  |  |
|  |  |  |  |  | 1312 | Matchstick Sequences | AT2 | Seq | 3 |
|  |  |  |  |  | 1313 | Match Patterns | AT2 | Seq | 6 |
|  |  |  |  |  | 1315 | International Paper Sizes | AT2 | Rat | 7 |
| 100 | Cumulative Frequency and O'tiles | AT4 | AlDa | 8 | 1316 | Halving | AT2 | Or/R | 5 |
|  |  |  |  |  | 1317 | Mult \& Div by 10,100 \& $1000 \mathrm{w} / \mathrm{s}$ | AT2 | Dec | 5 |
| 101 | Dividing in a Given Ratio | AT3 | TrN | EP |  |  |  |  |  |
|  |  |  |  |  | 1319 | Consecutives | AT2 | PNo | 7 |

1432-1799

| 1432 | Triangle Patterns | AT2 | Seq | 6 |
| :---: | :---: | :---: | :---: | :---: |
| 1433 | Base -2 | AT2 | PV/N | EP |
| 1434 | Bearings and Scale Drawing | AT3 | Ang | 6 |
| 1435 | Back Bearings | AT3 | Ang | 7 |
| 1436 | Block Problems | AT3 | SAN | 4 |
| 1437 | Four Consecutive Numbers | AT2 | Alg | EP |
| 1438 | Patterns in Pascal's Triangle | AT2 | PaG | 7 |
| 1439 | Geometric Progressions | AT2 | PaG | EP |
| 1454 | ISBN's and Errors | AT2 | Div | 6 |
| 1456 | Matrices for Rotations | AT3 | Rot | EP |
| 1457 | Combining Rotations | AT3 | Rot | EP |
| 1458 | Reflection Matrices Investigation | AT3 | Ref | EP |
| 1459 | Matrices for Shears Investigation | AT3 | CTr | EP |
| 1460 | Diophantine Equations | AT2 | Equ | EP |
| 1461 | Figures for Words | AT2 | PV/N | 4 |
| 1462 | Missing Keys | AT2 | Mix | 4 |
| 1463 | Using brackets w/s | AT2 | Mix | 6 |
| 1482 | Tricky Sum (MA Poster) | AT2 | PaG | 6 |
| 1484 | Decimal Patterns | AT2 | Dec | 5 |
| 1485 | Limits | AT2 | Seq | EP |
| 1486 | Threes and Sevens | AT2 | PaG | 8 |
| 1487 | Thinking in Three Dimensions | AT3 | Trig | EP |
| 1488 | Angles between Planes | AT3 | Trig | EP |
| 1500 | Subject of a Formula | AT2 | Alg | EP |
| 1501 | Changing the Subject | AT2 | Alg | EP |
| 1504 | Areas under Graphs | AT2 | UGr | EP |
| 1511 | Defining Regions | AT2 | Gra | 8 |
| 1517 | Trig Problems | AT3 | Trig | EP |
| 1520 | Differences Game | AT2 | Sub | $1 / 2$ |
| 1522 | Eight Cubes | AT3 | 3-D | 1/2 |
| 1523 | A Red Cube | AT3 | 3-D | 4 |
| 1524 | 4 Cube Solids | AT3 | 3-D | 5 |
| 1525 | Economical Weaving w/s | AT3 | Top | 4 |
| 1528 | Fraction Wall 2 | AT2 | Fra | 6 |
| 1533 | Proportion | AT2 | Rat | EP |
| 1537 | Sim Equations \& Inequalities | AT2 | Gra | 8 |
| 1538 | Solving Simultaneous Equations | AT2 | Equ | 7 |
| 1540 | Is There a Solution? | AT2 | Equ | 7 |
| 1541 | Cones | AT3 | SAN | EP |
| 1543 | Composite Functions | AT2 | Map | EP |
| 1555 | Mystic Rose w/s | AT2 | PaG | 5 |
| 1556 | 19 Piece Jigsaw | AT2 | PV/N | 1/2 |
| 1557 | Spirals w/s | AT3 | Dra | 3 |
| 1559 | Areas of Similar Shapes | AT3 | S/En | 7 |
| 1560 | Similarity Problems | AT3 | S/En | 8 |
| 1561 | Combining Transformations | AT3 | CTr | 7 |
| 1562 | Combined Reflections | AT3 | Ref | 8 |
| 1565 | Symmetry w/s | AT3 | Ref | 4 |
| 1566 | Finding Square Roots | AT2 | P\&R | 5 |
| 1568 | Velocity from Dist-Time Graphs | AT2 | UGr | EP |
| 1569 | Distance, Velocity \& Acceleration | AT2 | UGr | EP |
| 1570 | Pounds and Pence w/s | AT2 | Dec | 5 |
| 1572 | 50\% is Half Marks | AT2 | Per | 5 |
| 1589 | Square Roots Investigation | AT2 | P\&R | 7 |
| 1591 | Domino Sums | AT2 | Add | 5 |
| 1592 | Two Cuts Investigation w/s | AT3 | PSh | 4 |


| 1604 | Nim (MATH PUZ) | AT2 | PV/N | 8 | 1700 | Fitting | AT3 | Sha | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1605 | Guess (SENSE/NO) | AT2 | Or/R | 1/2 | 1701 | Posthalf (poster) | O.R. |  |  |
| 1606 | Guess D (SENSE/NO) | AT2 | $\mathrm{Or} / \mathrm{R}$ | 5 | 1702 | Circle (INVEST) | ReP. |  |  |
| 1607 | Elephant (COORD) | АТЗ | Coo | 6 | 1703 | Find the Uncle w/s | AT4 | L\&S | 3 |
| 1608 | Reverse (MATH PUZ) | AT2 | PaG | 5 | 1704 | Combined Probability | AT4 | Pro | 8 |
| 1609 | Maze (MOVE) | AT3 | CTr | 1/2 |  |  |  |  |  |
|  |  |  |  |  | 1706 | Think | AT4 | L\&S | 7 |
| 1613 | Calculating Kitty | AT2 | Seq | 5 | 1707 | Graph Matching | AT2 | Gra | 8 |
| 1614 | Probability Kitty | AT4 | Pro | 7 | 1708 | Factor (PROP/NO) | AT2 | PNo | 6 |
| 1615 | Logical Kitty | AT4 | L\&S | 5 | 1709 | Ratio Problems | AT2 | Rat | 6 |
|  |  |  |  |  | 1710 | Pencils | AT2 | Rat | 4 |
| 1618 | Number Names | AT2 | PNo | 6 | 1711 | Missing Digits w/s | AT2 | Mix | 6 |
|  |  |  |  |  | 1712 | Four Signs w/s | AT2 | Mix | 7 |
| 1620 | Bounce (DfEE) | AT2 | PaG | 6 | 1713 | Sub-zero | AT2 | Sub | 4 |
| 1621 | Rhino (COORD) | AT3 | Coo | 4 | 1714 | Queens (MOVE Pg 33) | AT3 | TrN | 6 |
| 1622 | Vectmeet (MOVE) | АТз | TrN | 8 | 1715 | Locate (COORD) | AT3 | Coo | 6 |
| 1624 | Snooker(ANGLE) | АТз | Ang | 5 | 1716 | Unibond Mixtures | AT2 | Rat | 7 |
| 1625 | Box (SENSE/NO) | AT2 | PV/N | 1/2 | 1717 | Add-a-Square w/s | AT3 | Ref | 5 |
| 1626 | Boat (MATH PUZ) | AT4 | L\&S | 5 | 1718 | Line Symmetry A 1-4 (DIME) | AT3 | Ref | 5 |
| 1627 | Self Portrait w/s | AT4 | L\&S | 4 | 1719 | Line Symmetry A 5-10 (DIME) | AT3 | Ref | 6 |
| 1628 | Eight Squares | AT3 | A\&P | 3 | 1720 | Centicube Surprise | AT3 | SAN | 5 |
| 1629 | Pentagons w/s | AT3 | Dra | 4 | 1721 | Angle 900 ${ }^{\circ}$ (ANGLE) | AT3 | Ang | 4 |
| 1630 | Along the Line | AT2 | Mix | 4 | 1722 | How Many Cubes? | AT3 | SAV | 1/2 |
| 1631 | Target 100 | AT2 | Dec | 6 | 1723 | Getting Closer | AT2 | Div | 6 |
| 1632 | Marked Buttons | AT2 | Add | 4 | 1724 | Digit Division | AT2 | Dec | 6 |
|  |  |  |  |  | 1725 | Closest Product | AT2 | Mul | 6 |
| 1634 | Colouring the Dots | AT3 | Top | 4 | 1726 | Dividing Pairs | AT2 | Div | 6 |
| 1635 | The Key to Success w/s | AT2 | Mix | 3 | 1727 | Point Circles | AT2 | PNo | 5 |
| 1636 | Calculator Flags w/s | AT2 | Mix | 3 | 1728 | BoxD (SENSE/NO) | AT2 | Dec | 5 |
| 1637 | Squares and Other Powers | AT2 | P\&R | EP | 1729 | Minimax(SENSENO \& DfEE) | AT2 | PV/N | 5 |
| 1638 | Tri-umph | AT2 | Div | 6 | 1730 | Wall (SENSE/NO) | AT2 | Fra | 4 |
| 1639 | Quarto | AT2 | Dec | 7 | 1731 | Rose (INVEST) | AT2 | PaG | 6 |
|  |  |  |  |  | 1732 | 3-D Maze (MOVE) | AT3 | 3-D |  |
| 1641 | Lines (COORD) | AT3 | Coo | 5 | 1733 | An Even Code w/s | AT2 | Map | 3 |
|  |  |  |  |  | 1734 | An Islamic Design w/s | AT4 | L\&S | 7 |
| 1643 | Lucky Dip | AT4 | Pro | 4 | 1735 | Centimetres | AT3 | Mea | $1 / 2$ |
|  |  |  |  |  | 1736 | Algebra Pairs | AT2 | Alg | 8 |
| 1646 | Probability Kitty | AT4 | Pro | 8 | 1737 | Route Six | AT2 | Fra | 6 |
| 1647 | Weaving w/s | AT3 | Sha | 7 | 1738 | Calcumaze | AT2 | Mul | 6 |
| 1648 | Number Clues | AT2 | PNo | 3 |  |  |  |  |  |
| 1649 | Walking to School | AT2 | Rat | 4 | 1740 | About How Much? | AT3 | Mea | 4 |
| 1650 | Take Part (DfEE) | ReP |  |  | 1741 | Make Half | AT3 | A\&P | 5 |
| 1651 | Frogs (MATH PUZ) | AT2 | PaG | 5 | 1742 | The Garme of 20 | AT2 | Mul | 6 |
| 1652 | Jugs (MATH PUZ) | AT2 | Seq | 7 | 1743 | Decimal Products | AT2 | Dec | 5 |
| 1653 | Master (MATH PUZ) | AT4 | L\&S | 7 | 1744 | Yes/No | AT3 | PSh | 6 |
| 1654 | Race Game (MOVE) | AT3 | TrN | 7 | 1745 | Identify (PROP/NO) | AT2 | PNo | 5 |
| 1655 | The Factor Game | AT2 | PNo | 5 | 1746 | Define (PROP/NO) | AT2 | PNo | 6 |
| 1656 | The Lost Divide | AT2 | Div | 6 | 1747 | Darts (NUM) | AT2 | Sub | 4 |
| 1657 | The Great Divide | AT2 | Div | 7 |  |  |  |  |  |
| 1658 | The Smith Family Circus | AT2 | PNo | 7 | 1749 | Decimal Jigsaw | AT2 | Dec | 5 |
| 1659 | Mind Reversal | AT2 | PaG | 5 | 1750 | Layers | AT3 | SAN | 4 |
| 1660 | The Champion Flea | AT2 | Rat | 7 | 1751 | Decimal Lists | AT2 | Dec | 4 |
|  |  |  |  |  | 1752 | Under a Magnifying Glass | AT2 | Rat | 5 |
| 1662 | Get to One | AT2 | Mix | 5 | 1753 | Matching Pairs w/s | AT3 | Mea | 4 |
| 1663 | Largest and Smallest | AT2 | PV/N | 3 | 1754 | Chinese Number Puzzle (box) | AT2 | PV/N | 6 |
|  |  |  |  |  | 1755 | Hopslide (MATH PUZ) | AT4 | L\&S | 4 |
| 1665 | $(x+1)^{2}$ | AT2 | Alg | 7 | 1756 | Tadpoles (MATH PUZ) | AT2 | PaG | 4 |
| 1666 | Tower (SENSE/NO) | AT2 | Fra | 6 | 1757 | Airline Networks | AT3 | Top | 5 |
| 1667 | Pilot (MOVE) | AT3 | Ang | 6 | 1758 | Co-ordinate Messages w/s | AT3 | Coo | 3 |
| 1668 | Mapping Puzzle | AT2 | Map | 4 | 1759 | Shapes That Can Grow w/s | AT3 | S/En | 6 |
| 1669 | Sim w/s | AT3 | PSh | 1/2 | 1760 | One Straight Cut w/s | AT3 | Sha | 6 |
| 1670 | Find the Fakes | AT4 | Pro | 8 | 1761 | Gelosia Problems w/s | AT2 | Mul | 6 |
| 1671 | Multiplication Jigsaw (box) | AT2 | Mul | 1/2 | 1762 | From A to B | AT3 | Trig | 7 |
| 1672 | Soma Solids | AT3 | 3-D | 6 | 1763 | Circles Triangles and Hexagons | AT3 | CiM | EP |
| 1673 | HCF and LCM | AT2 | PNo | 7 | 1764 | Tangled Quadrilaterals | AT3 | PSh | 6 |
|  |  |  |  |  | 1765 | Two by Two | AT3 | 3-D | 3 |
| 1675 | Board Order | AT3 | CTr | 4 | 1766 | Flying Engineers | AT4 | L\&S | 7 |
| 1676 | Pythagorean Triples | AT2 | Equ | EP | 1767 | Addsupto (NUM) | AT2 | Add | 5 |
| 1677 | Proof by Contradiction | AT2 | PNo | EP | 1768 | Zig Zags w/s | AT3 | Mea | 3 |
| 1679 | Spheres | AT3 | 3-D | EP | 1770 | The Lewis Family | AT4 | L\&S | 6 |
| 1680 | Reflect-a-Bug | AT3 | Ref | 1/2 | 1771 | Early Egyptian Fractions | AT2 | Fra | 7 |
| 1681 | Folding | AT3 | PSh | EP | 1772 | Four Triangles | AT3 | PSh | 6 |
| 1682 | Number Jumble | AT2 | Alg | 8 | 1773 | Two Triangles | AT3 | PSh | 6 |
| 1683 | A Square Puzzle (box) | AT2 | Div | 3 | 1774 | Modelling with Graphs | AT2 | UGr | 8 |
| 1684 | A Problem of Power | AT2 | P\&R | 8 | 1775 | Parners | AT2 | Alg | EP |
| 1685 | Milk Crate | AT4 | L8S | 6 | 1776 | Spirals (INVEST) | ReP. |  |  |
| 1686 | Square | AT3 | A\&P | 7 | 1777 | Avoid Each Other (MOVE Pg 30) | AT3 | TrN | 7 |
| 1687 | Change | AT2 | Add | 3 | 1778 | Jumping (MATH PUZ) | AT2 | PaG | 6 |
| 1688 | Square Jigsaw (box) | AT3 | CTr | 8 | 1779 | Lineover (GRAPH) | AT2 | Gra | EP |
| 1689 | Fraction Flags | AT2 | Fra | 5 |  |  |  |  |  |
| 1690 | Logical Kitty | AT4 | Pro | 4 | 1782 | To be Continued | AT2 | Mul | 5 |
| 1691 | Predict (PROP/NO) | AT2 | PaG | 7 | 1783 | Calculating Booklet | O.R. |  |  |
|  |  |  |  |  | 1784 | Big Wheel | AT3 | Trig | EP |
| 1696 | Car Trial Results | AT2 | Rat | 6 | 1785 | Invest. Queens (MOVE Pg 32) | AT2 | PaG | 7 |
| 1697 | Motor Cycle Ratios | AT2 | UGr | 8 | 1786 | Which Number? | AT2 | PV/N | 5 |
| 1698 | Identikit | AT3 | PSh | 5 | 1787 | Angle 360 ${ }^{\text {( }}$ ( ${ }^{\text {a }}$ ( ${ }^{\text {a }}$ | AT3 | Ang | 5 |
| 1699 | Fifteen Game | AT2 | Add | 3 | 1788 | Blocked (poster) | AT4 | L\&S | 8 |
|  |  |  |  |  | 1790 | The Chinese Triangle | AT2 | PaG | 7 |
|  |  |  |  |  | 1791 | Getting Into Shape (box) | AT3 | PSh | 4 |
|  |  |  |  |  | 1792 | Feeling Hungry? | AT4 | DDa | 5 |
|  |  |  |  |  | 1793 | Cuneiform Numbers | AT2 | PV/N | EP |
|  |  |  |  |  | 1794 | Building Cubes | AT3 | 3-D | 6 |
|  |  |  |  |  | 1795 | Identical Halves w/s | AT3 | PSh | EP |
|  |  |  |  |  | 1796 | Plotter (GRAPH) | ReP. |  |  |
|  |  |  |  |  | 1798 | Quilts (INVEST) | AT2 | Pag | 6 |
|  |  |  |  |  | 1799 | Boxes w/s | AT2 | DNo | 4 |


| 1800 | Gelosia for Decimals | AT2 | Dec | 7 |
| :---: | :---: | :---: | :---: | :---: |
| 1812 | Find Four Squares w/s | AT3 | PSh | 3 |
| 1813 | Crossword w/s | AT2 | Mix | 3 |
| 1818 | Helicopter Photographs | AT2 | UGr | 7 |
| 1820 | Parallels (GRAPH) | AT2 | Gra | 7 |
| 1821 | Overtaking | AT2 | UGr | 7 |
| 1822 | Product of Primes | AT2 | Mul | 7 |
| 1824 | Silver Earrings w/s | AT3 | A\&P | 4 |
| 1825 | Exactly Ten | AT2 | Add | 4 |
| 1826 | $y=m x$ (GPAPH) | AT2 | Gra | 6 |
| 1828 | Find the Shape w/s | AT3 | PSh | 3 |
| 1830 | The 'Smoothing Out' Principle | AT2 | UGr | 8 |
| 1832 | Minimum Information | AT3 | Dra | EP |
| 1833 | Magic (NUM) | AT2 | Mix | 6 |
| 1834 | Tenners (NUM) | AT2 | Dec | 5 |
| 1835 | Magnify (SENSE/NO) | AT2 | PV/N | 5 |
| 1836 | 3 in a Line (COORD) | AT3 | Coo | 6 |
| 1839 | Which Card is Missing? | AT4 | L\&S | 1/2 |
| 1840 | Point And Lines (GRAPH) | AT2 | Gra | EP |
| 1841 | Interlocking Squares (DIME) | AT3 | PSh | 1/2 |
| 1842 | Shapes Jigsaw (DIME) | AT3 | PSh | 1/2 |
| 1843 | Polygons and Right Angles | AT3 | PSh | 8 |
| 1844 | Straight Lines w/s | AT3 | Dra | 4 |
| 1845 | Shading Strips | AT4 | Pro | 4 |
| 1847 | Symmetrical Triangles w/s | AT3 | Ref | 4 |
| 1848 | Three by Three | AT4 | L\&S | 4 |
| 1849 | 100 Search w/s | AT2 | Add | 3 |
| 1851 | Regions (GRAPH) | ReP. |  |  |
| 1852 | Foxes \& Chickens (GRAPH) | AT2 | UGr | EP |
| 1853 | Pinball (INVEST) | ReP. |  |  |
| 1855 | Quadratic Mappings (DIME) | AT2 | Map | 7 |
| 1856 | What Shapes? w/s | AT3 | PSh | 1/2 |
| 1857 | The Other Side | AT3 | 3-D | 8 |
| 1858 | Bengali ১৯ Piece Puzzle (box) | AT2 | PV/N | 5 |
| 1861 | Dipsticks | AT3 | SAN | 7 |
| 1862 | Even Animal w/s | AT2 | PNo | 1/2 |
| 1866 | Mirror Match (DIME) | AT3 | Ref | 5 |
| 1867 | Four Cubes | AT3 | 3-D | 1/2 |
| 1868 | Symmetry Match w/s | AT3 | Ref | 1/2 |
| 1872 | Back to Back | AT3 | 3-D | 4 |
| 1873 | Polygon Symmetries | AT3 | PSh | 7 |
| 1874 | Sevens Out | AT2 | PV/N | 3 |
| 1875 | Urdu Multiples | AT2 | PV/N | 6 |
| 1876 | Fill the Shape (DIME) | AT3 | 3-D | 3 |
| 1877 | Add a Cube or Two (DIME) | AT3 | 3-D | 5 |
| 1878 | Two Blocks (DIME) | AT3 | 3-D | 4 |
| 1879 | Build and Balance (DIME) | AT3. | 3-D | 7 |
| 1880 | More than Two Blocks (DIME) | AT3 | 3-D | 6 |
| 1881 | Hindi Additions | AT2 | PV/N | 7 |
| 1882 | Wedges 1 (DIME) | AT3 | 3-D | 6 |
| 1883 | Wedges 2 (DIME) | AT3 | 3-D | 8 |
| 1885 | Optimising | AT3 | SAN | EP |
| 1886 | World View | AT3 | A\&P | 6 |
| 1889 | Regular Tilings 1 (DIME) | AT3 | Sha | 5 |
| 1890 | Reguiar Tilings 2 (DIME) | AT3 | Sha | 6 |
| 1891 | Regular Tilings 3 (DIME) | AT3 | Sha | 6 |
| 1892 | Line Symmetry B 1-3 (DIME) | AT3 | Ref | 5 |
| 1893 | Line Symmetry B 4-6 (DIME) | AT3 | Ref | 7 |
| 1894 | Line Symmetry B 7-10 (DIME) | AT3 | Ref | 7 |
| 1896 | Spatial Reasoning (DIME) | AT3 | Sha | 4 |
| 1897 | Who is the Schoolkeeper? | AT4 | L\&S | 5 |
| 1898 | Who has the Microcomputer? | AT4 | L\&S | 7 |
| 1899 | Number Words | AT2 | PaG | 3 |


| 2100 | Putting it to the test | AT4 | Pro | 7 | 2200 | Pie Charts for Breaktas | AT4 | DDa | 5 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2101 | Logiblock Sets | AT4 | L\&S | 7 | 2201 | Vectors and Squares | AT3 | TiN | 7 |
|  |  |  |  |  | 2202 | Visiting Every Point (INVEST Pg 8 ) | AT2 | PNo | 5 |
| 2103 | Circle Packing | AT3 | Cim | 8 | 2203 | Algebra Match w/s | AT2 | Alg | 7 |
| 2105 | Equal Fraction Pairs | AT2 | Fra | 3 | 2205 | Making 25p | AT2 | Add | 1/2 |
| 2106 | Party Solutions | AT2 | UGr, | EP | 2206 | Exploring Sine Curves | AT3 | Trig | EP |
| 2107 | Oxfam Collection w/s | AT2 | Add | 4 | 2207 | Pinball Experiments | AT4 | Pro | 7 |
|  |  |  |  |  | 2208 | Best Marks | AT4 | AIDa | 7 |
| 2109 | Another Trig Line | АТЗ | Trig | 8 | 2209 | Short Orders | AT2 | Alg | 5 |
| 2110 | Number Sort w/s | AT2 | PV/N | 1/2 | 2210 | Handspan | AT4 | AIDa | 3 |
| 2111 | Rotational Symmetry Jigsaws | AT3 | Rot | 4 | 2211 | Equivalent Expressions w/s | AT2 | Alg | 7 |
| 2112 | Imaginings (Teacher) | O.R. |  |  | 2212 | 10 Search w/s | AT2 | Add | 1/2 |
| 2113 | Mystery (Calculating Pg 3) | AT2 | Mix | 3 | 2213 | Sum Message w/s | AT2 | Mix | 1/2 |
| 2114 | 2 Puzzles (Calculating Pg 5) | AT2 | Mix | 4 | 2214 | Shape Sequences | AT | CTr | 7 |
| 2115 | Missing Digit (Calculating Pg 8) | AT2 | Mix | 6 | 2215 | Identicubes | AT | Alg | 8 |
| 2116 | Operations (Calculating Pg 9) | AT2 | Mix | 4 | 2216 | From Matches to Mappings w/s | AT | Map | 5 |
| 2117 | Rumour (Calculating Pg 10) | AT4 | CDa | 6 | 2217 | Magic Circles | AT | Add | 5 |
| 2118 | Ticket Sales (Calculating Pg 11) | AT2 | Mix | 4 | 2218 | Origami Dodecahedron | AT3 | 3-D | 7 |
| 2119 | Patterns (Calculating Pg 12/13) | AT2 | Seq | 5 | 2219 | Origami Cube | AT3 | 3-D | 5 |
| 2120 | Productive (Calculating Pg 14) | AT2 | Mul | 5 | 2220 | Trig for any Triangle | AT3 | Trig | EP |
| 2121 | Hot and Cold (Calculating Pg 15) | AT4 | AlDa | 4 | 2221 | Jigsaws | AT2 | PaG | 5 |
| 2122 | Target 200 (Calculating Pg 16) | AT2 | Mix | 5 | 2222 | Equal Area? w/s | AT3 | A\&P | 6 |
| 2123 | Missing Signs (Calculating Pg 17) | AT2 | Mix | 6 | 2223 | Fractions to Decimals Match w/s | AT2 | Dec | 6 |
| 2124 | Date of Birth (Calculating Pg 18/19) | AT2 | Mix | 5 | 2224 | Shajad's Collection | AT2 | Mix | 3 |
| 2125 | Escape (Calculating Pg 20/21) | AT2 | PaG | 5 | 2225 | Wildlife Collection | AT2 | Mix | 3 |
| 2126 | Problems (Calculating Pg 22/23) | AT2 | Or/R | 6 | 2226 | Sum Number Cards | O.R. |  |  |
| 2127 | Tricube Codes | АТЗ | 3-D | 6 | 2227 | 5 p a line | AT2 | Add | 12 |
| 2128 | Stacking | AT2 | PaG | 4 | 2228 | Vector Match | AT3 | TiN | 6 |
| 2129 | Tens and fives w/s | AT2 | Mul | 3 | 2229 | Quadratics and Primes | AT2 | PNo | 8 |
| 2130 | A Disappearing Act | AT2 | Mix | EP | 2230 | Which has the Largest Area? w/s | AT3 | A\&P | 1/2 |
| 2131 | Filing Cards w/s | AT2 | PV/N | 3 | 2231 | Hexiamonds | AT3 | PSh | 5 |
| 2132 | Cutting Corners | AT3 | 3-D | 7 | 2232 | Cut a Cube | AT3 | 3-D | 7 |
| 2133 | Out of $100 \mathrm{w} / \mathrm{s}$ | AT2 | Per | 3 | 2233 | Cafe Menu | AT2 | Mix | 1/2 |
| 2134 | Similar Rectangles? | AT2 | Rat | 6 | 2234 | Defining Regions | AT2 | Gra | 8 |
| 2135 | Grey Areas | AT3 | CiM | EP | 2235 | Headlines | AT4 | DDa | 6 |
| 2136 | What could x be? | AT2 | Equ | 7 | 2236 | 25\% of What? | AT2 | Per | 5 |
| 2137 | Using Sine and Cosine 1 | AT3 | Trig | 8 | 2237 | Words Won't Fail Me w/s | AT2 | Alg | 6 |
| 2138 | Which Hand Works Hardest? | AT4 | CDa | 6 | 2238 | What is the perimeter? | AT3 | A\&P | 1/2 |
| 2139 | Tricube Symmetries | AT3 | Ref | 6 | 2239 | Putting in Order w/s | AT2 | PV/N | 3 |
| 2140 | Quadratic Solutions | AT2 | Gra | EP | 2240 | Ask Me Another w/s | AT3 | PSh | 6 |
| 2141 | Constructive Designs | AT3 | Dra | 7 | 2241 | Cuts to Pieces | AT2 | PaG | 5 |
| 2142 | Making Circles | AT3 | CiM | 5 | 2242 | Decimal Flags w/s | AT2 | Dec | 6 |
| 2143 | Percentages of Money w/s | AT2 | Per | 4 | 2243 | Who's Rule, Okay? | AT2 | Alg | 7 |
| 2144 | Using Sine and Cosine 2 | AT3 | Trig | 8 | 2244 | Packing Balls | AT3 | SAN | EP |
| 2145 | Cross Stitch | AT3 | CTr | 7 | 2245 | Rows and Columns | AT2 | Add | 4 |
| 2146 | It's not Fair! | AT3 | Сім | 4 | 2246 | Sieve of Eratosthenes | AT2 | PNo | 5 |
| 2147 | Odd Animal w/s | AT2 | PNo | 1/2 | 2247 | More Than, Less Than | AT2 | Equ | 6 |
| 2148 | Transforming Triangles | AT3 | CTr | 8 | 2248 | Snails' Trails | AT3 | Mea | 12 |
| 2149 | Circle Coverage | AT3 | Сім | 6 | 2249 | Gradients and Intercepts | AT2 | Gra | 8 |
| 2150 | Pizza Paradise | AT3 | CiM | 7 | 2250 | A Puzzling Walk (poster) | AT4 | L\&S | 6 |
| 2151 | The Root of the Problem | AT2 | P\&R | 6 | 2251 | Put them in their Place w/s | AT2 | Mix | 7 |
| 2152 | How Likely? | AT4 | Pro | 4 | 2252 | Something and a Half w/s | AT2 | Fra | 12 |
| 2153 | £1 Search w/s | AT2 | Add | 1/2 | 2253 | Solving Inequalities | AT2 | Equ | 7 |
| 154 | Sum Dice | AT2 | Mix | 6 | 2254 | Calculator Brackets | AT2 | Mix | 6 |
| 2155 | Visualising | АТЗ | PSh | 5 | 2255 | Adding One | AT2 | Fra | 6 |
| 2156 | Fraction Squares | AT2 | Fra | 6 | 2256 | Matching Fractions w/s | AT2 | Fra | 3 |
| 2157 | Some Sums for your Mind w/s | AT2 | Mix | 7 | 2257 | Right Angled Triangular Prisms | AT3 | SAV | 5 |
| 2158 | Turning Green w/s | AT4 | L\&S | 1/2 | 2258 | Substituting into Formulae | AT2 | Equ | 8 |
| 2159 | Permutating Tricubes | AT4 | Pro | 8 | 2259 | Multiplication Flags w/s | AT2 | Alg | 4 |
| 2160 | Folding Fractions | AT2 | Fra | 5 |  |  |  |  |  |
| 2161 | Shape Names w/s | АТ3 | PSh | 5 | 2261 | Shape-Tiles w/s | АТЗ | TrN | 12 |
| 2162 | Angles and Triangles | AT3 | APr | 6 | 2262 | Find the Route w/s | AT2 | Mix | 3 |
| 2163 | Geometry Facts | O.R. |  |  | 2263 | Spreadsheet Squares | AT2 | Mul | 6 |
| 2164 | Information Displayed | AT4 | DDa | 5 | 2264 | Plus and Minus Grids w/s | AT2 | Mix | 3 |
|  |  |  |  |  | 2265 | Rational Numbers | AT2 | PNo | 8 |
| 2166 | Matching Equations | AT2 | Gra | 8 | 2266 | Irrational Numbers | AT2 | PNo | EP |
| 2167 | Range of Area | АТЗ | Or/R | 8 | 2267 | Introducing Ratio | AT2 | Rat | 5 |
| 2168 | Cube Root Calculator | AT2 | P\&R | 6 | 2268 | Logo is Amazing | AT3 | Ang | 4 |
| 69 | Pop of Britain 1880 and 1980 | AT4 | DDa | 7 | 2269 | Amazing Logo | AT3 | Ang | 5 |
| 2170 | Shape Up | AT3 | PSh | 6 | 2270 | Measuring Pencils | AT3 | Mea | 4 |
| 2171 | Pie Chart Match w/s | AT4 | DDa | 5 | 2271 | I've got the Power | AT2 | P\&R | 8 |
| 2172 | Two Down | AT2 | Or/R | 4 | 2272 | Lines, Regions and Inequalities | AT2 | Gra | 7 |
| 2173 | Unmarked Angles w/s | AT3 | APr | 6 | 2273 | Looping Chains | AT2 | Seq | 5 |
| 2174 | The Mode w/s | AT4 | AlDa | 4 | 2274 | abc w/s | AT2 | Alg | 5 |
| 2175 | Grouping Data | AT4 | AIDa | 7 | 2275 | Algebra Problems | AT2 | Equ | 8 |
| 2176 | Talking (poster) | O.R. |  |  | 2276 | Curvy Tiles in LOGO | AT3 | Dra | 6 |
| 2177 | Population Projections | AT4 | AIDa | 5 | 2277 | Brackets | AT2 | Alg | 7 |
| 2178 | Volumes | AT3 | SAN | 5 | 2278 | Mapping Jigsaw w/s | AT2 | Map | 3 |
| 2179 | Shakes and Adders | AT2 | DNo | 5 | 2279 | Island Game | AT3 | TrN | 1/2 |
|  |  |  |  |  | 2280 | Equal Angles | AT3 | Ang |  |
| 2181 | Big Hand ... Big Foot? | AT4 | CDa | 5 | 2281 | Simultaneous Match | AT2 | Gra | 7 |
| 2182 | Shongo Networks | AT2 | PaG | 7 |  |  |  |  |  |
| 2183 | Using Standard Form | AT2 | P\&R | 8 | 2283 | Jumping | AT3 | Mea | 3 |
| 2184 | Powers of Integers | AT2 | P\&R | 8 | 2284 | BoxN (SENSENO) | AT2 | Or/R | 4 |
|  |  |  |  |  | 2285 | Guess ( (SENSE/NO) | AT2 | Or/R | 5 |
| 2186 | Missing Pieces w/s | AT2 | Mul | 1/2 | 2286 | Quadrants and Squares (DIME) | AT2 | Alg | 4 |
| 2187 | Pythagoras Plus | AT3 | Trig |  | 2287 | Add \& Sub Squs \& Quads (DIME) | AT2 | Alg | 6 |
| 2188 | Population Pyramids | AT4 | DDa | 7 | 2288 | Algebra Tak-Tiles on a Grid (DIME) |  | Alg | 6 |
| 2189 | Strange Dice Game | AT4 | Pro | 4 | 2289 | Alg Tak-Tiles without a Grid (DIME) |  | Alg | 7 |
| 2190 | Twice as Many | AT2 | Rat | 3 | 2290 | A New Unit of Area (DIME) | AT2 | Alg | 7 |
| 2191 | Calculator Graphs | AT2 | Gra | 7 | 2291 | Comparing Areas (DIME) | AT2 | Alg | 7 |
| 2192 | Solving Quadratic Equations | AT2 | Equ | EP | 2292 | Towers (box) | O.R. |  |  |
| 2193 | Number Square Words w/s | AT2 | PV/N | 3 | 2293 | Negative Sequences | AT2 | Seq | 5 |
| 2194 | Tossing Coins (INVEST Pg 38-40) | AT4 | Pro | 7 | 2294 | Sum, product \& difference | AT2 | Mix | 4 |
| 2195 | The Higher the Better | AT2 | PV/N | 1/2 | 2295 | Histograms | AT4 | DDa | 8 |
|  |  |  |  |  | 2296 | Mapping Rectangles w/s | AT2 | Map | 3 |
| 2197 | Blue in the Face | AT3 | 3 -D | 7 | 2297 | Harder Negative Sequences | AT2 | DNo | 7 |


| 2300 | Fraction Bingo | AT2 | Fra |
| :---: | :---: | :---: | :---: |
| 2301 | Sim Equations from Graphs | AT2 | Gra |
| 2302 | Bearings | AT3 | Ang |
| 2303 | Hundred Fit (box) | AT2 | Seq |
| 2304 | Favourite Ice Cream | AT4 | AlDa |
| 2305 | Hexagon Puzzle w/s | AT2 | PV/N |
| 2306 | Patterns on a Line w/s | AT3 | CTr |
| 2307 | Triangle Sums Game | AT2 | Add |
| 2308 | Word Match w/s | AT3 | PSh |
| 2309 | Rangoli Patterns | AT3 | Ret |
| 2310 | Sequences Jigsaw w/s | AT2 | Seq |
| 2311 | Start with $60^{\circ}$ | AT3 | Dra |
| 2312 | Number Challenge | AT2 | PNo |
| 2313 | Turning the Cards | AT4 | Pro |
| 2314 | Describing Sequences | AT2 | Seq |
| 2315 | With a ruler | АТ3 | Mea |
| 2318 | A Mean Challenge! | AT4 | AlDa |
| 2319 | Pizza or Pasta? | AT4 | Pro |
| 2320 | Patterns in Spirals | AT2 | Seq |
| 2321 | The Algebra Game | AT2 | Alg |
| 2322 | The Algebra Game 2 | AT2 | Alg |
| 2323 | Statistical Invs Helpbook | O.R. |  |
| 2324 | Reckonings (Teacher) | O.R. |  |
| 2325 | Grouped Data, Reviewed | AT4 | AIDa |
| 2326 | Hanoi (MATH PUZ) | AT2 | Pag |
| 2327 | Hats (MATH PUZ) | AT4 | L8S |
| 2328 | Quadratic Rules | AT2 | Alg |
| 2329 | The Median | AT4 | AIDa |
| 2330 | Missing Angles w/s | AT3 | APr |
| 2332 | Decimals on a Number Line w/s | AT2 | Dec |
| 2333 | Quiz Times w/s | AT2 | Mul |
| 2334 | Beat the code | AT2 | Alg |
| 2335 | Using Decimals | AT2 | Dec |
| 2336 | Comparing Ratios | AT2 | Rat |
| 2338 | Decimal Search w/s | AT2 | Dec |
| 2339 | $2 \times$ Table w/s | AT2 | Mul |
| 2340 | $3 \times$ Table w/s | AT2 | Mul |
| 2341 | $4 \times$ Table $\mathrm{w} / \mathrm{s}$ | AT2 | Mul |
| 2342 | $5 \times$ Table w/s | AT2 | Mul |
| 2343 | $6 \times$ Table w/s | AT2 | Mul |
| 2344 | $7 \times$ Table w/s | AT2 | Mul |
| 2345 | $8 \times$ Table w/s | AT2 | Mul |
| 2346 | $9 \times$ Table w/s | AT2 | Mul |
| 2347 | $10 \times$ Table w/s | AT2 | Mul |
| 2348 | $11 \times$ Table w/s | AT2 | Mul |
| 2349 | $12 \times$ Table w/s | AT2 | Mul |
| 2350 | End of level Review | AT2/3/4 |  |
| 2351 | End of level Review | AT2/3/4 |  |
| 2352 | End of level Review | AT2/3/4 |  |
| 2353 | End of level Review | AT2/3/4 |  |
| 2354 | End of level Review | AT2/3/4 |  |
| 2355 | End of level Review | AT2/3/4 |  |
| 2356 | End of level Review | AT2/3/4 | 4 |
| 2357 | Matching Algebraic Exps w/s | AT2 | Alg |
| 2358 | Angle Fit w/s | AT3 | APr |
| 2359 | Approximate Solutions | AT2 | $\mathrm{Or} / \mathrm{R}$ |
| 2360 | Rotational \& Line Symmetry Review | AT3 | CTr |
| 2361 | Right-angle or not? | AT3 | Ang |
| 2362 | Decimal Routes w/s | AT2 | Dec |
| 2363 | Conversion Pack 1 | АТЗ | Rat |
| 2364 | Decimal Playing Cards | O.R. |  |
| 2365 | Higher Decimal Win | AT2 | Or/R |
| 2366 | Decimal Difference | AT2 | Dec |
| 2367 | Sixteen Quadrilaterals | AT3 | PSh |
| 2368 | Matching Decimals | AT2 | Or/R |
| 2369 | Decimal Sort | AT2 | Dec |
| 2370 | Conversion Pack 2 | AT3 | Rat |
| 2371 | Rounding to 10 | AT2 | Or/R |
| 2372 | Powers of Ten Flags w/s | AT2 | Dec |
| 2373 | Queens (MOVE) | ReP. |  |
| 2374 | Equivalent Fractions Pairs | AT2 | Fra |
| 2375 | Polygons in Circles | AT3 | Dra |
| 2376 | Maths in Your Head | O.R. |  |
| 2377 | TenSprint(NUM) | AT2 | Add 1/2 |
| 2378 | Matching Fractions(NUM) | AT2 | Fra |
| 2379 | Ordering Fractions (NUM) | AT2 | Fra |
| 2380 | Number Lines (NUM) | AT2 | Rat |
| 2381 | Number LinesD (NUM) | AT2 | Rat |
| 2382 | Areas of Polygons w/s | AT3 | A\&P |
| 2383 | Solid Expressions | AT3 | SAN |
| 2384 | Angles in a Regular Hexagon w/s | AT3 | APr |
| 2385 | Nine Nine Nine | AT2 | PaG |
| 2386 | Multiplication Review | AT2 | Mul |
| 2387 | Multiples of Ten w/s | AT2 | Add |
| 2388 | Six Pyramids | AT3 | Trig |
| 2389 | Percentages Puzzles w/s | AT2 | Per |
| 2390 | Consecutive Products | AT2 | Mul |
| 2391 | Matching Weights w/s | АТЗ | Mea |
| 2392 | Sensible Answers | AT2 | Or/R |
| 2393 | Equivalent Pairs (ENRICH) | AT2 | Per |
| 2394 | Make that Number (ENRICH) | AT2 | Per |
| 2395 | Maximum Remainder (ENRICH) | AT2 | Div |
| 2396 | Find The Line (GRAPH) | AT2 | Gra |
| 2397 | Guess Inequality (GRAPH) | AT2 | Gra |
| 2398 | Decimal Places Match w/s | AT2 | Or/R |
| 2399 | Number Stories | AT2 | Mix |

2400-2403

| 2400 | Circle Cut w/s | AT3 | CiM | 8 |
| :--- | :--- | :--- | :--- | :--- |
| 2401 | Play Your Cards Right | AT2 | PNo | 3 |
| 2402 | Equivalent Fractions Sort w/s | AT2 | Fra | 5 |
| 2403 | Missing the Point | AT2 | Dec | 5. |

Network 1 - 5
April 2001 0001-2403

The grids below are designed to aid the recording of student assessment over a period of time.
Inital Teacher Assessment


Key Stage 3 Assessment


## Key Stage 4 Assessment




| ntal, Written and Calculator Methods |  | Equations, Formulae and Idenitities |  |  | Sequences, Functions and Graphs |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Autipilication Division | Mixed | Alaterale | Equalons | Sequences | ${ }_{\text {Pater }}^{\substack{\text { Patern } \\ \text { Generasation }}}$ | Mapping | Graph | Using Gr |
|  | ${ }_{\text {den }}$ |  |  |  | ${ }_{\text {coill }}$ |  |  |  |
| (xitbew | ${ }_{1381}$ |  |  |  |  |  |  |  |
| \% | ${ }_{2}{ }_{\text {mimamoms }}$ |  |  |  |  |  |  |  |
|  | ${ }_{\text {cosem }}$ |  |  |  |  |  |  |  |
| res | ${ }^{\text {Oficgem }}$ (2) |  |  |  |  |  |  |  |


| (1ay |  |  | 50930 | ${ }_{60318}$ | \%itia | \%oit |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | sin |  | Cotame |  |
| \%atame |  |  |  | ${ }^{19} 955$ |  |  |  |
| cixe |  |  |  | \% |  | 隹 |  |
| (mass | 239 |  |  |  |  | \% |  |
|  |  |  |  | smom |  |  |  |
| \%atum | \%tics |  |  | 8isiz |  | 2296 |  |
|  | Cumb |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 7355 | ${ }^{\text {andma }}$ |  |  |  |  |  |  |
|  | \%mo |  |  |  |  |  |  |
| , | 0074 |  |  |  |  |  |  |
| ofteverevevew: Number and A Aseotara 2350(2) |  |  |  |  |  |  |  |
|  | ${ }^{\text {incom }}$ |  |  | \%ixic |  |  | ${ }^{\text {Oi8as }}$ |
|  |  |  |  | \%939 | ${ }^{2}$ | \%isw |  |
| \%om |  |  | 509\% |  | \% |  |  |
|  | \% |  |  | ¢5\%me |  |  |  |
| beis | (enmo |  |  | ${ }^{\text {chem }}$ | ${ }^{2395}$ |  |  |
| \%ize | \%ay |  |  |  |  |  |  |
|  |  |  |  | Comem |  |  |  |
|  | $\stackrel{y}{2}$ |  |  |  |  |  |  |
| ofleverevever: Number and Alseorara $2351(2)$ |  |  |  |  |  |  |  |
|  |  | $\xrightarrow{2007}$ |  | 520in |  | ${ }^{\text {migisi }}$ | \% 1 |
| , ${ }^{\text {nitu }}$ |  |  | \% | 2\%mis |  |  | ¢ |
|  | $0^{\text {O779 }}$ | ${ }^{21274}$ | foict | \%470 |  |  |  |
|  | 2012 |  |  |  | \%ise7 | 边 |  |
| (1) cave | \% |  |  |  | \% 1 \%55 | ${ }^{2059}$ |  |
| $13000^{1306}$ | 0092 |  |  |  |  | 2216 |  |
| \% | ${ }^{\text {cisbom }}$ |  |  |  |  | 5ition |  |
| \%mimis |  |  |  |  |  |  |  |
|  | 03835 |  |  |  |  |  |  |
|  | $\checkmark$ |  |  |  |  |  |  |


| phs | Geometrical Reasoning |  |  |  |  | Transformations |  |  |  |  | Coordin ates <br> Co-ordinates | Construction \&LociDrawing |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 3.0 | Shape | Properties of Shape | Angle <br> Properties | Topology | Similarityl Enlargement | Rotation | Reflection | Translation/ Vectors | Combined <br> Transformations |  |  |  |
|  |  |  |  |  | $\begin{gathered} \text { curod } \\ \text { suted } \\ \text { Lites } \\ 2089 \end{gathered}$ |  |  |  | $\begin{aligned} & \text { Boneren } \\ & \text { Onters } \end{aligned}$ | $\begin{gathered} \text { Panems } \\ \text { onemme w/s } \\ 2306 \end{gathered}$ |  |  |  |
|  | $\begin{aligned} & \substack{\text { Losiong } \\ \text { wiond } \\ 06617} \end{aligned}$ |  | Word Match <br> w/s 2308 |  |  |  |  | ${ }_{\text {cosem }}$ | $\begin{aligned} & \text { Band } \\ & \text { Band } \\ & \text { d2 } \end{aligned}$ | $\begin{aligned} & \text { Maxe } \\ & \substack{\text { maio } \\ 1609} \end{aligned}$ |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }_{17}$ |
|  |  |  | $\begin{gathered} \substack{\text { shages } \\ \text { andes } \\ \text { anc } \\ \hline 842} \end{gathered}$ |  |  |  |  |  |  |  |  |  |  |
|  |  | ${ }_{\substack{\text { a }}}^{\text {Patams }}$ |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | ${ }_{\substack{\text { smums } \\ 1669}}$ |  |  |  |  |  |  |  |  |  |  |


|  | ${ }^{\text {Dissection }}$ O 1 | (Tinange | $\begin{gathered} \text { Tuning } \\ \text { Sunt } \\ 0330 \end{gathered}$ |  |  | ${ }_{\text {Enempos }}^{\text {On71 }}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ${ }_{\text {Solisemm }}$ |  | ${ }_{\text {che }}^{\text {Piagnas }}$ | Rosalans |  |  | $\begin{aligned} & \text { Midpoint } \\ & \text { Sequences w/s } \\ & 0456 \end{aligned}$ |
| $\substack{\text { Solides } \\ \text { Sndes } \\ 132}$ | ${ }_{1}^{\text {fmag }}$ | $\begin{aligned} & \text { cind for } \\ & \text { Sinates } \\ & 1812 \end{aligned}$ |  |  |  |  |
|  |  | ${ }_{2}{ }^{\text {Four Sides }}$ | $\begin{gathered} \text { Compass } \\ \substack{\text { compas } \\ 1949} \end{gathered}$ |  |  |  |
|  |  |  |  |  |  |  |

End of level review: Shape, Space and Measurements 2350



## Using and applying mathematics

The assessment criteria below are to be used to assess Using and applying mathematics in the context of Number and algebra and Shape, space and measures.
Separate assessment criteria must be used for assessing Handling data at Key Stage 4.

| Level | Making and monitoring decisions to solve problems | Communicating mathematically | Developing skills of mathematical reasoning |
| :---: | :---: | :---: | :---: |
|  | Candidates use mathematics as an integral part of classroom activities. | Candidates represent their work with object or pictures and discuss their work. | Candidates recognise and use a simple pattern or relation ship, usually based on their experience. |
| $7$ | Candidates select the mathematics for some classroom activities. | Candidates discuss their work using familiar mathematical language and are beginning to represent it using symbols and simple diagrams. | Candidates ask and respond appropriately to questions including 'What would happen if .?" |
|  | Candidates try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise work and check results. | Candidates discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. | Candidates show that they understand a general statement by finding particular examples that match it. |
|  | Candidates are developing their own strategies for solving problems and are using these strategies both in working within mathematics and in applying mathematics to practical contexts. | Candidates present information and results in a clear and organised way, explaining reasons for their presentation. | Candidates search for a pattern by trying out ideas of their own. |
|  | In order to carry through tasks and solve mathematical problems, candidates identify and obtain necessary information; they check their results, considering whether these are sensible | Candidates show understanding of situations by describing them mathematically using symbols, words and diagrams. | Candidates make general statements of their own based on evidence they have produced and give an explanation of their reasoning. |
|  | Candidates carry through substantial tasks and solve quite complex problems by breaking then down into smaller, more manageable tasks. | Candidates interpret, discuss and synthesise information presented in a variety of mathematical forms. Their writing explains and informs their use of diagrams. | Candidates are beginning to give a mathematical justification for their generalisations; they test them by checking particular cases. |
|  | Starting from problems or contexts that have been presented to them, candidates introduce questions of their own, which generate fuller solutions. | Candidates examine critically and justify their choice of mathematical presentation, considering alternative approaches and explaining improvements they have made. | Candidates justify their generalisations of solutions, showing some insight into the mathematical structure of the situations being investigated. They appreciate the difference between mathematical explanation and experimental evidence. |
| $8$ | Candidates develop and follow alternative approaches. They reflect on their own lines of enquiry when exploring mathematical tasks; in doing so they introduce and use a range of mathematical techniques. | Candidates convey mathematical meaning through consistent use of symbols. | Candidates examine generalisations or solutions reached in an activity, commenting constructively on the reasoning and logic employed, and make further progress in the activity as a result. |
|  | Candidates analyse alternative approaches to problems involving a number of features or variables. They give detailed reasons for following or rejecting particular lines of enquiry. | Candidates use mathematical language and symbols accurately in presenting a convincing reasoned argument. | Candidates' report includes mathematical justifications, explaining their solutions to problems involving a number of features or variables. |
|  | Candidates consider and evaluate a number of approaches to a substantial task. They explore extensively a context or area of mathematics with which they are unfamiliar. They apply independently a range of appropriate mathematical techniques. | Candidates use mathematical language and symbols accurately in presenting a concise reasoned argument. | Candidates provide a mathematically rigorous justification or proof of their solution to a complex problem, considering the conditions under which it remains valid. |

## The SMILE 2001 Network

The 2001 SMILE Network reflects the Mathematics National Curriculum 2000 and the KS3 Framework for Teaching Mathematics 2001. The Network is intended to assist teachers in planning and recording a scheme of work for each student according to their mathematical needs.

The Network can be used as a formative record of the student's progress throughout Key Stages 3 and 4 and as an aid to summative teacher assessment at the end of Key Stage 3 because the SMILE activities are arranged to reflect the sections of the Programme of Study.

A student's Network provides evidence of the extent to which the Programme of Study has been covered. The final decision about which Level Description best fits the student should be made in the light of work satisfactorily completed and understood and the teacher's knowledge of the student's mathematical ability.

## The Inside of the SMILE Network - The programmes of study for mathematics

The SMILE Network contains a variety of different codes which are intended to provide help for teachers when setting work for a student. These are explained below.

World View Activities which require thought and planning before being set for students

Algebra A SMILE activity which is a worksheet - found in the SMILE Worksheet Pack.
Match w/s

A SMILE activity which is not usually stored with the workcards or worksheets.

A SMILE activity. The number inside a bracket indicates a longer activity. The number gives a guide to the approximate expected length of the activity.

Up the A SMILE activity. Either investigative or practical where the work can only be

Activities from other publishers and SMILE software are identified by the source written in upper case letters in brackets. Full details of all these are found on the SMILE Commercial References Sheet, available from SMILE Mathematics.

## The Outside of the SMILE Network

Assessment Grids To aid the recording of:

- NFER results
- termly assessment and attainment grades
- individual action targets
- SEN and IEP's

Using and applying mathematics criteria reflect the three stands for Key Stage 4.
Other Resources SMILE resources which are:

- Teacher Resources
- Support materials for students
- Additional resources


## Name

## MATHEMATICS

## Network 4-7

April 2001 0001-2403
The grids below are designed to aid the recording of student assessment over a period of time.

## Inital Teacher Assessment

|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |  |

## Key Stage 3 Assessment



Key Stage 4 Assessment


;ulations
Algebra
of level review: Number and Algebra 2351 (2)






## Using and applying mathematics

The assessment criteria below are to be used to assess Using and applying mathematics in the context of Number and algebra and Shape, space and measures.
Separate assessment criteria must be used for assessing Handling data at Key Stage 4.

| Level | Making and monitoring decisions to solve problems | Communicating mathematically | Developing skills of mathematical reasoning |
| :---: | :---: | :---: | :---: |
|  | Candidates use mathematics as an integral part of classroom activities. | Candidates represent their work with object or pictures and discuss their work. | Candidates recognise and use a simple pattern or relation ship, usually based on their experience. |
|  | Candidates select the mathematics for some classroom activities. | Candidates discuss their work using familiar mathematical language and are beginning to represent it using symbols and simple diagrams. | Candidates ask and respond appropriately to questions including 'What would happen if .?" |
| $2$ | Candidates try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise work and check results. | Candidates discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. | Candidates show that they understand a general statement by finding particular examples that match it. |
|  | Candidates are developing their own strategies for solving problems and are using these strategies both in working within mathematics and in applying mathematics to practical contexts. | Candidates present information and results in a clear and organised way, explaining reasons for their presentation. | Candidates search for a pattern by trying out ideas of their own. |
|  | In order to carry through tasks and solve mathematical problems, candidates identify and obtain necessary information; they check their results, considering whether these are sensible | Candidates show understanding of situations by describing them mathematically using symbols, words and diagrams. | Candidates make general statements of their own based on evidence they have produced and give an explanation of their reasoning. |
|  | Candidates carry through substantial tasks and solve quite complex problems by breaking then down into smaller, more manageable tasks. | Candidates interpret, discuss and synthesise information presented in a variety of mathematical forms. Their writing explains and informs their use of diagrams. | Candidates are beginning to give a mathematical justification for their generalisations; they test them by checking particular cases. |
|  | Starting from problems or contexts that have been presented to them, candidates introduce questions of their own, which generate fuller solutions. | Candidates examine critically and justify their choice of mathematical presentation, considering alternative approaches and explaining improvements they have made. | Candidates justify their generalisations of solutions, showing some insight into the mathematical structure of the situations being investigated. They appreciate the difference between mathematical explanation and experimental evidence. |
| $\theta$ | Candidates develop and follow alternative approaches. They reflect on their own lines of enquiry when exploring mathematical tasks; in doing so they introduce and use a range of mathematical techniques. | Candidates convey mathematical meaning through consistent use of symbols. | Candidates examine generalisations or solutions reached in an activity, commenting constructively on the reasoning and logic employed, and make further progress in the activity as a result. |
|  | Candidates analyse alternative approaches to problems involving a number of features or variables. They give detailed reasons for following or rejecting particular lines of enquiry. | Candidates use mathematical language and symbols accurately in presenting a convincing reasoned argument. | Candidates' report includes mathematical justifications, explaining their solutions to problems involving a number of features or variables. |
|  | Candidates consider and evaluate a number of approaches to a substantial task. They explore extensively a context or area of mathematics with which they are unfamiliar. They apply independently a range of appropriate mathematical techniques. | Candidates use mathematical language and symbols accurately in presenting a concise reasoned argument. | Candidates provide a mathematically rigorous justification or proof of their solution to a complex problem, considering the conditions under which it remains valid. |

## The SMILE 2001 Network

The 2001 SMILE Network reflects the Mathematics National Curriculum 2000 and the KS3 Framework for Teaching Mathematics 2001. The Network is intended to assist teachers in planning and recording a scheme of work for each student according to their mathematical needs.

The Network can be used as a formative record of the student's progress throughout Key Stages 3 and 4 and as an aid to summative teacher assessment at the end of Key Stage 3 because the SMILE activities are arranged to reflect the sections of the Programme of Study.

A student's Network provides evidence of the extent to which the Programme of Study has been covered. The final decision about which Level Description best fits the student should be made in the light of work satisfactorily completed and understood and the teacher's knowledge of the student's mathematical ability.

```
The Inside of the SMILE Network - The programmes of study for mathematics
The SMILE Network contains a variety of different codes which are intended to provide help for teachers
when setting work for a student. These are explained below.
World View Activities which require thought and planning before being set for students
1886
Algebra A SMILE activity which is a worksheet - found in the SMILE Worksheet Pack.
Match w/s Written in lower case letters.
2203
Target 200 A SMILE activity which can be found in SMILE 1783 Calculating Booklet, page 16
(Calculating Pg 16)
2114
Hundred Fit A SMILE activity which is not usually stored with the workcards or worksheets.
(box) Written in lower case letters in brackets, e.g. (poster).
2 3 0 3
Solve it A SMILE activity. The number inside a bracket indicates a longer activity. The
0740 (2) number gives a guide to the approximate expected length of the activity.
Up the A SMILE activity. Either investigative or practical where the work can only be
Stairs
2185 (*)
Comparing
Areas
(DIME)
2291
```


## The Outside of the SMILE Network

Assessment Grids To aid the recording of:

- NFER results
- termly assessment and attainment grades
- individual action targets
- SEN and IEP's

Using and applying mathematics criteria reflect the three stands for Key Stage 4.
Other Resources SMILE resources which are:

- Teacher Resources
- $\quad$ Support materials for students
- Additional resources


## Teacher resources from SMILE - in numerical order

The following SMILE materials come as part of either a Full Class Set or a Single Copy Set and are not recorded on the inside of the SMILE Network.

1701 Post Half Posters Good display poster to encourage project work on area and fractions.
2112 Imaginings
2176 Talking Poster
A collection of lesson starters and enders, based upon 3-D visualisation.
Good display poster to encourage mathematical discussion.
2292 Towers (box)
2324 Reckonings
2376 Maths in Your Head
A game for revision for Key Stages 3 \& 4, based upon Trivial Pursuit.
A collection of lesson starters and enders, based upon mental mathematics
A collection of lesson starters and enders, based upon mental mathematics

## Support materials for students from SMILE - in numerical order

The following SMILE materials come as part of either a Full Class Set or a Single Copy Set and are not recorded on the inside of the SMILE Network.

1783 Calculating Booklet Each activity in this booklet has been referenced on the SMILE Network from SMILE 2113 to SMILE 2126.
2002 Real Spirals A good resource for project work on spirals.

2096 Fraction Playing Cards A resource for students, also needed for SMILE 2097 and SMILE 2105.
2163 Geometry Facts This is referenced on many SMILE activities where students need to find definitions of shapes and angles.
2226 Number Playing Cards A resource for students which is referenced on many SMILE activities where students require number cards.
2323 Statisical Inv. Help Book A resource for students.
2364 Decimal Playing Cards A resource for students, also needed for SMILE 2365, SMILE 2366, SMILE 2368 and SMILE 2369.

## Additional resources available from SMILE Mathematics

The following SMILE materials do not come as part of the classroom materials, but are for use as whole class lessons, to aid group work and differentiation.

Bridging Units 2 units suitable for Year 7.
Nice Ideas in one place V. 1 \& 2 Contains 25 and 20 activities respectively for KS 3 and 4.
Reasonings Contains 27 activities suitable for KS 3.
Revision through Groupwork 9 topics allowing for differentiation.
Whole Class Projects 8 projects, suitable for KS 3 and 4.

## Additional resources from SMILE Mathematics for Assessment

The following pack does not come as part of the classroom materials.
Assessment Pack Provides starting activities and diagostic tests for Levels 2 to 6

## Resource programs from SMILE Mathematics

The following programs do not come as part of the classroom materials.

| 1650 Take Part (DfEE) | 1796 Plotter (GRAPH) | 1903 Numbers (PROP/NO) |
| :--- | :--- | :--- |
| 1702 Circle (INVEST) | 1851 Regions (GRAPH) | 2373 Queens (MOVE) |
| 1776 Spirals (INVEST) | 1853 Pinball (INVEST) |  |

# Network 6 - EP 

## April 2001 0001-2403

The grids below are designed to aid the recording of student assessment over a period of time.
Inital Teacher Assessment

|  |  |  |  |  |  | Key Stage 2 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Key Stage 3 Assessment

|  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Key | age 3 |
|  |  |  |  |  |  |  | TA | SAT's |
|  |  |  |  |  |  |  |  |  |

Key Stage 4 Assessment






| Blue in the Face $2197$ | Origami <br> Dodecahedron <br> 2218 | Dissection 1911 1911 | Polygon Symmetries 1873 (*) | $\begin{aligned} & \text { Angles in a } \\ & \text { Semmecricle } \\ & 1935 \end{aligned}$ | $\begin{aligned} & \text { Aboul Nodes } \\ & 0342 \end{aligned}$ | Four Pentiominoes <br> 1928 <br> (2) | Line Symmoty B $4-6$ ${ }_{1}($ DIME) <br> (2) | $\begin{aligned} & \text { Translations } \\ & 1934 \end{aligned}$ | $\begin{aligned} & \text { Combining } \\ & \text { Transtormations } \\ & 1561 \\ & \begin{array}{l} \text { (2) } \end{array} \end{aligned}$ | Nets of Pyramids 0720 | Les: are 05 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Build and Balance (DIME) 1879 (3) |  | $\begin{aligned} & \text { Weaving } \\ & \text { w/s } \\ & 1647 \end{aligned}$ |  | Cyclic <br> Quadriateral <br> 0165 | The inseparables 0492 (*) | Areas ol <br> Similar <br> Shapes | $\begin{array}{ll} \text { Line Symmetry B } \\ \begin{array}{ll} \text { B } \\ \text { (DiME } \\ 1894 & \text { (2). } \end{array} \end{array}$ | Aace Game (MOVE 1654 | Shape <br> Sequences <br> 2214 (*) | $\begin{aligned} & \text { Spiralling } \\ & \text { PPuarates } \\ & \text { Panems } \end{aligned}$ |  |
| Euler <br> Solids <br> (MA Poster) <br> 1354 |  |  |  |  |  |  | Reflections <br> (DIME) <br> 1337 | Joumeys 1329 | $\begin{aligned} & \text { Cube Cuts } \\ & 0675 \end{aligned}$ | Constructive <br> Designs <br> 2141 <br> (3) |  |
| 1354 (3) |  |  |  |  |  |  | 1337 (5) | Vectors and Squares <br> 2201 | Cross Stitch $\begin{equation*} 2145 \tag{*} \end{equation*}$ | Tie w/s $\begin{equation*} 2058 \tag{2} \end{equation*}$ |  |
| $\begin{aligned} & 2132 \\ & \\ & \text { Cut a } \\ & \text { Cube } \\ & 2232 \end{aligned}$ |  |  |  |  |  |  |  | Avoiding Each Oiner 1777 |  | $\begin{aligned} & \text { Elllpses by } \\ & \text { Folding } \\ & 2055 \end{aligned}$ |  |
|  |  |  |  |  |  |  |  |  |  | Painted <br> Tyres <br> 1912 <br> (*) |  |

End of level review: Shape, Space and Measurements 2354 (2)

| Wedges 2 <br> (DIME) <br> 1883 <br> (3) | $\begin{aligned} & \text { The Other } \\ & \text { Side } \\ & 1857 \end{aligned}$ | $\begin{aligned} & \text { Family of } \\ & \text { Quadriaterals } \\ & 0738 \end{aligned}$ | Regular Polygons 0731 <br> (2) | Similar <br> Tnangles <br> 2027 | Combined Reflections 1562 (2) | $\begin{aligned} & \text { Vectmeet } \\ & \text { MOVE) } \\ & 1622 \end{aligned}$ | $\begin{aligned} & \text { Transtoming } \\ & \text { Tnangles } \\ & 2148 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Polygons and Alght Angles <br> 1843 <br> ( $\left.{ }^{( }\right)$ | Angles in 2062 | Lengths of Simiar Objects 1259 (2) |  | Force Meel <br> 0894 <br> (2) | $\begin{aligned} & \text { Matrices and } \\ & \text { Transtomations } \\ & 0797 \\ & \hline \end{aligned}$ |
|  |  |  |  | $\begin{align*} & \text { Nine } \\ & \text { Pentominoes } \\ & 1929 \quad \text { (2) } \tag{2} \end{align*}$ |  | Vector 1013 | $\begin{aligned} & \text { Square } \\ & \text { Jqgas } \\ & \text { (box } \\ & \hline 1688 \end{aligned}$ |
|  |  |  |  | $\begin{aligned} & \text { Similanty } \\ & \text { Problems } \\ & 1560 \end{aligned}$ |  |  | Wedges (DIME) <br> 1338 <br> (5) |
|  |  |  |  | Negative <br> Scale <br> 0845 <br> (2) |  |  | $\begin{aligned} & \text { Transtomations } \\ & 1156 \end{aligned}$ |


| $\begin{aligned} & \text { Spheres } \\ & 1679 \end{aligned}$ | $\begin{aligned} & \text { Folding } \\ & 1681 \end{aligned}$ | $\begin{aligned} & \text { Simular } \\ & \text { Sollds } \\ & 1261 \end{aligned}$ | Matnces for Rolations <br> 1456 | Rellection Matnces 1458 | $\begin{aligned} & \text { Vectors } \\ & 1177 \end{aligned}$ | Islamic Patterns in Logo 2093 | Minimum Information 1832 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Identical <br> Halves <br> 1795 | Matrices 1922 <br> (2) | Combining 1457 |  | More Vectors <br> 1178 <br> (2) | ATranslomation Sechnioue 1400 |  |
|  |  |  |  |  | Column Vectors 1179 (2) | $\begin{aligned} & \text { Scale } \\ & \text { Maps } \\ & 2085 \end{aligned}$ |  |
|  |  |  |  |  | Dividing in a Given Aatio <br> 1011 <br> (2) | $\begin{aligned} & \text { Isometries } \\ & 1028 \end{aligned}$ |  |
|  |  |  |  |  | $\begin{aligned} & \text { Vector } \\ & \text { Areas } \\ & 2050 \end{aligned}$ | Matrices for Shears 1459 |  |



## Using and applying mathematics

The assessment criteria below are to be used to assess Using and applying mathematics in the context of Number and algebra and Shape, space and measures.
Separate assessment criteria must be used for assessing Handling data at Key Stage 4.

| Level | Making and monitoring decisions to solve problems | Communicating mathematically | Developing skills of mathematical reasoning |
| :---: | :---: | :---: | :---: |
|  | Candidates use mathematics as an integral part of classroom activities. | Candidates represent their work with object or pictures and discuss their work. | Candidates recognise and use a simple pattern or relation ship, usually based on their experience. |
| $2$ | Candidates select the mathematics for some classroom activities. | Candidates discuss their work using familiar mathematical language and are beginning to represent it using symbols and simple diagrams. | Candidates ask and respond appropriately to questions including 'What would happen if ..?" |
|  | Candidates try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise work and check results. | Candidates discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. | Candidates show that they understand a general statement by finding particular examples that match it. |
| $4$ | Candidates are developing their own strategies for solving problems and are using these strategies both in working within mathematics and in applying mathematics to practical contexts. | Candidates present information and results in a clear and organised way, explaining reasons for their presentation. | Candidates search for a pattern by trying out ideas of their own. |
|  | In order to carry through tasks and solve mathematical problems, candidates identify and obtain necessary information; they check their results, considering whether these are sensible | Candidates show understanding of situations by describing them mathematically using symbols, words and diagrams. | Candidates make general statements of their own based on evidence they have produced and give an explanation of their reasoning. |
|  | Candidates carry through substantial tasks and solve quite complex problems by breaking then down into smaller, more manageable tasks. | Candidates interpret, discuss and synthesise information presented in a variety of mathematical forms. Their writing explains and informs their use of diagrams. | Candidates are beginning to give a mathematical justification for their generalisations; they test them by checking particular cases. |
|  | Starting from problems or contexts that have been presented to them, candidates introduce questions of their own, which generate fuller solutions. | Candidates examine critically and justify their choice of mathematical presentation, considering alternative approaches and explaining improvements they have made. | Candidates justify their generalisations of solutions, showing some insight into the mathematical structure of the situations being investigated. They appreciate the difference between mathematical explanation and experimental evidence. |
|  | Candidates develop and follow alternative approaches. They reflect on their own lines of enquiry when exploring mathematical tasks; in doing so they introduce and use a range of mathematical techniques. | Candidates convey mathematical meaning through consistent use of symbols. | Candidates examine generalisations or solutions reached in an activity, commenting constructively on the reasoning and logic employed, and make further progress in the activity as a result. |
|  | Candidates analyse alternative approaches to problems involving a number of features or variables. They give detailed reasons for following or rejecting particular lines of enquiry. | Candidates use mathematical language and symbols accurately in presenting a convincing reasoned argument. | Candidates' report includes mathematical justifications, explaining their solutions to problems involving a number of features or variables. |
|  | Candidates consider and evaluate a number of approaches to a substantial task. They explore extensively a context or area of mathematics with which they are unfamiliar. They apply independently a range of appropriate mathematical techniques. | Candidates use mathematical language and symbols accurately in presenting a concise reasoned argument. | Candidates provide a mathematically rigorous justification or proof of their solution to a complex problem, considering the conditions under which it remains valid. |

## The SMILE 2001 Network

The 2001 SMILE Network reflects the Mathematics National Curriculum 2000 and the KS3 Framework for Teaching Mathematics 2001. The Network is intended to assist teachers in planning and recording a scheme of work for each student according to their mathematical needs.

The Network can be used as a formative record of the student's progress throughout Key Stages 3 and 4 and as an aid to summative teacher assessment at the end of Key Stage 3 because the SMILE activities are arranged to reflect the sections of the Programme of Study.

A student's Network provides evidence of the extent to which the Programme of Study has been covered. The final decision about which Level Description best fits the student should be made in the light of work satisfactorily completed and understood and the teacher's knowledge of the student's mathematical ability.

## The Inside of the SMILE Network - The programmes of study for mathematics

The SMILE Network contains a variety of different codes which are intended to provide help for teachers when setting work for a student. These are explained below.

| World View 1886 | Activities which require thought and planning before being set for students. |
| :---: | :---: |
| Algebra Match w/s 2203 | A SMILE activity which is a worksheet - found in the SMILE Worksheet Pack. Written in lower case letters. |
| Target 200 (Calculating Pg 16) 2114 | A SMILE activity which can be found in SMILE 1783 Calculating Booklet, page 16 Written in lower case letters in brackets. |
| $\begin{aligned} & \text { Hundred Fit } \\ & \text { (box) } \\ & 2303 \end{aligned}$ | A SMILE activity which is not usually stored with the workcards or worksheets. Written in lower case letters in brackets, e.g. (poster). |
| Solve it <br> 0740 <br> (2) | A SMILE activity. The number inside a bracket indicates a longer activity. The number gives a guide to the approximate expected length of the activity. |
| Up the Stairs <br> 2185 (*) | A SMILE activity. Either investigative or practical where the work can only be assessed after the activity has been completed. |
| Comparing Areas (DIME) 2291 | Activities from other publishers and SMILE software are identified by the source written in upper case letters in brackets. Full details of all these are found on the SMILE Commercial References Sheet, available from SMILE Mathematics. |

## The Outside of the SMILE Network

| Assessment Grids $\quad$ To aid the recording of: |  |
| :--- | :--- |
| - NFER results |  |
| - termly assessment and attainment grades |  |
| - individual action targets |  |
|  | - SEN and IEP's |

Using and applying mathematics criteria reflect the three stands for Key Stage 4.

| Other Resources | SMILE resources which are: |
| :--- | :--- |
|  | - $\quad$ Teacher Resources |
|  | - $\quad$ Support materials for students |
|  | Additional resources |

## Teacher resources from SMILE - in numerical order

The following SMILE materials come as part of either a Full Class Set or a Single Copy Set and are not recorded on the inside of the SMILE Network.

| 1701 Post Half Posters | Good display poster to encourage project work on area and <br> fractions. |
| :--- | :--- |
| 2112 Imaginings | A collection of lesson starters and enders, based upon 3-D <br> visualisation. <br> Good display poster to encourage mathematical discussion. |
| 2176 Talking Poster | A game for revision for Key Stages 3 \& 4, based upon Trivial <br> 2292 Towers (box) <br> 2324 Reckonings <br> 2376 Marsuit. |
| Maths in Your Head | A collection of lesson starters and enders, based upon <br> mental mathematics |
| A collection of lesson starters and enders, based upon |  |
| mental mathematics |  |

## Support materials for students from SMILE - in numerical order

The following SMILE materials come as part of either a Full Class Set or a Single Copy Set and are not recorded on the inside of the SMILE Network.

| 1783 Calculating Booklet | Each activity in this booklet has been referenced on the <br> SMILE Network from SMILE 2113 to SMILE 2126. |
| :--- | :--- |
| 2002 Real Spirals | A good resource for project work on spirals. |
| 2096 Fraction Playing Cards | A resource for students, also needed for SMILE 2097 and <br> SMILE 2105. |
| 2163 Geometry Facts | This is referenced on many SMILE activities where students <br> need to find definitions of shapes and angles. |
| 2226 Number Playing Cards | A resource for students which is referenced on many SMILE <br> activities where students require number cards. |
| 2323 Statisical Inv. Help Boolk A resource for students. |  |

## Additional resources available from SMILE Mathematics

The following SMILE materials do not come as part of the classroom materials, but are for use as whole class lessons, to aid group work and differentiation.

Bridging Units 2 units suitable for Year 7
Nice Ideas in one place V. 1 \& 2 Contains 25 and 20 activities respectively for KS 3 and 4.
Reasonings Contains 27 activities suitable for KS 3.
Revision through Groupwork 9 topics allowing for differentiation.
Whole Class Projects 8 projects, suitable for KS 3 and 4.

## Additional resources from SMILE Mathematics for Assessment

The following pack does not come as part of the classroom materials.
Assessment Pack
Provides starting activities and diagostic tests for Levels 2 to 6

## Resource programs from SMILE Mathematics

The following programs do not come as part of the classroom materials.

| 1650 Take Part (DfEE) | 1796 Plotter (GRAPH) | 1903 Numbers (PROP/NO) |
| :--- | :--- | :--- |
| 1702 Circle (INVEST) | 1851 Regions (GRAPH) | 2373 Queens (MOVE) |
| 1776 Spirals (INVEST) | 1853 Pinball (INVEST) |  |


| 1828 | Find the Shape | 2171 | Pie Chart Match | 2339** | $2 \times$ Table |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1844 | Straight Lines | 2173 | Unmarked Angles | 2340** | $3 \times$ Table |
| 1847 | Symmetrical Triangles | 2174 | The Mode | 2341** | $4 \times$ Table |
| 1849 | 100 Search | 2178a | (Volumes) | 2342** | $5 \times$ Table |
| 1856 | What Shapes? | 2186 | Missing Pieces | 2343** | $6 \times$ Table |
| 1862 | Even Animal | 2188a- | (Population Pyramids) | 2344** | $7 \times$ Table |
| 1868 | Symmetry Match (A3) | 2193 | Number Square Words | 2345** | $8 \times$ Table |
| 1902a | (Short Middle Long) | 2199 | Percentage Estimation | 2346** | $9 \times$ Table |
| 1904 | Find the Operation | 2203 | Algebra Match | 2347** | $10 \times$ Table |
| 1907 | About How Long? | 2205a | (Making 25p) | 2348** | $11 \times$ Table |
| 1911 | Dissection Pairs | 2206a | (Exploring Sine Curves) | 2349** | $12 \times$ Table |
| 1914 | Adding Counters | 2207a | (Pinball Experiments) | 2357 | Matching Algebraic Exps |
| 1919 | How many Centimetre Squares? | 2211 | Equivalent Expressions | 2358 | Angle Fit |
| 1931a | (Which Scripts?) | 2212 | 10 Search | 2360 | Rotational \& Line Symmetry Review |
| 1942 | Growing Patterns | 2213 | Sum Message | 2362 | Decimal Routes |
| 1945 | Square Diagonals | 2216 | From Matches to Mappings | 2372 | Powers of Ten Flags |
| 1959a-d | (Making One) | 2219a | (Origami Cube) | 2382 | Areas of Polygons |
| 1999a | (Equiangular worksheet) | 2220a | (Trig for any Triangle) | 2387 | Multiples of Ten |
| 2003a* | (Birthday Dates) | 2222 | Equal Areas? | 2389 | Percentage Puzzle |
| 2019 | Power Match | 2223 | Fraction to Decimal Match | 2391 | Matching Weights |
| 2020 | High Powered Matching | 2224a | (Shajjad's Collection) | 2398 | Decimal Places Match |
| 2022a | (Fewest Keys) | 2225a | (Wildlife Collection) | 2400 | Circle Cut |
| 2023 | Alphabet Symmetry | 2230 | Which has the Largest Area? | 2401a | (Play Your Cards Right) |
| 2031a+ | (Spiralling Squares) | 2233 | (Cafe Menu) | 2402 | Equivalent Fractions Sort |
| 2034a | (Likely or Unlikely) | 2237 | Words Won't Fail Me? |  |  |
| 2035 | Symmetry Codes | 2239 | Putting in Order |  |  |
| 2037a | (3 in 1 Maze) | 2240 | Ask me Another |  |  |
| 2045 | Hot and Cold | 2242 | Decimal Flags |  |  |
| 2054a | (4 Sides) | 2247a | (More Than, Less Than) |  |  |
| 2056 | Surrounding Right-angled Tri. | 2251 | Put them in their Place | DIME produced worksheets |  |
| 2058 | Tie | 2252 | Something and a Half |  |  |
| 2079a | (Sketchy Activity) | 2256 | Matching Fractions | These are available from Tarquin Publications. See Commercial Reference Sheet |  |
| 2082a | (Opp, Adj and Hypotenuse) | 2258a | (Substititing into Formulae) |  |  |
| 2088 | What's the Difference? | 2259 | Multiplication Flags |  |  |
| 2089 | Oxford Street | 2261 | Shape-Tiles | 1331 | (Equal Angles) |
| 2095 | Squares, Cubes and Roots | 2262 | Find the Route | 1332 | (Rotation) |
| 2107 | Oxfam Collection | 2264 | Plus and Minus Grids | 1333 | (Directions) <br> (Flags) |
| 2110 | Number Sort | 2267a | (Introducing Ratio) | 1340 | (Pattern and Notation) |
| 2111a-c | + (Rot Symmetry Jigsaws) | 2274 | abc | 1341 | (Number Machines) |
| 2129 | Tens and Fives | 2278 | Mapping Jigsaw | 1342 | (Mappings and Graphs) |
| 2131 | Filing Cards | 2279c-d (Island Game) |  | 1343 | (Simple Mappings) |
| 2133 | Out of 100 | 2292a | (Towers) | 1344 | (Further Mappings) |
| 2134a | (Similar Rectangles) | 2296 | Mapping Rectangles | 1866 | (Reflection Activities) |
| 2143 | Percentages of Money | 2305 | Hexagon Puzzle | 2073 | A1, A2, A3, A4 ${ }^{\text {a }}$ ( Tricube |
| 2147 | Odd Animal | 2306 | Patterns on a Line | 2074 | C1, C5, C6, C8 Puzzles |
| 2151a | (The Root of the Problem) | 2308 | Word Match | 2076 | D1, D5, D8, D10 |
| 2153 | £1 Search | 2310 | Sequences Jigsaw | 2077 | E3, E7, E10 |
| 2154a | (Sum Dice Number Cards) | 2321a | (The Algebra Game) | 2286 | A3, A4 |
| 2155a | (Visualising) | 2330 | Missing Angles | 2287 | A5, A6 |
| 2157 | Some Sums for your mind | 2332 | Decimals on a Number Line | 2288 | B1- B6 Algebra through |
| 2158a-c | Turning Green | 2333 | Quiz Times | 2289 | C1-C6 $\quad$ Geometry |
| 2160a | (Fraction Ruler) | 2336a | (Comparing Ratios) | 2290 | D1-D6 |
| 2161 | Shape Names | 2338 | Decimal Search | 2291 | E1, E3, E4 |

The SMILE Worksheet pack contains one copy of the following worksheets for duplication in school.
Those marked with:

* should be duplicated onto card so that it can be used to make models, to play a game, to use as a template, etc.
+ should be duplicated onto coloured paper.
**should be made up into an 8 page booklet.
Where the name of the activity is in brackets, this indicates that an additional card is needed.

| 0027 | Number Squares | 0475c | (All Change) | 1376a | (Jobs in Order) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 0028 | Number Squares 2 | 0476 | Mappings | 1379 | Fishing |
| 0030 | Number Squares 4 | 0493 | Sam Shape | 1390 | Multiplication Table Facts |
| 0031 | Find the Number 1 | 0510 | Radar | 1417a* | (Tens Counters) |
| 0033 | Find the Number 3 | 0550 | Adding Shifts | 1419a+ | (Versa-Tiles) |
| 0034 | Find the Number 4 | 0577 | Reflect | 1422a | (8/12/16-point circles) |
| 0057 | Fractions 3 | 0579a | (Cut-outs for Two Loops) | 1463 | Use Brackets! |
| 0058 | Fractions 4 | 0592a | (Powerful Rules) | 1525 | Economical Weaving |
| 0066a* | (Napiers Rods) | 0614 | Powers of Ten | 1555 | Mystic Rose |
| 0069 | Cardioid | 0617 | Looking Around | 1557 | Spirals |
| 0074 | Sum and Product | 0696a | (Number Codex) | 1565 | Symmetry |
| 0098 | Plaited Cube | 0697 | Hidden Shapes | 1570 | Pounds and Pence |
| 0099 | Sum and Product Again | 0705 | Cross Puzzles | 1592 | Two Cuts Investigation |
| 0114 | Nines | 0713 | Jumping Jack | 1627 | Self Portrait |
| 0121 | 100 Square Patterns | 0725 | Race Track | 1628a* | (Eight Squares cut-out) |
| 0168 | Right Angled Triangles | 0730 | Rotations | 1629 | Pentagons |
| 0178 | Rectangles | 0735 | Knots | 1635 | The Key to Success |
| 0184 | Number Puzzle | 0738a | (Family of Quadrilaterals) | 1636 | Calculator Flags |
| 0242 | Cracking the Code | 0777 | Satellite Signals | 1643a* | Cards (Lucky Dip) |
| 0251 | Mirror Symmetry | 0808a | (Code Breaking) | 1643b | Score Sheet (Lucky Dip) |
| 0259 | Shading Fractions | 0824h | Pentagram (Golden Rectangle) | )1647 | Weaving |
| 0264 | Cartoon Co-ordinates | 0824j | Rectangle (Golden Rectangle) | 1668a | (Mapping Puzzle) |
| 0272 | A Vehicle Survey | 0839 | Rotate This Way | 1669 | Sim |
| 0288 | Rolling Two Dice | 0845a | (Negative Scale Factor) | 1679d- | f(Spheres) |
| 0292 | Doubling Patterns | 0849 | Anywhere on the Number Line | 1703 | Find the Uncle |
| 0316 | Counting On/Back | 0852a | (Colouring Triangles) | 1711 | Missing Digits |
| 0327 | Centres of Rotation | 0853a | (Grids) | 1712 | Four Signs |
| 0330a | (Multiple Patterns) | 0868 | Evens | 1717 | Add-a-square |
| 0341 | Nodes | 0869 | Puzzle Worksheet | 1733 | An Even Code |
| 0346 | Sequences in Squares | 0881 | 24 Squares | 1734 | An Islamic Design |
| 0352 | Table Squares | 0894b | (Force Meet Pack) | 1749a | (Decimal Jigsaw) |
| 0354 | Tom the Bowling Champ | 0895 | Jumps | 1753 | Matching Pairs |
| 0359 | How Many Colours? | 0905a | (Domino Puzzle) | 1758 | Co-ordinate Messages |
| 0367 | Fraction Wall | 1095 | Percentages | 1759 | Shapes That Can Grow |
| 0383 | Building Shapes | 1096 | Marks to Percentages | 1760 | One Straight Cut |
| 0384 | Changing Grids | 1278a | (Multiplying Directed Numbers) | )1761 | Gelosia Problems |
| 0390 | Surfaces | 1299 | Tangram Arrows | 1768 | Zigzag |
| 0396 | Hexagons | 1309 | More Vector Messages | 1792a | (Feeling Hungry) |
| 0397a* | (Operations) | 1317** | Mult \& Div by 10, 100, 1000 | 1795 | Identical Halves |
| 0404 | Solids | 1321 | Prism or Pyramid? | 1799 | Boxes |
| 0424 | How Many Routes? | 1355 | Halves and Quarters | 1812 | Find Four Squares |
| 0448 | Favourite Colours | 1358 | Joining Multiples | 1813 | Crossword |
| 0456 | Midpoint Sequences | 1359 | Joining Odds and Evens | 1818a | (Helicopter Photographs) |
| 0470 | Nephroid | 1360 | Pictures from Multiples | 1824 | Silver Earrings |

The following are likely to be needed for many of the SMILE activities.

| angle indicators | dominoes | pegs |
| :--- | :--- | :--- |
| box of coins | drawing pins | pegboards |
| box of shapes (labelled with | elastic bands | pentominoes |
| names) | glue | pinboards |
| box of solids | logiblocks (Attribute blocks) | protractors |
| calculators (4 function, scientific | maps - (LT map etc.) | rotograms |
| and graphic) | matches | rulers (mm and cm) |
| centicubes | match boxes | scissors |
| compasses | metre rule | sellotape |
| computer | mirrors | set square |
| counters | multilink cubes | Tak-Tiles (DIME) |
| dice | pack of cards | tape measure |
| DIME solids | paper clips |  |

## The following are needed specifically for only one or two SMILE activities.



Highway Code
Karnaugh map ( $4 \times 4$ grid to accommodate logiblocks) 2 loop and 3 loop boards marbles Napier's Rods (optional) newspapers
dominoes pegs
drawing pins
logiblocks (Attribute blocks)
maps - (LT map etc.)
match boxes
metre rule
mirrors
multilink cubes
paper clips
probability maze shopping catalogue Soma Cube stop clock thermometer Tricubes (DIME) weights

## The following types of paper will be required.

1 cm square paper
1 cm square dotty paper
2 cm square paper
1 cm isometric paper
1 cm isometric dotty paper

2 cm isometric paper
100 squares
multiplication squares
plain paper
tracing paper
gummed paper
card
graph paper (1 mm and 2 mm ) paper circles (filter papers) gummed strips

Materials to support the use of technology in the mathematics classroom.
LOGO, a spreadsheet and a geometry drawing package.
Spreadsheets from SMILE Teachers' book (SMILE)
Hints and Answers Book (SMILE)

For a list of commercially published materials which are referred to on the 2001 SMILE Network, please see the Commercial Reference Sources sheet obtainable from SMILE Mathematics.

Isaac Newton Centre 108A Lancaster Road London W11 1QS Tel. 02075984841
Fax. 02075984838
Email. info@smilemathematics.co.uk Web. wuw.smilemathematics.co.uk

SMILE Mathematics
Numbered Set 37 (ied File)

$$
2350-2403
$$

## Matching Algebraic Expressions

1. Cut out the 9 equilateral triangles along the dotted lines.
2. Match the equivalent algebraic expressions:

$$
\text { Example: } \begin{aligned}
\frac{24 y z^{5}}{-6 y z} & =\frac{24 \times y \times z \times z \times z \times z \times z}{-6 \times y \times z} \\
& =-4 z^{4}
\end{aligned}
$$


3. Record your working out in your book.
4. Fit the equilateral triangles together to make one large triangle. The shaded sections mark the edges of the triangle.


## Angle Fit

Carefully cut out the following shapes.


1. By looking at the size of the angles, fit them in this rectangle.

2. Calculate angles $\mathbf{a}, \mathbf{b}, \mathbf{c}$ and $\mathbf{d}$.
$\mathbf{a}=$
$b=$
$C=$
$d=$
© RBKC SMILE 2001

## Approximate Solutions



1. What is $46 \times 17$ ?

Give a rough answer, using the same method. What calculation did you use?
2. Copy and complete this table:

| calculations | rough <br> calculations | rough answers |
| :---: | :---: | :---: |
| $583 \div 18$ | $600 \div 20$ | 30 |
| $408 \times 68$ |  |  |
| $875 \div 23$ |  |  |
| $79 \times 22$ |  |  |
| $576 \div 27$ |  |  |
| $67 \times 81$ |  |  |


3. Choose your own rough calculations to complete this table:

| calculations | rough calculations <br> (approximations) | rough answers <br> (approximate solutions) |
| :---: | :---: | :---: |
| $71 \times 88$ |  |  |
| $383 \div 53$ |  |  |
| $49 \times 48$ |  |  |

4. Here is a problem ... ... and some calculations.

a) Which two calculations must be wrong?
b) Which two calculations give approximate solutions to the problem?
c) Which calculation would you use?
5. Copy and complete this table in your book.

|  | problems | calculations | approximations | approximate solutions |
| :---: | :---: | :---: | :---: | :---: |
| a) | There are 36 eggs in a tray. A box of eggs contains 12 trays of eggs. About how many eggs are in a box? |  |  |  |
| b) | About how many 62 seater coaches are needed to take a school of 1796 students on a trip? |  |  |  |
| c) | A bottle of cola contains 1950ml. About how many millilitres in 11 bottles? |  |  |  |
| d) | A bottle of cola contains 1950 ml . 205 ml are needed to fill a cup. About how many cups can be filled? |  |  |  |

6. A job pays $£ 214$ per week.

About how much is this in one year ( 52 weeks)?
7. Each student needs 27 centicubes to build a larger cube.

There are 29 students in the class.
About how many centicubes are needed?
8. One pint of milk is sufficient for 22 cups of tea.

About how many pints are needed for 485 cups of tea?

## Rotational and line symmetry review

An activity for two. You will both need a copy of this worksheet.

| Some shapes <br> have line <br> symmetry | Some shapes <br> have rotational <br> symmetry | Some shapes <br> have both |
| :--- | :--- | :--- |
| have neither |  |  |

1. On your awn:

- Cut out the shapes below.
- Arrange them in the correct regions on the Venn diagram.

1. On y()ur own:

- Compare your answers.
- When you have agreed, stick them down.
- Draw 4 shapes of your own, one to go in each region.

© REKC SMILE 2001


## Right-angle or not?

You will need tracing paper.

There are many right-angles around.
For example, the corners of this card are right-angles.

This is a right-angle.


1. Trace the right-angle and place it over the top of the angles to find out which ones are right-angles.
2. Copy and complete the table.

| Angle | Right-angle |
| :---: | :---: |
| A | Yes |
| B | No |
| C |  |
| D |  |
| E |  |
| F |  |
| G |  |
| H |  |
| I |  |
| J |  |
| K |  |
| L |  |

3. Draw a right-angle in your book.
4. Find 5 things around your classroom that have right-angles.

Write a list of them in your book.
Check these with your teacher.

## Decimal Routes

## You should record any working out here.

# Conversion Pack 1 

## An activity for 2 people

1. Complete the problems on cards A-F. You might find the conversion chart on the back of this envelope helpful.
2. Record your answers in your book. Show your working. Remember to include the units in your answers.
3. You need to know the conversions. Record them in your book and test each other on them.
How many pints?

## Match the pairs of cards.


2) 0.265 km
3) 2000 m
4) 1350 mm
e) 265 m
5) 2.65 cm

Who is the heavier?


## A rug is 4 foot 5 inches long.

## How many inches is this?



## Two students are doing a science experiment.

They take 57ml


How much liquid is left in the beaker?

## The hand baggage allowance on the flight to Kenya is 5 kg .

Tim's bag contains:


Is Tim's bag too heavy?

## Higher decimal win

A game for 2 players.
You will need the SMILE Decimal Playing Cards.
Take out the 13 cards with 'Squares' and the 13 cards with 'Numbers'.
Shuffle the cards.
Deal the cards, face down, in front of you.


Each player turns over one card.
The player with the higher decimal wins that round and keeps both cards.
Carry on until you have used all the cards.
The player with the most cards wins.

## Variation

Try turning over 2 cards at a time, adding the two numbers together. The player with the higher decimal wins.

## Decimal differences

A game for 2 players.

You will need the SMILE' Decimal Playing Cards.
Take out the 13 cards with 'Squares' and the 13 cards with 'Numbers'. Shuffle the cards.


Deal the cards, face down, in front of you.

Each player turns over one card.
The player with the higher decimal wins that round, and their score is the difference between the two decimals.


## e.g.


0.3

Talia scores 0.3

Record your results.

| Talia | Janice |
| :---: | :---: |
| $0.7-0.4=0.3$ |  |

Carry on until you have used all the cards.
Total each player's score.
The player with the higher score wins.

## Sixteen Quadrilaterals



## Definition: Congruent

Congruent shapes have the same shape and size.
e.g. These quadrilaterals are congruent.


You can make 16 different quadrilaterals on a 9 point grid.


1. Find all 16 quadrilaterals.
(Remember none of your quadrilaterals can be congruent.)

- draw them
- label each quadrilateral with the correct mathematical name

(You may like to use Smile 2163 Geometry Facts to find all the names of your quadrilaterals.)

2. You may like to investigate ...

- triangles on a 9 point grid
- other polygons on a 9 point grid.


## Sixteen Quadrilaterafs

## Definition: Quadrilateral

Quadrilaterals are polygons with four straight sides.


## Definition: Congruent

Congruent shapes have the same shape and size. e.g. These quadrilaterals are congruent.


You can make 16 different quadrilaterals on a 9 point grid.

1. Find all 16 quadrilaterals.
(Remember none of your quadrilaterals can be congruent)

- draw them
- label each quadrilateral with the correct mathematical name

(You may like to use Smile 2163 Geometry Facts to find all the names of your quadrilaterals)

2. You may like to investigate ...

- triangles on a 9 point grid
- other polygons on a 9 point grid


## Matching decimals

You will need the SMILE Decimal Playing Cards.
Take out the 13 cards with 'squares'.


Put them in order of size smallest first.


## smallest

Take out the 13 cards with 'Numbers'.


Match them to the 'Squares'
Number cards.
4. Which is the largest
$0.8,0.08$ or 0.75 ?
5. Write a number that comes between
0.5 and 0.8 .
6. Write a number that comes between 0.35 and 0.4.

## Decimal Sort

You will need the SMILE Decimal Playing Cards.

1. Find these 4 cards.


These cards show the same decimal expressed in four different ways. This is the 0.7 decimal 'set'.
2. Sort the remaining cards into decimal 'sets'.
3. Show the decimal 'sets' to your teacher.
© RBKC SMILE Mathematics 2005

## Decimal Sort

You will need the SMILE Decimal Playing Cards.

1. Find these 4 cards.


These cards show the same decimal expressed in four different ways.
This is the 0.7 decimal 'set'.
2. Sort the remaining cards into decimal 'sets'.
3. Show the decimal 'sets' to your teacher.

## Decimals sCrt

You will need the SMILE Decimal Playing Cards.

1. Find these 4 cards.


These cards show the same decimal expressed in four different ways. This is the 0.62 decimal 'set'.
2. Sort the remaining cards into decimal 'sets'.
3. Show the decimal 'sets' to your teacher.

# Conversion Pack 2 

## An activity for 2 people

1. Complete the problems on cards A - F. You might find the conversion chart on the back of this envelope helpful.
2. Record your answers in your book. Show your working. Remember to include the units in your answers.
3. You need to know the conversions. Record them in your book and test each other on them.

$\bullet$

## Which is the cheaper petrol?



Which contains more liquid?

# Which is longer ... 

## One Yard?

## or

One Metre?



How much should a 5 kg bag of potatoes cost?

## Andy is making mackerel paté

# Recipé 

Smoked mackerel................ 60z Cottage cheese......................60z Lemonjuice


Is this
enough cottage cheese?

An activity for 2-4 people.
You will need Smile 2226 Sum Number Cards and 20 counters of the same colour for each player.


1. In your book write down these numbers to the nearest 10.
a) 57
b) 33
c) 45
d) 9
e) 82
f) 55
g) 14
h) 98
2. Turn over to play the Rounding to 10 Game.

## Rounding to 10 Game

This is a game for $2-4$ players.
Take out all the 3, 4, 5, 6, 7, 8 and 9 cards from Smile 2226 Sum Number Cards and 20 counters of the same colour for each player.

## The Rules:

- Shuffie the cards.
- Place the cards face down.
- Take turns to turn over 2 cards.
- Multiply the two numbers together and round the answer to the nearest 10.
- Use a counter to cover up your rounded number on the board.
- The winner is the first player to get 3 in a line.
- Play the game several times.


## Example:



24 rounded to the nearest 10 is 20.
The counter can cover any 20 on the board.


48 rounded to the nearest 10 is 50 .
The counter can cover any 50 on the board.

| 10 | 30 | 20 | 10 | 30 | 40 | 20 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 20 | 10 | 80 | 40 | 60 | 10 | 30 |
| 50 | 60 | 70 | 20 | 10 | 50 | 40 |
| 10 | 30 | 10 | 20 | 30 | 20 | 10 |
| 40 | 30 | 50 | 70 | 10 | 50 | 40 |
| 60 | 20 | 80 | 40 | 60 | 50 | 10 |
| 20 | 10 | 40 | 20 | 30 | 10 | 20 |

Powers of Ten flays

1) Fill in the flags to show which operation you need to use.

2) Fill in the flags and the circles.

3) This one is more challenging!



The numbers above can be used to make two pairs of equivalent fractions. No number can be used more than once.
example:


1. a) Find another way of making two pairs of equivalent fractions using the numbers 1 to 10.
b) Which numbers are not used?
2. a) How many equivalent fraction pairs can you make using the numbers 1 to 20 ?


Remember- No number can be used more than once.
b) Which numbers are not used? Why?

## Polygons in Circles

You will need 1 cm dotted isometric paper and a pair of compasses.

1. a) Draw a circle radius 4 cm on isometric paper. There should be 6 points on the circumference of the circle.

b) Using these 6 points and the centre of the circle, construct a right-angled triangle.
c) Draw the dotted lines and explain why $\angle B A C=60^{\circ}$ and $\angle A B C=30^{\circ}$

2. By drawing similar circles construct the following polygons and work out the angles in the polygons. You might like to use Smile 2163 Geometry Facts.
a) An equilateral triangle.
b) An isosceles triangle.
c) A rectangle.
d) A trapezium.
e) An arrowhead.
f) A rhombus.
g) A hexagon.
h) A pentagon.
3. Which of your polygons are cyclic?

## Definition of a cyclic polygon:

Any polygon whose vertices all lie on the circumference of a circle is called a cyclic polygon.

## Polygons in Circles

You will need 1 cm dotted isometric paper and a pair of compasse:

1. a) Draw a circle of radius 4 cm on isometric paper.

There should be 6 points on the circumference of the circle.

b) Using these 6 points and the centre of the circle construct a right angled triangle.

c) Draw the dotted lines and explain why $\angle B A C=60^{\circ}$ and $\angle A B C=30^{\circ}$

2. By drawing similar circles construct the following polygons and work out the angles in the polygons. You might like to use Smile 2163 Geometry Facts.
a. An equilateral triangle.
b. An isosceles triangle.
c. A rectangle.
d. A trapezium.
e. An arrowhead.
f. A rhombus.
g. A hexagon.
h. A pentagon.

Definition of a cyclic polygon:
Any polygon whose vertices all lie on the circumference of a circle is called a cyclic polygon.
3. Which of your polygons are cyclic.

## Areas of Polygons

1. Calculate the areas of the polygons below.

2. Sort the polygons in order of area, largest first.
3. Design 3 more polygons on the $4 \times 4$ grids below and find their area.


## Solid Expressions

This cuboid has height $\boldsymbol{h}$, width $\boldsymbol{w}$ and length $l$.


An expression for the volume of this cuboid is $\boldsymbol{h w l}$. An expression for the surface area of this cuboid is $\mathbf{2}(h w+h l+w l)$.
An expression for the total edge length of this cuboid is $4(h+w+l)$.

1. This right-angled triangular prism has height $h$, width $w$ and length $l$.


Work out:
a) An expression for the volume.
b) An expression for the surface area.
c) An expression for the total edge length.
2. This cylinder has diameter $\boldsymbol{d}$ and height $\boldsymbol{h}$.

a) Show that the surface area of the cylinder can be expressed as $\frac{\pi d^{2}}{2}+\pi d h$
Work out:
b) An expression for the volume.
c) An expression for the total edge length.
3. This equilateral triangular prism has width $w$ and length $l$.
$r$

a) Show that the volume of this prism can be expressed as $\frac{\sqrt{3} l w^{2}}{4}$
Work out:
b) An expression for the surface area.
c) An expression for the total edge length.
4. Copy and complete this table:

|  | Cuboid | Rightangled triangular prism | Cylinder | Equilateral triangular prism |
| :---: | :---: | :---: | :---: | :---: |
| Diagram |  | $\stackrel{A}{h}$ |  |  |
| Volume | hwl |  |  | $\frac{\sqrt{3} l w^{2}}{4}$ |
| Surface area | $2(h w+h l+w l)$ |  | $\frac{\pi d^{2}}{2}+\pi d h$ |  |
| Total edge length | $4(h+w+l)$ |  |  |  |

5. Look carefully at the expression for each of the solids. How would you decide if an expression described:
a) volume?
b) surface area?
c) total edge length?
6. The regular hexagonal prism below has the dimensions shown.


The three expressions for the hexagonal prism are:
$6 l w+3 \sqrt{3} w^{2}$.
$12 w+6 l$
$\frac{3 \sqrt{3} l w^{2}}{2}$
a) Which of the three expressions describes the volume of the regular hexagonal prism?
b) Which of the three expressions describes the surface area of the regular hexagonal prism?
c) Which of the three expressions describes the total edge length of the regular hexagonal prism?

## Angles in a Regular Hexagon

The regular hexagon below is drawn on isometric dotted paper.
Find all the unmarked angles.


## Nine Nine Nine

1. Copy and complete the following multiplication sequences.

2. Write about your methods. How did you work out the sequences?
3. Do your methods still work for:

| $10 \times 9=$ |
| :--- | :--- | :--- |
| $11 \times 9=$ |
| $12 \times 9=$ |
| $13 \times 9=$ |
| $10 \times 99=$ |
| $11 \times 99=$ |
| $12 \times 99=$ |
| $13 \times 99=$ |$\quad$| $10 \times 999=$ |
| :--- |
| $11 \times 999=$ |
| $12 \times 999=$ |
| $13 \times 999=$ |

# Multiplication Review 

An activity for 2 or more people

In this pack there are five methods of multiplication.

For each one:

1. Look at the method of multiplication.
2. Describe what was done.
3. Check that the method works by trying it out on $27 \times 69$.
4. Try to work out why the method works.

## $52 \times 37=$ ?



1. Look at this method of multiplication.
2. Describe what was done.
3. Check that this method works by trying it out on $27 \times 69$.
4. Try to work out why the method works.

## $52 \times 37=$ ?

## $1500+350+60+14=1924$

1. Look at this method of multiplication.
2. Describe what was done.
3. Check that this method works by trying it out on $27 \times 69$.
4. Try to work out why the method works.

## $52 \times 37=$ ?

$$
\begin{aligned}
& 52 \times 10=520 \\
& 52 \times 20=1040 \\
& 52 \times 40=2080 \\
& 52 \times 3=156
\end{aligned}
$$


$52 \times 37=1924$

1. Look at this method of multiplication.
2. Describe what was done.
3. Check that this method works by trying it out on $27 \times 69$.
4. Try to work out why the method works.

## $52 \times 37=$ ?



1. Look at this method of multiplication.
2. Describe what was done.
3. Check that this method works by trying it out on $27 \times 69$.
4. Try to work out why the method works.

## $52 \times 37=$ ?



1924

1. Look at this method of multiplication.
2. Describe what was done.
3. Check that this method works by trying it out on $27 \times 69$.
4. Try to work out why the method works.

## .Multiples of Ten

The multiples of a number are the numbers that appear in its multiplication table.

## Example:

The multiples of 10 are $\mathbf{1 0}, \mathbf{2 0}, \mathbf{3 0}, \mathbf{4 0}, \ldots$

1. This number square contains pairs of numbers next to each other whose sum is a multiple of 10.

| 1 | 2 | 3 | 4 | 5 | 6 | Example: |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | 8 | 9 | 10 | 11 | 12 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | $12+18=30$ |
| 25 | 26 | 27 | 28 | 29 | 30 |  |
| 31 | 32 | 33 | 34 | 35 | 36 |  |

Find and mark five other pairs of numbers whose sum is a multiple of 10.
2. On this grid mark the three groups of numbers in this shape

whose sum is a multiple of 10.

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 |

3. On this grid mark the five groups of numbers in this shape

whose sum
is a multiple of 10 .

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 |

4. On this grid mark the two groups of numbers in this shape

whose sum
is a multiple of 10 .

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 |

5. On this grid mark the four groups of numbers

|  | 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| whose sum is a multiple of 10 . | 7 | 8 | 9 | 10 | 11 | 12 |
|  | 13 | 14 | 15 | 16 | 17 | 18 |
|  | 19 | 20 | 21 | 22 | 23 | 24 |
|  | 25 | 26 | 27 | 28 | 29 | 30 |
|  | 31 | 32 | 33 | 34 | 35 | 36 |

6. On this grid mark the four groups of numbers in this shape

whose sum
is a multiple of 10 .

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 |

7. What other groups of numbers can you find whose sum is a multiple of 10? Mark them on the grid below.

| 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 |

## Six Pyramids

An activity for a small group.
This 6 cm cube has been divided into six congruent pyramids.


Calculate the dimensions of each pyramid ...
... and use these dimensions to make six pyramids. Stick them onto the net of a 6 cm cube.

Check that your pyramids fold back into a cube.


Now fold the cube net so that the pyramids are on the outside.

Solve the problems below for your new solid.
For each problem assume there are no hollow spaces inside the solid.

What is the volume of the new solid?
What is the surface area of the new solid?

Has the new solid got 12 faces or 24? Justify your answer.

Can you draw a net for the new solid using ruler and compasses only?

## Percentage Puzzle

## You will need: scissors, glue

- Cut out the numbers at the bottom of this sheet.
- Place them on the sheet to make four true statements.
- Do not stick them down until you are sure that all four statements are true.



## Consecutive Products

Consecutive numbers lie next to each other on the number line.

|  | 1 | 1 | 1 | 1 | 1 |
| :--- | :--- | :---: | :---: | :---: | :---: |
|  | 4 | 5 | 6 | 7 | 8 |
|  |  | Examples: |  |  |  |

6 and 7 are consecutive.
5,6 and 7 are consecutive. 4 and 6 are not consecutive.

The product of two numbers is found by multiplying them together
Example:
The product of 6 and 12 is 72 because $6 \times 12=72$

## Example:

42 is the product of two consecutive numbers.

$$
6 \times 7=42 \quad 6 \quad 7
$$42



1. Copy the following and find the two missing consecutive numbers.
a)



d)

e)

f)
462

g) 306

h)

i)

j)

k) 3782

I)

2. Copy the following and find the three missing consecutive numbers.
a)




## Matching Weights

You will need: glue, scissors

1. Cut out the weights at the bottom of this worksheet and match them to the objects.
2. Show each weight on the scales.


## Sensible Answers

Do not use a calculator.


## Problem:

18 people are going to Southwold by car.
Four people can fit in each car.
How many cars are needed?


## Method:

$18 \div 4=4.5$
The answer to 18 divided by 4 is between 4 and 5 . If you gave the answer 4 only 16 people could go. 2 people would be left behind.

So the sensible answer is 5 cars.

The sensible answer depends upon the original problem.

Solve the problems below.
For each problem, show your method and make sure that your answer is sensible.

1. 169 students are going on a school trip to Margate. Each coach can carry 50 students.

How many coaches will be needed?

2. A football club has 49 members: A football team needs 11 players.

How many teams can the football club field?

3. A tin of paint covers 25 square metres.

How many tins of paint will you need to cover 1.16 square 'metres?

4. Milk is sold in crates of 12 identical bottles.

A wholesaler has 102 identical bottles.
How many crates can she make up?

5. Exercise books are sold in packets of 10 . Ms Kershaw wants to order exercise books for 67 students.

How many packets of books does Ms Kershaw need to order?

6. Jameela wants to record her favourite television programme.
Each episode lasts 40 minutes.
How many episodes can she record on a 3 hour tape.

## - ロ

## Decimal Places Match



Match each calculator answer to its three approximations.


## Number Stories



1. Here are two other calculations.
8-5+2
$6+5-4$

Use the sentences below to make a number story for each calculation.
Write them down in your book.

2. Here are two more calculations. Use the sentences below to make a number story for each calculation. Write them down in your book.

$$
6 \times 2-5 \quad 10 \div 2-4
$$


3. Make up number stories for each of these calculations and show them to your teacher.

$$
8-3+7
$$

$$
4 \times 3+6
$$

## Circle Cut

In the diagram below, the radius of each small semicircle $(\mathbf{r})$ is half the radius of the outer circle ( $\mathbf{R}$ ).


Make one straight cut across the circle so that each of the two regions is exactly halved.

Use algebra to justify your answer.

## Play Your Cards Right

A game for four players in two teams.
You will need a set of number cards (digits between 0 and 9) and the targets from worksheet 2401a.


## The Rules

Shuffle the number cards.
Deal each team five number cards.
Place the targets face down in a pile.
Turn over the first target.
Use any three of the number cards to get as close to the target as possible.

The team who gets the closest scores one point.
Place the used number cards at the bottom of the pack and replace them with three new cards.

Turn over the next target and repeat the game.
The team with the highest score wins.

## Targets for

## Play Your Cards Right

Target!
Nearest even
number to 500
Target!
Largest odd number

```
Target!
    Nearest odd number
        to 400
```

Target!
Nearest number to 723

Target!

## Smallest odd number

Target!
Largest number

Target!
Nearest number to 100

Target!
Largest even number

Target!
Nearest number to 250

Target!
Nearest number to 1000

Target!
Smallest even number

Target!
Smallest number

## Equivalent Fractions Sort

1. Shade the fractions of the circles below.

2. Cut out all the fractions and arrange them in order of size.
3. Which of the fractions are equivalent? (equivalent fractions represent the same proportion).
4. Find 2 fractions which are equivalent to $\frac{3}{4}$.

## Missing the Point

## Example:

Sheila saw this addition and realised that one of the numbers being added had a decimal point either missing or in the wrong place.

$$
53.7+1.26=66.3 \quad x
$$

She rewrote the addition correctly.

$$
53.7+12.6=66.3
$$

## Do not use a calculator.

In each of the calculations below, one and only one of the decimal points is either missing or in the wrong place.

A Rewrite these additions to make them correct.

1. $40.5+24.05=28.1$
2. $5.8+74=13.2$
3. $7+4=4.7$
4. $7.77+7.07=84.77$
5. $4.5+0.55=1$
6. $0.003+7=7.3$

B Rewrite these subtractions to make them correct.

1. $45-1.95=2.55$
2. $6.05-3.12=57.38$
3. $4.9-4.9=44.1$
4. $5-0.01=0.49$
5. $1.23-122.9=0.1$
6. $6-3.12=56.88$

## List of abbreviations on 2001 SMILE Network

| ANGLE | SMILE software 'Angle Estimation' available from SMILE Mathematics |
| :---: | :---: |
| COORD | SMILE software 'Co-ordinates' available from SMILE Mathematics |
| DfEE | SMILE software Ref: 0260/2000 available from DfEE |
| DIME | A variety of materials available from Tarquin |
| ENRICH | SMILE software 'Co-ordinates' available from SMILE Mathematics |
| GRAPH | SMILE software 'Graphing' available from SMILE Mathematics |
| INVEST | SMILE software 'Investigation' available from SMILE Mathematics |
| INVEST Pgxx | Page number from Student's Handbook 'Investigation' available from SMILE Mathematics |
| MA Poster | Poster available from Mathematics Association |
| MATH PUZ | SMILE software 'Mathematical Puzzles' available from SMILE Mathematics |
| MOVE | SMILE software 'Movement' available from SMILE Mathematics |
| MOVE Pgxx | Page number from Student's Handbook 'Movement' to be printed from the CD available from SMILE Mathematics |
| NUM | CD 'Numeracy' available from SMILE Mathematics |
| PROP/NO | CD 'Properties of Number' available from SMILE Mathematics |
| PROP/NO Pgxx | Page number from Student's Handbook 'Properties of Number' to be printed from the CD available from SMILE Mathematics |
| SENSE/NO | SMILE software 'Sense of Number' available from SMILE Mathematics |
| SENSENO Pgx | xPage number from Student's Handbook 'Sense of Number' to be printed from the CD available from SMILE Mathematics |
| TARQUIN Post | Poster available from Tarquin |

List of Commercial Referenced activities in SMILE number order.
0581 Using a Mirror (DIME - Rellection Activities PP) 1340 Pattern and Notation (DIME - Pre-Algebra)
0778 Tangram Tree (MA Poster)

1341 Number Machines (DIME - Pre-Algebra PP)
0906 Tak Tiles A (DIME - TakTiles PP3)
0907 Tak Tiles B (DIME-TakTiles PP3)
0908 Tak Tiles C (DIME - TakTiles PP3)
0909 Tak Tiles D (DIME - TakTiles PP3)
1331 Equal Angles (DIME - The Rotagram PP)
1332 Rotations (DIME - The Rotagram PP)
1333 Directions (DIME - The Rotagram PP)
1334 Recognising Solids (DIME-3-D Sketching PP)
1335 Sketching Solids (DIME - 3-D Sketching PP)
1336 Turning and Toppling (DIME-3-D Sketching)
1337 Reflections (DIME-3-D Sketching PP)
1338 Wedges (DIME-3-D Sketching PP)
1339 Flags (DIME - Pre-Algebra PP)

1342 Mappings and Graphs (DIME - Pre-Algebra)
1343 Simple Mappings (DIME - Pre-Algebra PP)
1344 Further Mappings (DIME - Pre-Algebra PP)
1354 Euler Solids (MA Poster)
1482 Tricky Sum (MA Poster)
1604 Nim (SMILE software Mathematical Puzzles)
1605 Guess (SMILE software Sense of Number)
1606 GuessD (SMILE software Sense of Number)
1607 Elephant (SMILE soltware Co-ordinates)
1608 Reverse (SMILE software Mathematical Puzzles)
1609 Maze (SMILE sottware Movement)
1620 Bounce (DfEE)
1621 Rhino (SMILE software Co-ordinates)

1622 Vectmeet (SMILE software Movement)
1624 Snooker (SMILE sottware Angle Estimation)
1625 Box (SMILE sotware Sense of Number)
1626 Boat (SMILE sottware Mathematical Puzzles)
1641 Lines (SMILE software Co-ordinates),
1650 Take Part (Software - DIEE)
1651 Frog (SMILE sottware Mathematical Puzzles)
1652 Jugs (SMILE sottware Mathematical Puzzles)
1653 Master(SMILE sottware Mathematical Puzzles)
1654 Racegame (SMILE software Movement)
1666 Tower (SMILE sottware Sense ol Number)
1667 Pilot (SMILE software Moverment)
1691 Predict (SMILE sotware Mathematical Puzzles)
1702 Circle (SMILE software Investigations)
1708 Factor (SMILE sottware Properties or Number)
1714 Queens (SMILE Properties of Number Students' HBPg 35)
1715 Locate (SMILE software Co-ordinates)
1718 Line Symmetry A 1-4 (DIME - Line Symmetry Puzzles A PP5A)
1719 Line Symmetry A 5-10 (DIME-Line Symmetry Puzzles A PP5A)
1721 Angle $90^{\circ}$ (SMILE software Angle Estimation)
1728 BoxD (Smile sotware Sense of Number)
1729 Minimax (SMILE sottware Sense of Number)
1730 Wall (SMILE software Sense of Number)
1731 Rose (SMILE sottware Investigations)
1732 3D Maze (SMILE software Movement)
1745 Identify (SMILE software Properties of Number)
1746 Define (SMILE software Properties of Number)
1747 Darts (SMILE sottware Numeracy)
1755 Hopslide (SMILE software Mathematical Puzzies)
1756 Tadpoles (SMILE software Mathematical Puzzles)
1767 AddsUpTo (SMILE software Numeracy)
1776 Spirals (SMILE software Investigations)
1777 Avoid each other (SMILE Investigations Students' HB Invest Pg 35)
1778 Jumping (SMILE software Mathematical Puzzles)
1779 Lineover (SMILE soltware Graphing)
1785 Invest. Queens (SMILE Movement Students' HB Pg 35)
1787 Angle $360^{\circ}$ (SMILE software Angle Estimation)

1796 Plotter (SMILE sottware Graphing)
1798 Quilts (SMILE software Investigations)
1820 Parallels (SMILE sotware Graphing)
1833 Magic (SMILE software Numeracy)
1834 Tenners (SMILE sottware Numeracy)
1835 Magnify (SMILE sottware Sense of Number)
1836 3inaline (SMILE software Co-ordinates)
1840 PointsAndLines (SMILE software Graphing)
1841 Interlocking Squares (DIME - Shape
Recognition PP1)
1842 Shapes Jigsaw (DIME - Shape
Recognition PP2)
1851 Regions (SMILE sotware Graphing)
1852 Foxes and Chickens (SMILE sotware Graphing)
1853 Pinball (SMILE sotware investigations)
1855 Quadratic Mappings (DIME-PreAlgebra PP)
1866 Mirror Match (DIME - Rellection Activities PP)
1876 Fill the Shape (Dime - Build-up PP)
1877 Add a Cube or Two (DIME - Build-up PP)
1878 Two Blocks (DIME - Build-up PP)
1879 Build and Balance (DIME - Build-up PP)
1880 More than Two Blocks (DIME - Build-up PP)
1882 Wedges 1 (DIME - Build-up PP)
1883 Wedges 2 (DIME - Build-up PP)
1889 Regular Tilings 1 (DIME-Regular Tilings Project)

- Use A Triangles, B Convex Quadrilaterals, C Concave Quadrilaterals, E 2 Sizes of Squares.
- For each activity do questions 1-3.

1890 Regular Tilings 2 (DIME-Regular Tilings Project)

- Use F Polygons.
- Do questions 1-4.

1891 Regular Tilings 3 (DIME-Regular Tilings Project)

- Use D Pentagons.
- Do questions 1-3.

1892 Line Symmetry B1-3 (DIME-Line Symmetry Puzzles B PP5B)
1893 Line Symmetry B4-6 (DIME-Line Symmety Puzzles B PP5B)
1894 Line Symmetry B 7-10 (DIME-Line Symmety Puzzles B PP5B)
1896 Spatial Reasoning (DIME - Spatial Reasoning Puzzles PP7)

1903 Numbers (SMILE soltware Properties of Number)
1908 Pattern Pack A (DIME - Pattern Pack A PP6A)
1909 Pattern Pack B (DIME - Pattern Pack B PP6B)
1920 Pattern Spotting (SMILE Properties of Number Students' HB Pg 16)
1936 Many Grids (SMILE Properties of NumberStudents' HB Pg 28)
1950 Diagonal Multiples (Students' HB Properties of Number Pg 29)
1961 One Million (TARQUIN Poster)
1966 Curve Stitching (TARQUIN Poster)
1967 One Dice (DIME - Probability Pack A)
1968 Numbers Up (DIME - Probability Pack A)
1969 Two Dice (DIME - Probability Pack A)
1970 Five Beads (DIME - Probability Pack B)
1971 Seven Beads (DIME - Probability Pack B)
2008 Curves of Pursuit (TARQUIN Poster)
2009 Three Counters (DIME - Probability Pack A)
2010 Six Beads (DIME - Probability Pack B)
2011 Four Beads (DIME - Probability Pack B)
2012 Tessellation Poster (TARQUIN Poster)
2014 Probably Probable? (Students' HB Investigations Pg 43)
2073 Tricubes (DIME - Tricube Puzzies Project) - Worksheets A1, A2, A3, A4

2074 Building with Tricubes (DIME - Tricube Puzzles Project)

- Worksheets B2, B6, B10

2075 Tricube Plans (DIME - Tricube Puzzles Project) - Worksheets C1, C5, C6, C8

2076 Building on a Square (DIME - Tricube Puzzles Project)

- Worksheets D1, D5, D8, D10

2077 Making a $3 \times 3 \times 3$ Cube (DIME - Tricube Puzzles Project)
Worksheets E3, E7, E10
2086 Circles to Polygons (SMILE Investigations Students' HB Pg 10)
2094 Squares (SMILE Investigations Students' HB Pg 4)
2113 Mystery (SMILE 1783 Calculating: Page 3)
21142 Puzzles (SMILE 1783 Calculating: Page 5)
2115 Missing Digit (SMILE 1783 Calculating: Page 8)
2116 Operations (SMILE 1783 Calculating: Page 9)
2117 Rumour (SMILE 1783 Calculating: Page 10)
2118 Ticket Sales (SMILE 1783 Calculating: Page 11)

2119 Patterns (SMILE 1783 Calculating: Pages $12 \&$ 13)
2120 Productive (SMILE 1783 Calculating: Page 14)
2121 Hot and Cold (SMILE 1783 Calculating: Page 15)
2122 Target 200 (SMILE 1783 Calculating: Page 16)
2123 Missing Signs (SMILE 1783 Calculating: Page 17)
2124 Date of Birth (SMILE 1783 Calculating: Pg18/19)
2125 Escape (SMILE 1783 Calculating: Pages $20 \& 21$ )
2126 Problems (SMILE 1783 Calculating: Pages 22 \& 23)
2194 Tossing Coins (SMILE Investigations Students' HB Pg $38 / 40$ )
2202 Visiting Every Point (SMILE Investigations Students' HB Investi. Pg 8)
2284 BoxN (SMILE software Sense of Number)
2285 GuessN (SMILE software Sense of Number)
2286 Quadrants and Squares (DIME - Algebra through Geometry)

- Worksheets A3, A4

2287 Add and Subtract Squares and Quadrants (DIME - Algebra through Geometry) - Worksheets A5, A6

2288 Algebra Tak-Tiles on a Grid (DIMEAlgebra through Geometry)

- Worksheets B1, B2, B3, B4, B5, B6

2289 Algebra Tak-Tiles without a Grid (DIME

- Algebra through Geometry)
- Worksheets C1, C2, C4, C5, C6

2290 A New Unit of Area (DIME-Algebra through Geometry)

- Worksheets D1, D2, D3, D4, D5, D6

2291 Comparing Areas (DIME-Algebra through Geometry)

- Worksheets E1, E3, E4)

2326 Hanoi (SMILE software Mathematical Puzzles)
2327 Hats (SMILE software Mathematical Puzzles)
2373 Queens (SMILE software Movement)
2377 TenSprint (SMILE soltware Numeracy)
2378 Matching Fractions (SMILE software Numeracy)
2379 Ordering Fractions (SMILE software Numeracy)
2380 NumberLines (SMILE software Numeracy)
2381 NumberLinesD (SMILE software Numeracy)
2393 Equivalent Pair (SMiLE software Enriching Number)
2394 Make that Number (SMILE software Enrich No)
2395 Maximum Remainder (SMILE sotware EnrichNo)
2396 FindTheLine (SMILE software Graphing)
2397 Guess Inequality (SMILE software Graphing)

## Additional resources available from SMILE Mathematics

## SMILE Mathematics Worksheet Pack

There are 270 photocopiable worksheets. The worksheets are not included in a SMILE Full Class Set or a SMILE Single Copy Set, but are referenced on the SMILE 2001 Network.

## Whole class lessons

- Bridging Units
- Nice Ideas in One Place V. 125 whole class activities, suitable for KS3.
- Nice Ideas in One Place V. 220 whole class activities, suitable for KS3.
- Reasoning
- Revision through Groupwork
- Whole Class Maths Projects

2 units suitable for Year 7.

27 whole class activities, suitable for KS3.
9 topics allowing for differentiation.
8 whole class projects, suitable for KS3/4.

## Assessment

- Assessment Pack Assessment activities and tests.

Available from DfEE Publications www.dfee.gov.uk
Tel: 08450622260
MA Posters Available from Maths Association 259 London Road Leicester
LE2 3BE
Tel: 01162703877
SMILE software Available from SMILE Mathematics 108a Lancaster Road
London
W11 1QS
Tel: $020 \quad 75984841$
TARQUIN Available from Tarquin Publications Stradbroke, Diss Norfolk
IP21 5JB
Tel: 01379384218


Isaac Newton Centre 108A Lancaster Road London W11 1QS

# ACTIVITY LIST Smile 0001-2403 

Abbreviations used, in alphabetical order.

| Abbr | AT | Flow |
| :---: | :---: | :---: |
| 3-D | AT3 | 3-D |
| A\&P | AT3 | Area and Perimeter |
| Add | AT2 | Addition |
| AIDa | AT4 | Analysing and Interpreting Data |
| Alg | AT2 | Algebraic Structure |
| Ang | AT3 | Angle |
| APr | AT3 | Angle Properties |
| CDa | AT4 | Collecting Data |
| CiM | AT3 | Circle Measurement |
| Coo | AT3 | Coordinates |
| CTr | AT3 | Combined Transformations |
| DDa | AT4 | Displaying Data |
| Dec | AT2 | Decimals |
| Div | AT2 | Division |
| DNo | AT2 | Directed Number |
| Dra | AT3 | Drawing |
| Equ | AT2 | Equations |
| Fra | AT2 | Fractions |
| Gra | AT2 | Graphs |
| L\&S | AT4 | Logic and Sets |
| Map | AT2 | Mappings |
| Mea | AT3 | Measurement |
| Mix | AT2 | Mixed |
| Mul | AT2 | Multiplication |
| Or/R | AT2 | Ordering and Rounding |
| O.R. |  | Other Resources |
| P\&R | AT2 | Powers and Roots |
| PaG | AT2 | Patterns and Generalisations |
| Per | AT2 | Percentages |
| PNo | AT2 | Properties of Number |
| Pro | AT4 | Probability |
| PSh | AT3 | Properties of Shape |
| PV/N | AT2 | Place Value/Number Systems |
| Rat | AT2 | Ratio |
| Ref | AT3 | Reflection |
| ReP. |  | Resource Programs |
| Rot | AT3 | Rotation |
| S/En | AT3 | Similarity/Enlargement |
| SAV | AT3 | Surface AreaVolume |
| Seq | AT2 | Sequences |
| Sha | AT3 | Shape |
| Sub | AT2 | Subtraction |
| Top | AT3 | Topology |
| TrN | AT3 | Translation/Vectors |
| Trig | AT3 | Trigonometry |
| UGr | AT2 | Using Graphs |
| Other Abbreviations (lower case) <br> Any activity with abbreviations in lower case indicates that the activity is a SMILE activity. |  |  |
|  |  |  |
| w/s |  | denotes worksheet |
| (box) |  | SMILE activities that are not usually stored with the Workcards or Worksheets. Written in lower case letters in brackets. <br> e.g. (poster) |
| (Calc |  | Activities which can be found in SMILE 1783 Calculating Booklet with page number of activity. |
| Other Abbreviations (UPPER CASE) <br> Any activity with abbreviations in upper case indicates that the activity is a Commercial Reference and not included when you purchase SMILE materials. |  |  |
|  |  |  |
| (ANGLE) |  | SMILE software 'Angle Estimation' |
| (COORD) |  | SMILE software 'Coordinates' |
| (DIEE) |  | Software from DfEE |
| (DIME) |  | Activities from Tarquin Publications |
| (ENRICH) |  | SMILE software 'Enriching Number' |
| (GRAPH) |  | SMILE software 'Graphing' |
| (INVEST) |  | SMILE software 'Investigations' |
| (MA Poster) |  | Poster from The Mathematics Association |
| (MATH PUZ) |  | SMILE software 'Mathematical Puzzles' |
| (MOVE) |  | SMILE software 'Movement' |
| (NUM) |  | SMILE software 'Numeracy' |
| (PROP/NO) |  | SMILE software 'Properties of Number' |
| (PROP | NO Pg | gx) Page number from the Student's Handbook which can be downloaded from the CD 'Properties of Number' |
| (SENS | (NO) | SMILE software 'Sense of Number' |

Please contact SMILE Mathematics (020 7598 4841) for a complete list of the commercially referenced materials on the SMILE Network.

0001-0299
0005 Tangram 1

| 0007 | Tangram 3 | AT3 | Sha | 5 |
| :---: | :---: | :---: | :---: | :---: |
| 0008 | Prisms \& Pyramids | AT3 | Dra | 4 |
| 0022 | Area 1 | AT3 | A\&P | 3 |
| 0023 | Area 2 | AT3 | A\&P | 4 |
| 0024 | Area 3 | AT3 | A\&P | 3 |
| 0025 | Area 4 | AT3 | A\&P | 4 |
| 0027 | Number Squares w/s | AT2 | Equ | 1/2 |
| 0028 | Number Squares 2 w/s | AT2 | Equ | 1/2 |
| 0030 | Number Squares $4 \mathrm{w} / \mathrm{s}$ | AT2 | Add | 3 |
| 0031 | Find the Number $1 \mathrm{w} / \mathrm{s}$ | AT2 | Equ | 1/2 |
| 0033 | Find the Number $3 \mathrm{w} / \mathrm{s}$ | AT2 | Equ | 3 |
| 0034 | Find the Number $4 \mathrm{w} / \mathrm{s}$ | AT2 | Equ | 4 |
| 0035 | Squares and Triangles | AT3 | Sha | 3 |
| 0039 | About Angles | AT3 | APr | 5 |
| 0040 | Equilateral Triangle | AT3 | Sha | 4 |
| 0046 | Domino | AT3 | S/En | 5 |
| 0048 | Tetromino | AT3 | CTr | 4 |
| 0050 | Dissection 1 | AT3 | Sha | 3 |
| 0051 | Dissection 2 | AT3 | Sha | 4 |
| 0052 | Dissection 3 | AT3 | Sha | 4 |
| 0053 | Dissection 4 | AT3 | Sha | 4 |
| 0054 | Dissection 5 | AT3 | Sha | 5 |
| 0057 | Fractions $3 \mathrm{w} / \mathrm{s}$ | AT2 | Fra | 4 |
| 0058 | Fractions $4 \mathrm{w} / \mathrm{s}$ | AT2 | Fra | 4 |
| 0066 | Napier's Rods | AT2 | Mul | 4 |
| 0068 | Accurate Measuring | AT3 | Mea | 4 |
| 0069 | Cardioid w/s | AT2 | Seq | 4 |
| 0070 | Isometric Drawing | AT3 | 3-D | 4 |
| 0071 | Envelopes | AT3 | Dra | 3 |
| 0072 | Angles of a Quadrilateral | AT3 | APr | 5 |
| 0073 | Time/Distance Graph | AT2 | UGr | 5 |
| 0074 | Sum \& Product w/s | AT2 | Mix | 3 |
| 0075 | Networks | AT3 | Top | 5 |
| 0085 | Calculator Problems | AT2 | Add | 3 |
| 0090 | More Calculator Problems | AT2 | Mul | 5 |
| 0092 | Harder Calculator Problems | AT2 | Mix | 5 |
| 0098 | Plaited Cube w/s | AT3 | 3-D | 6 |
| 0099 | Sum \& Product Again w/s | AT2 | Mix | 3 |


| 0104 | Number Puzzle 1 | AT2 | Add | 4 |
| :---: | :---: | :---: | :---: | :---: |
| 0105 | 7 Piece Tangram | AT3 | Sha | 5 |
| 0114 | Nines w/s | AT2 | PaG | 3 |
| 0115 | Columns | AT2 | PaG | 1/2 |
| 0119 | Area and Perimeter | AT3 | A\&P | 5 |
| 0120 | Chocolate Areas | AT3 | A\&P | 6 |
| 0121 | 100 Square Patterns w/s | AT2 | PaG | 1/2 |
| 0123 | Counter Puzzle | AT4 | L\&S | 4 |
| 0131 | Matchstick Puzzles | AT3 | PSh | 4 |
| 0133 | Out of Line | AT3 | L\&S | 4 |
| 0142 | Volumes of cubes | AT3 | SAN | 6 |
| 0143 | Volumes 2 | AT3 | SAN | 6 |
| 0144 | All out of Line | AT3 | Tr $N$ | 6 |
| 0145 | Tetraflexagon | AT3 | 3-D | 6 |
| 0151 | More 100 Square Patterns | AT2 | PaG | 1/2 |
| 0153 | Decimal Calculations | AT2 | Dec | 7 |
| 0155 | Calculator Trial and Error | AT2 | Mix | 7 |
| 0159 | Angles of a Triangle | AT3 | APr | 4 |
| 0161 | The Three Coin Problem | AT4 | Pro | 6 |
| 0162 | 2, 3, 4, 5 | AT2 | Mix | 7 |
| 0164 | Patterns with 11 and 13 | AT2 | Div | 4 |
| 0165 | Cyclic Quadrilateral | AT3 | APr | 7 |
| 0166 | Area of a Triangle | AT3 | A\&P | 5 |
| 0167 | $x$ for Breakfast | AT2 | Map | 5 |
| 0168 | Right Angled Triangles w/s | AT3 | A\&P | 5 |
| 0169 | Half a Rectangle | AT3 | A\&P | 5 |
| 0170 | Hex | AT4 | L\&S | 6 |
| 0171 | TV Drinks | AT2 | Map | 3 |
| 0172 | A Match for Anyone | AT2 | Map | 4 |
| 0173 | Mapping Machines | AT2 | Map | 4 |


| 0174 | Gelosia | AT2 | Mul | 5 |
| :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |
| 0177 | Shearing a Triangle | AT3 | A\&P | 6 |
| 0178 | Rectangles w/s | AT3 | A\&P | 3 |
| 0179 | Four 4's | AT2 | Mix | 8 |
|  |  |  |  |  |
| 0181 | Alf Mike or Leena | AT2 | Map | 5 |
| 0182 | Mappings to Graphs | AT2 | Gra | 6 |
| 0183 | Graphs to Mappings | AT2 | Gra | 6 |
| 0184 | Number Puzzle w/s | AT2 | Equ | 6 |
| 0185 | Which is Larger? | AT3 | A\&P | 4 |
|  |  |  |  |  |
| 0187 | x for Tea | AT2 | Map | 6 |
| 0188 | Checking Pythagoras | AT3 | Trig | 6 |
| 0189 | Looking for Right Angles | AT3 | Trig | 7 |
| 0190 | Using Pythagoras | AT3 | Trig | 7 |
| 0191 | Pythagoras Problems | AT3 | Trig | 7 |


| 0211 | Perpendicular Bisectors | AT3 | Dra |  |
| :---: | :---: | :---: | :---: | :---: |
| 0212 | Bisecting an Angle | AT3 | Dra |  |
| 0213 | The Circumcircle | AT3 | Dra | 6 |
| 0214 | Using a Ruler | AT3 | Mea | 1/2 |
| 0215 | Drawing the Line | AT2 | Gra | 6 |
| 0220 | Triangle Numbers 1 | AT2 | P\&R |  |
| 0221 | Triangle Numbers 2 | AT2 | PNo | 5 |
| 0224 | Area of a Parallelogram | AT3 | A\&P | 6 |
| 0226 | Shearing Parallelograms | AT3 | A\&P | 6 |
| 0227 | Parallelogram Probiems | AT3 | A\&P |  |
| 0228 | From Parallelogram to Rectangle | AT3 | A\&P | 6 |
| 0230 | Square Pegs in Round Holes | AT2 | P\&R | 5 |
| 0232 | Inscribed Circle | AT3 | Dra | 6 |
| 0233 | Rectangle Patterns | AT2 | PNo | 3 |
| 0235 | Finding Angles of a Triangle | AT3 | APr | 5 |
| 0236 | Triangle Problems | AT3 | A\&P | 6 |
| 0240 | Odds and Evens Tables | AT2 | PNo | 5 |
| 0241 | A Secret Code | AT2 | Map | 1/2 |
| 0242 | Cracking the Code w/s | AT2 | Map | 3 |
| 0244 | More Sorting | AT4 | L\&S | 1/2 |
| 0245 | Venn Diagrams | AT4 | L\&S | 3 |
| 0248 | Making Ten | AT2 | Add | 1/2 |
| 0249 | How Many Ways? | AT2 | Add | 1/2 |
| 0250 | Less Than More Than | AT2 | Or/R | 3 |
| 0251 | Mirror Symmetry w/s | AT3 | Ref | 3 |
| 0255 | Points and their Images | AT3 | Ref | 6 |
| 0257 | Squidge | AT2 | Seq | 5 |
| 0258 | Squidgeree | AT2 | Seq | 5 |
| 0259 | Shading Fractions w/s | AT2 | Fra | 3 |
| 0261 | Co-ordinates 1 | AT3 | Coo | 3 |
| 0262 | Co-ordinates 2 | AT3 | Coo | 4 |
| 0263 | Co-ordinates 3 | AT3 | Coo | 4 |
| 0264 | Cartoon Co-ordinates w/s | AT3 | Coo | 4 |
| 0265 | Odd and Even | AT2 | PNo | 1/2 |
| 0267 | Angles of a Polygon | AT3 | APr | 5 |
| 0268 | Exterior Angles of Polygons | AT3 | APr | 5 |
| 0269 | Finding Exterior Angles | AT3 | APr | 6 |
| 0272 | Vehicle Survey w/s | AT4 | CDa | 3 |
| 0273 | How Much Longer? | AT3 | Mea | 4 |
| 0281 | Angles: The Compass | AT3 | Rot | 3 |
| 0284 | Angles from Tessellations | AT3 | APr | 6 |
| 0286 | Right-angles | AT3 | Ang | 3 |
| 0288 | Rolling Two Dice w/s | AT4 | Pro | 4 |
| 0290 | Experiments | AT4 | Pro | 4 |
| 0291 | Which Set? | AT4 | L\&S | 4 |
| 0292 | Doubling Patterns w/s | AT2 | PaG | 4 |
| 0294 | Measuring Lengths | AT3 | Mea | 3 |
| 0295 | Nets of a Cube | AT3 | Dra | 4 |
| 0297 | More Rectangle Numbers | AT2 | PNo | 3 |
| 0298 | Square Numbers | AT2 | P\&R | 4 |
| 0299 | Three Squared | AT2 | P\&R | 5 |


| 0307 | Factors | AT2 | PNo | 4 |
| :---: | :---: | :---: | :---: | :---: |
| 0308 | Prime Numbers | AT2 | PNo | 5 |
| 0310 | Common Factors | AT2 | PNo | 5 |
| 0311 | Factor Finder | AT2 | PNo | 5 |
| 0313 | Spots in Sequences | AT2 | Seq | 3 |
| 0314 | Dots in Sequences | AT2 | Seq | 5 |
| 0315 | Staircases | AT2 | Seq | 6 |
| 0316 | Counting On w/s | AT2 | Seq | 3 |
| 0317 | Sequences of Numbers | AT2 | Seq | 4 |
| 0320 | Turning Patterns | AT3 | Rot | 3 |
| 0322 | Cutting up Rectangles | AT3 | Sha | $1 / 2$ |
| 0323 | Metre and Centimetre | AT3 | Mea | 3 |
| 0324 | Rotations | AT3 | Rot | 3 |
| 0326 | Tessellations of Quadrilaterals | AT3 | Sha | 6 |
| 0327 | Centres of Rotation w/s | AT3 | Rot | 5 |
| 0330 | Multiple Patterns | AT2 | PNo | 5 |
| 0331 | Prime Factors | AT2 | PNo | 6 |
| 0333 | Equivalent Fractions | AT2 | Fra | 4 |
| 0334 | Egyptian Numbers | AT2 | PV/N | 3 |
| 0338 | Summing the Odds | AT2 | PNo | 5 |
| 0339 | Vector Messages | AT3 | TrN | 4 |
| 0340 | Is it Rigid? | AT3 | PSh | 6 |
| 0341 | Nodes w/s | AT3 | Top | 5 |
| 0342 | About Nodes | AT3 | Top | 7 |
| 0344 | Counter Hopping Puzzle | AT2 | PaG | 7 |
| 0346 | Sequences in Squares w/s | AT2 | Seq | 4 |
| 0348 | Tangram Teasers | AT3 | Sha | 5 |
| 0349 | Tetrahedron Nets | AT3 | Dra | 4 |
| 0352 | Table Squares w/s | AT2 | Seq | 4 |
| 0353 | Bowling Tom | AT2 | Add | 1/2 |
| 0354 | Tom the Bowling Champ w/s | AT2 | Add | 3 |
| 0355 | Bowling Tom's Problem | AT2 | Add | 3 |
| 0359 | How Many Colours? w/s | AT3 | Top | 4 |
| 0362 | No Brakes Bruce | AT2 | UGr | 6 |
| 0364 | Using a Triangle | AT3 | PSh | 6 |
| 0365 | A Million | AT2 | Mix | 5 |
| 0366 | 2-Piece Square | AT3 | PSh | 4 |
| 0367 | Fraction Wall w/s | AT2 | Fra | 5 |
| 0376 | A Hundred | AT2 | PV/N | 4 |
| 0377 | VectorSea | AT3 | TrN | 4 |
| 0381 | Cuboids from Matchboxes | AT3 | SAV | 6 |
| 0383 | Building Shapes w/s | AT2 | Seq | 5 |
| 0384 | Changing Grids w/s | AT3 | Coo | 4 |
| 0386 | Think of a Number | AT2 | Map | 4 |
| 0388 | Power | AT2 | P\&R | 6 |
| 0390 | Surfaces w/s | AT4 | L\&S | 3 |
| 0392 | Circumference | AT3 | Сім | 5 |
| 0394 | Concentric Circles | AT3 | Dra | 4 |
| 0396 | Hexagons w/s | AT2 | Fra | 4 |
| 0397 | Operations | AT2 | Alg | 8 |
| 0398 | $4+3 \times 2$ | AT2 | Mix | 5 |
| 0399 | Cubes | AT3 | SAV | 8 |
| 0400 | Folding Symmetry | AT3 | Ref | 1/2 |
| 0402 | Adding Fractions | AT2 | Fra | 6 |
| 0404 | Solids w/s | AT3 | 3-D | 3 |
| 0406 | Two Folds | AT3 | Ref | 1/2 |
| 0411 | Hexagon Dissection | AT3 | Sha | 5 |
| 0414 | Bi-Fractions | AT2 | PV/N | EP |
| 0423 | Clock Arithmetic | AT2 | PV/N | 3 |
| 0424 | How Many Routes? w/s | AT3 | Top | 4 |
| 0426 | Traversable? | AT3 | Top | 6 |
| 0428 | One Difference Logichains | AT4 | L8S | 3 |
| 0429 | Squaring | AT2 | P\&R | 5 |
| 0430 | Parallel Lines | AT2 | Gra | 6 |


| 0432 | Moving Pictures | AT3 | CTr | 5 |
| :---: | :---: | :---: | :---: | :---: |
| 0433 | Acut/Obtuse | AT3 | APr | 6 |
| 0437 | Chess | AT2 | PaG | 5 |
| 0439 | Rectangle Diagonal | AT2 | PaG | 7 |
| 0443 | Who Won? | AT2 | Fra | 6 |
| 0448 | Favourite Colours w/s | AT4 | DDa | 1/2 |
| 0450 | Trick or Treat | AT2 | Seq | 6 |
| 0452 | Inside or Outside? | АТЗ | Top | 5 |
| 0453 | What Can I Wear? | AT4 | Pro | 5 |
| 0454 | Post Box | AT3 | Trig | EP |
| 0455 | Midpoints | AT3 | PSh | 5 |
| 0456 | Midpoint Sequences w/s | AT3 | Dra | 3 |
| 0457 | Number Pictures | AT2 | Add | 1/2 |
| 0458 | Adding Numbers | AT2 | Add | 1/2 |
| 0459 | Adding Shapes | AT2 | Add | 1/2 |
| 0460 | Cary on Adding | AT2 | Add | 3 |
| 0461 | Venus Clock | AT2 | Alg | 4 |
| 0463 | Paper Power | AT2 | P\&R | 7 |
| 0464 | Subtracting | AT2 | Sub | 1/2 |
| 0465 | Subtraction | AT2 | Sub | 3 |
| 0467 | Subtract | AT2 | Sub | 1/2 |
| 0470 | Nephroid w/s | AT2 | Seq | 5 |
| 0471 | Border Patterns | AT3 | TrN | 1/2 |
| 0472 | Sort the Cards | AT4 | L\&S | 6 |
| 0474 | Triominoes | AT2 | PNo | 4 |
| 0475 | All Change | AT4 | L\&S | 4 |
| 0476 | Mapping w/s | AT2 | Map | 5 |
| 0477 | Shunting | AT4 | L\&S | 8 |
| 0478 | Patterns with Squares | AT3 | CTr | 1/2 |
| 0481 | Where's that Town? | AT3 | Coo | 5 |
| 0483 | Star Puzzle | AT2 | PaG | 5 |
| 0484 | Octahedron Nets | AT3 | Dra | 5 |
| 0485 | Pamphlets | AT2 | Equ | 8 |
| 0489 | Underground | AT2 | Mix | 4 |
| 0492 | The Inseparables | AT3 | Top | 7 |
| 0493 | Sam Shape w/s | AT3 | PSh | 1/2 |
| 0494 | All Co-ordinates | AT3 | Coo | 5 |
| 0495 | Routey | AT3 | Top | 5 |
| 0496 | Junior Contig | AT2 | Mix | 4 |
| 0510 | Radar w/s | AT3 | Ang | 5 |
| 0516 | Adding Directed Numbers | AT2 | DNo | 6 |
| 0517 | Subtracting Directed Numbers | AT2 | DNo | 7 |
| 0518 | (Do it first) | AT2 | Mix | 5 |
| 0528 | Multiplying | AT2 | Mul | 4 |
| 0549 | Marbles | AT2 | DNo | 5 |
| 0550 | Adding Shifts w/s | AT2 | DNo | 5 |
| 0557 | A Special Number | AT2 | PV/N | EP |
| 0560 | Symmetrical Cross Cut | AT3 | Ref | 6 |
| 0563 | Digit Sum | AT2 | Seq | 8 |
| 0574 | Line of Best Fil | AT4 | DDa | 7 |
| 0577 | Reflect w/s | AT3 | Ref | 6 |
| 0579 | Two Loops | AT4 | L\&S | 3 |
| 0581 | Using a Mirror (DIME) | AT3 | Ret | 6 |
| 0585 | Three Loops | AT4 | L8S | 4 |
| 0590 | Less Marks are Best! | AT3 | Mea | 7 |
| 0591 | Counter Placing | AT4 | L\&S | 6 |
| 0592 | Powerful Rules | AT2 | P\&R | 7 |
| 0595 | Best Fitting Peg | AT3 | SAV | EP |
| 0597 | Sunita's Day | AT3 | Mea | 3 |
| 0600 | In your Mind | AT4 | L8S | 7 |
| 0603 | Numbering the Pages | AT2 | Pag | 6 |
| 0614 | Powers of Ten w/s | AT2 | P\&R | 7 |


| 0616 | The Unknown Square | AT2 | Alg | 7 |
| :--- | :--- | :--- | :--- | ---: |
| 0617 | Looking Around w/s | AT3 | $3-\mathrm{D}$ | $1 / 2$ |
| 0629 | Time Tiles | AT3 | Mea | 4 |
| 063 | Sidings | AT4 | Pro | 6 |
|  |  |  |  |  |
| 0674 | A Hungry Death? | AT4 | L\&S | 5 |
| 0675 | Cube Cuts | AT3 | CTr | 7 |
|  |  | AT4 | L\&S | 5 |
| 0677 | Logic Maps | AT2 | Fra | 6 |
| 0683 | Fraction Sort | AT4 | Pro | 7 |
| 0684 | Forty Towers |  |  |  |
|  |  | AT2 | Equ | 6 |
| 0689 | Random Code | AT2 | Equ | 5 |
|  |  |  |  |  |
| 0691 | And now Swahili | AT4 | Pro | 5 |
| 0694 | Which Switches? | AT3 | CTr | 4 |
| 0695 | Locate the Error | AT3 | Equ | 6 |
| 0696 | Number Codex | AT3 | PSh | 5 |


| 0705 | Cross Puzzles w/s | AT2 | Mix | 3 |
| :---: | :---: | :---: | :---: | :---: |
| 0709 | Reflection | AT3 | Ref | 5 |
| 0713 | Jumping Jack w/s | AT2 | Seq | 1/2 |
| 0719 | Cuboid Nets | AT3 | Dra | 6 |
| 0720 | Nets of Pyramids | AT3 | Dra | 7 |
| 0721 | Squares Tangram | AT3 | Sha | 5 |
| 0722 | Prove It | AT2 | Alg | EP |
| 0725 | Race Track w/s | AT3 | TrN | 6 |
| 0727 | Who's Who? | AT4 | L\&S | 5 |
| 0730 | Rotation w/s | AT3 | Rot | 5 |
| 0731 | Regular Polygons | AT3 | APr | 8 |
| 0732 | Ruler, Pencil, Compass | AT3 | Dra | 5 |
| 0734 | Start with $\mathrm{a}^{2}$ | AT2 | Alg | 8 |
| 0735 | Knots w/s | AT2 | Mul | 3 |
| 0736 | Solving Equations | AT2 | Equ | 7 |
| 0737 | What Chance? | AT4 | Pro | 6 |
| 0738 | Family of Quadrilaterals | AT3 | PSh | 8 |
| 0740 | Solve it | AT2 | Equ | 6 |
| 0741 | The 38th Triangle Number | AT2 | Alg | EP |
| 0743 | Solving by Graphs | AT2 | Gra | 7 |
| 0744 | Equations and Graphs | AT2 | Gra | 7 |
| 0745 | Inverses | AT2 | Map | 7 |
| 0746 | Pascal's Triangle | AT4 | Pro | 7 |
| 0748 | The Times Crossword | AT2 | PNo | 7 |
| 0749 | Three Numbers | AT2 | Mix | 5 |
| 0750 | Monopoly | AT4 | Pro | 6 |
| 0752 | Repeating Digits | AT2 | Div | 6 |
| 0755 | Rectangles to Regions | AT2 | Gra | 8 |
| 0756 | Points of Intersection | AT2 | Equ | EP |
| 0757 | Centigrade and Fahrenheit | AT2 | Equ | 7 |
| 0758 | Odd One Out | AT2 | Div | 5 |
| 0760 | Quickly to Zero | AT2 | Div | 6 |
| 0761 | Orbits | AT3 | CiM | 7 |
| 0772 | Angle Estimation | AT3 | Ang | 5 |
| 0775 | Measuring Angles | AT3 | Ang | 4 |
| 0776 | Drawing Angles | AT3 | Ang | 4 |
| 0777 | Satelite Signals w/s | AT3 | Ang | 5 |
| 0778 | Tangrams (MA poster) | AT3 | Sha | 5 |
| 0780 | Long Mult. Revision | AT2 | Mul | 5 |
| 0781 | The Inverse | AT2 | Map | 5 |
| 0782 | Number Pattern Proof | AT2 | PaG | EP |
| 0783 | Cubes from Triangles | AT2 | PaG | 7 |
| 0784 | 142857 Times Table | AT2 | PaG | 6 |
| 0788 | Free Hand Angles | AT3 | Ang | 5 |
| 0789 | Gradient | AT2 | Gra | 8 |
| 0791 | A Millionaire | AT2 | Rat | 7 |
| 0792 | Wage Bargaining | AT2 | Per | 5 |
| 0793 | Approximation and $\pi$ | AT3 | CiM | EP |
| 0794 | The Trapezium | AT3 | A\&P | 7 |
| 0796 | Darts Probability | AT3 | CiM | EP |
| 0797 | Matrices and Transiormations | AT3 | CTr | 8 |


| 0800 | Polygons: Interior Angles | AT3 | APr | 6 | 1013 | Vector Magnitudes | AT3 | TrN | 8 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 0804 | Inflation | AT2 | Per | 8 | 1028 | Isometries | AT3 | CTr | EP |
| 0805 | Average Pack of Workcards | AT4 | AIDa | 7 |  |  |  |  |  |
| 0806 | Trapezium to Parallelogram | AT3 | A\&P | 7 |  |  |  |  |  |
|  |  |  |  |  | 1081 | Puzzles | AT2 | Equ | 5 |
| 0808 | Code Breaking | AT4 | AIDa | 5 |  |  |  |  |  |
| 0809 | Fold It | AT3 | APr | 5 | 1094 | Volume of Prisms | AT3 | SAN | 7 |
|  |  |  |  |  | 1095 | Percentages w/s | AT2 | Per | 5 |
| 0812 | Irregular Areas | AT3 | A\&P | 8 | 1096 | Marks to Percentages w/s | AT2 | Per | 6 |
| 0813 | Sectors of Circles | AT3 | Сім | EP | 1097 | Fractions to Percentages | AT2 | Per | 6 |
| 0817 | Straight Line Graphs | AT2 | Gra | 7 |  |  |  |  |  |
| 0818 | Differences Between Squares | AT2 | Alg | 7 |  |  |  |  |  |
| 0819 | Prove Your Identity | AT2 | Alg | EP |  |  |  |  |  |
| 0820 | Equations from Squares | AT2 | Alg | EP | 1101 | Pie Charts | AT4 | DDa | 6 |
| 0824 | Golden Rectangle | AT2 | Rat | 8 | 1112 | Rotation | AT3 | Rot | 6 |
| 0827 | Clover Leaf | AT3 | Сім | EP | 1115 | Graphs | AT4 | UGr | 5 |
| 0830 | Re-Grouping | AT2 | Alg | 6 | 1123 | Translation | AT3 | TrN | 6 |
| 0831 | Primes and Proof | AT2 | PNo | EP |  |  |  |  |  |
| 0832 | Short Division | AT2 | Div | 3 | 1127 | Time-Distance Graphs | AT2 | UGr | 7 |
| 0833 | Short Division-Carrying | AT2 | Div | 4 |  |  |  |  |  |
| 0834 | Dividing Strips | AT2 | Div | 3 | 1130 | Journeys | AT3 | Ang | 7 |
| 0837 | Inverse Mappings | AT2 | Map | 7 | 1132 | What's the Probability? | AT4 | Pro | 5 |
| 0838 | Scale Factor | AT3 | S/En | 6 |  |  |  |  |  |
| 0839 | Rotate this way w/s | АТЗ | Rot | 6 | 1136 | Solving Equations | AT2 | Equ | 7 |
|  |  |  |  |  | 1137 | Solving Harder Equations | AT2 | Equ | 8 |
| 0843 | Very Large Numbers | AT2 | P\&R | 8 |  |  |  |  |  |
| 0844 | Very Small Numbers | AT2 | P\&R | 8 | 1156 | Transformations | AT3 | CTr | 8 |
| 0845 | Negative Scale Factor | AT3 | S/En | 8 |  |  |  |  |  |
|  |  |  |  |  | 1170 | Compass Constructions | AT3 | Dra | 6 |
| 0849 | Anywhere on the Number Line w/s | AT2 | Alg | 6 |  |  |  |  |  |
| 0850 | Multiplication Problem? | AT2 | Mul | 5 | 1177 | Vectors | AT3 | TrN | EP |
| 0851 | Tile Patterns | AT3 | Sha | 1/2 | 1178 | More Vectors | AT3 | TrN | EP |
| 0852 | Colouring Triangles | AT4 | Pro | 1/2 | 1179 | Column Vectors | AT3 | TrN | EP |
| 0853 | Grids | AT3 | Coo | 4 |  |  |  |  |  |
| 0854 | Perimeter | AT3 | A\&P | 3 |  |  |  |  |  |
| 0855 | How Long? | АТ3 | Mea | 3 |  |  |  |  |  |
| 0857 | It's Raining | AT4 | AIDa | $1 / 2$ | 1202 | Significant Figures | AT2 | Or/R | 7 |
| 0859 | Triangle Pairs | AT3 | PSh | 3 | 1208 | Percentage Sales | AT2 | Per | 7 |
| 0860 | The Same Area | AT3 | A\&P | 4 |  |  |  |  |  |
| 0861 | Triangle Spirals | AT2 | Seq | 4 | 1233 | Frequency Graphs | AT4 | AlDa | 6 |
| 0862 | Square Spirals | AT2 | Seq | 3 |  |  |  |  |  |
| 0863 | Deal the Cards | AT2 | Div | 3 | 1257 | Volume of Cuboids | AT3 | SAN | 7 |
| 0864 | People in Villages | AT4 | DDa | 3 | 1258 | The Biggest Vase | AT3 | SAV | 8 |
|  |  |  |  |  | 1259 | Lengths of Similar Objects | AT3 | S/En | 8 |
| 0866 | Sharing Counters | AT2 | Div | 3 |  |  |  |  |  |
| 0867 | Dividing Counters | AT2 | Div | 3 | 1261 | Similar Solids | AT3 | S/En | EP |
| 0868 | Evens w/s | AT2 | PNo | 1/2 |  |  |  |  |  |
| 0869 | Puzzle w/s | AT2 | Mix | 1/2 | 1267 | Cum. Freq. from Grouped Data | AT4 | AlDa | 8 |
| 0870 | Find the Stranger | AT4 | L\&S | 4 |  |  |  |  |  |
|  |  |  |  |  | 1269 | Probability | AT4 | Pro | 7 |
| 0872 | How Heavy? | AT3 | Mea | 3 |  |  |  |  |  |
|  |  |  |  |  | 1272 | Comb Probs from Tree Diagrams | AT4 | Pro | EP |
| 0876 | Identities | AT2 | Alg | 7 |  |  |  |  |  |
| 0877 | Angle 4 Review | AT3 | APr | 6 | 1275 | Vol and Surface Area of Cylinders | AT3 | SAV | 7 |
| 0881 | 24 Squares w/s | AT2 | Div | 3 | 1278 | Multiplying Directed Numbers. | AT2 | DNo | 7 |
| 0882 | Lies, Damned Lies \& Statistics | AT4 | AlDa | EP | 1279 | Dividing Directed Numbers | AT2 | DNo | 7 |
| 0884 | Positive or Negative? | AT2 | DNo | 6 | 1281 | Using Gradients | AT2 | UGr | EP |
| 0885 | Number Noughts \& Crosses | AT2 | Add | 3 |  |  |  |  |  |
|  |  |  |  |  | 1287 | Equilateral Construction | AT3 | Dra | 5 |
| 0889 | Old Oak | AT2 | UGr | 4 | 1292 | Sampling Shoes | AT4 | CDa | 5 |
| 0894 | Force Meet | AT3 | TrN | 8 |  |  |  |  |  |
| 0895 | Jumps w/s | AT2 | Mul | 3 | 1294 | Cooking Numbers | AT2 | Rat | 5 |
| 0896 | How Thick? | AT3 | Mea | 6 | 1295 | Second-hand Cars | AT4 | DDa | 6 |
| 089 | Statistics 3 Review | AT4 | AlDa | 5 |  |  |  |  |  |
|  |  |  |  |  | 1299 | Tangram Arrows w/s | AT3 | Sha | 4 |
| 0899 | Time Bingo | AT3 | Mea | $1 / 2$ |  |  |  |  |  |
| 0900 | 24 Hour Bingo | AT3 | Mea | 3 | 1300 | Measuring Windows | AT2 | Dec | 5 |
|  |  |  |  |  | 1301 | Three in a Line | AT4 | L\&S | 4 |
| 0903 | Millions | AT2 | Mix | 6 | 1302 | Logi Puzzle | AT4 | L\&S | 6 |
| 0904 | Carry on Subtracting | AT2 | Sub | 3 |  |  |  |  |  |
| 0905 | Domino Puzzle | AT4 | L\&S | 7 | 1304 | An Honourable Problem | AT4 | L8S | 4 |
| 0906 | Tak Tiles A (DIME) | AT3 | Sha | 1/2 | 1305 | Factorials! | AT2 | Mix | EP |
| 0907 | Tak Tiles B (DIME) | AT3 | Sha | 1/2 | 1306 | Decimal Estimation | AT2 | Div | 5 |
| 0908 | Tak Tiles C (DIME) | AT3 | Sha | 1/2 | 1307 | Sections | AT2 | PaG | 5 |
| 090 | Tak Tiles D (DIME) | AT3 | Sha | 3 | 1308 | Problems | AT2 | Equ | 8 |
|  |  |  |  |  | 1309 | More Vector Messages w/s | AT3 | TrN | 5 |
| 0982 | Letters for Lengths | AT2 | Equ | 7 |  |  |  |  |  |
|  |  |  |  |  | 1312 | Matchstick Sequences | AT2 | Seq | 3 |
|  |  |  |  |  | 1313 | Match Patterns | AT2 | Seq | 6 |
|  |  |  |  |  | 1315 | International Paper Sizes | AT2 | Rat | 7 |
| 100 | Cumulative Frequency and Q'tiles | AT4 | AlDa | 8 | 1316 | Halving | AT2 | Or/R | 5 |
|  |  |  |  |  | 1317 | Mult \& Div by 10,100 \& $1000 \mathrm{w} / \mathrm{s}$ | AT2 | Dec | 5 |
| 101 | Dividing in a Given Ratio | AT3 | TrN | EP |  |  |  |  |  |
|  |  |  |  |  | 1319 | Consecutives | AT2 | PNo | 7 |

1432-1799

| 1432 | Triangle Patterns | AT2 | Seq | 6 |
| :---: | :---: | :---: | :---: | :---: |
| 1433 | Base -2 | AT2 | PV/N | EP |
| 1434 | Bearings and Scale Drawing | AT3 | Ang | 6 |
| 1435 | Back Bearings | AT3 | Ang | 7 |
| 1436 | Block Problems | AT3 | SAN | 4 |
| 1437 | Four Consecutive Numbers | AT2 | Alg | EP |
| 1438 | Patterns in Pascal's Triangle | AT2 | PaG | 7 |
| 1439 | Geometric Progressions | AT2 | PaG | EP |
| 1454 | ISBN's and Errors | AT2 | Div | 6 |
| 1456 | Matrices for Rotations | AT3 | Rot | EP |
| 1457 | Combining Rotations | AT3 | Rot | EP |
| 1458 | Reflection Matrices Investigation | AT3 | Ref | EP |
| 1459 | Matrices for Shears Investigation | AT3 | CTr | EP |
| 1460 | Diophantine Equations | AT2 | Equ | EP |
| 1461 | Figures for Words | AT2 | PV/N | 4 |
| 1462 | Missing Keys | AT2 | Mix | 4 |
| 1463 | Using brackets w/s | AT2 | Mix | 6 |
| 1482 | Tricky Sum (MA Poster) | AT2 | PaG | 6 |
| 1484 | Decimal Patterns | AT2 | Dec | 5 |
| 1485 | Limits | AT2 | Seq | EP |
| 1486 | Threes and Sevens | AT2 | PaG | 8 |
| 1487 | Thinking in Three Dimensions | AT3 | Trig | EP |
| 1488 | Angles between Planes | AT3 | Trig | EP |
| 1500 | Subject of a Formula | AT2 | Alg | EP |
| 1501 | Changing the Subject | AT2 | Alg | EP |
| 1504 | Areas under Graphs | AT2 | UGr | EP |
| 1511 | Defining Regions | AT2 | Gra | 8 |
| 1517 | Trig Problems | AT3 | Trig | EP |
| 1520 | Differences Game | AT2 | Sub | 1/2 |
| 1522 | Eight Cubes | AT3 | 3-D | 1/2 |
| 1523 | A Red Cube | AT3 | 3-D | 4 |
| 1524 | 4 Cube Solids | AT3 | 3-D | 5 |
| 1525 | Economical Weaving w/s | AT3 | Top | 4 |
| 1528 | Fraction Wall 2 | AT2 | Fra | 6 |
| 1533 | Proportion | AT2 | Rat | EP |
| 1537 | Sim Equations \& Inequalities | AT2 | Gra | 8 |
| 1538 | Solving Simultaneous Equations | AT2 | Equ | 7 |
| 1540 | Is There a Solution? | AT2 | Equ | 7 |
| 1541 | Cones | AT3 | SAN | EP |
| 1543 | Composite Functions | AT2 | Map | EP |
| 1555 | Mystic Rose w/s | AT2 | PaG | 5 |
| 1556 | 19 Piece Jigsaw | AT2 | PV/N | 1/2 |
| 1557 | Spirals w/s | AT3 | Dra | 3 |
| 1559 | Areas of Similar Shapes | AT3 | S/En | 7 |
| 1560 | Similarity Problems | AT3 | S/En | 8 |
| 1561 | Combining Transformations | AT3 | CTr | 7 |
| 1562 | Combined Reflections | AT3 | Ref | 8 |
| 1565 | Symmetry w/s | AT3 | Ref | 4 |
| 1566 | Finding Square Roots | AT2 | P\&R | 5 |
| 1568 | Velocity from Dist-Time Graphs | AT2 | UGr | EP |
| 1569 | Distance, Velocity \& Acceleration | AT2 | UGr | EP |
| 1570 | Pounds and Pence w/s | AT2 | Dec | 5 |
| 1572 | 50\% is Half Marks | AT2 | Per | 5 |
| 1589 | Square Roots Investigation | AT2 | P\&R | 7 |
| 1591 | Domino Sums | AT2 | Add | 5 |
| 1592 | Two Cuts Investigation w/s | AT3 | PSh | 4 |


| 1604 | Nim (MATH PUZ) | AT2 | PV/N | 8 | 1700 | Fitting | AT3 | Sha | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1605 | Guess (SENSENO) | AT2 | Or/R | 1/2 | 1701 | Posthalf (poster) | O.R. |  |  |
| 1606 | Guess D (SENSE/NO) | AT2 | Or/R | 5 | 1702 | Circle (INVEST) | ReP. |  |  |
| 1607 | Elephant (COORD) | АТз | Coo | 6 | 1703 | Find the Uncle w/s | AT4 | L\&S | 3 |
| 1608 | Reverse (MATH PUZ) | AT2 | PaG | 5 | 1704 | Combined Probability | AT4 | Pro | 8 |
| 1609 | Maze (MOVE) | AT3 | CTr | 1/2 |  |  |  |  |  |
|  |  |  |  |  | 1706 | Think | AT4 | L8S | 7 |
| 1613 | Calculating Kitty | AT2 | Seq | 5 | 1707 | Graph Matching | AT2 | Gra | 8 |
| 1614 | Probability Kitty | AT4 | Pro | 7 | 1708 | Factor (PROP/NO) | AT2 | PNo | 6 |
| 1615 | Logical Kitty | AT4 | L\&S | 5 | 1709 | Ratio Problems | AT2 | Rat | 6 |
| 1618 | Number Names | AT2 | PNo | 6 | 1710 | Pencils Missing Digits w/s | AT2 | Rat | 4 |
|  |  |  |  |  | 1712 | Four Signs w/s | AT2 | Mix | 7 |
| 1620 | Bounce (DfEE) | AT2 | PaG | 6 | 1713 | Sub-zero | AT2 | Sub | 4 |
| 1621 | Rhino (COORD) | Атз | Coo | 4 | 1714 | Queens (MOVE Pg 33) | AT3 | Tr N | 6 |
| 1622 | Vectmeet (MOVE) | Ат3 | TrN | 8 | 1715 | Locate (COORD) | AT3 | Coo | 6 |
| 1624 | Snooker(ANGLE) | Атз | Ang | 5 | 1716 | Unibond Mixtures | AT2 | Rat | 7 |
| 1625 | Box (SENSE/NO) | AT2 | PV/N | 1/2 | 1717 | Add-a-Square w/s | AT3 | Ref | 5 |
| 1626 | Boat (MATH PUZ) | AT4 | L\&S | 5 | 1718 | Line Symmetry A 1-4 (DIME) | AT3 | Ref | 5 |
| 1627 | Self Portrait $\mathrm{w} / \mathrm{s}$ | AT4 | L\&S | 4 | 1719 | Line Symmetry A 5-10 (DIME) | AT3 | Ref | 6 |
| 1628 | Eight Squares | AT3 | A\&P | 3 | 1720 | Centicube Surprise | AT3 | SAV | 5 |
| 1629 | Pentagons w/s | AT3 | Dra | 4 | 1721 | Angle 90ANGLE) | AT3 | Ang | 4 |
| 1630 | Along the Line | AT2 | Mix | 4 | 1722 | How Many Cubes? | AT3 | SAV | 2 |
| 1631 | Target 100 | AT2 | Dec | 6 | 1723 | Getting Closer | AT2 | Div | 6 |
| 1632 | Marked Buttons | AT2 | Add | 4 | 1724 | Digit Division | AT2 | Dec | 6 |
|  |  |  |  |  | 1725 | Closest Product | AT2 | Mul | 6 |
| 1634 | Colouring the Dots | AT3 | Top | 4 | 1726 | Dividing Pairs | AT2 | Div | 6 |
| 1635 | The Key to Success w/s | AT2 | Mix | 3 | 1727 | Point Circles | AT2 | PNo | 5 |
| 1636 | Calculator Flags w/s | AT2 | Mix | 3 | 1728 | BoxD (SENSE/NO) | AT2 | Dec | 5 |
| 1637 | Squares and Other Powers | AT2 | P\&R | EP | 1729 | Minimax(SENSENO \& DfEE) | AT2 | PV/N | 5 |
| 1638 | Tri-umph | AT2 | Div | 6 | 1730 | Wall (SENSE/NO) | AT2 | Fra | 4 |
| 1639 | Quarto | AT2 | Dec | 7 | 1731 | Rose (INVEST) | AT2 | PaG | 6 |
|  |  |  |  |  | 1732 | 3-D Maze (MOVE) | AT3 | 3-D | 6 |
| 1641 | Lines (COORD) | AT3 | Coo | 5 | 1733 | An Even Code w/s | AT2 | Map | 3 |
|  |  |  |  |  | 1734 | An Islamic Design w/s | AT4 | L\&S | 7 |
| 1643 | Lucky Dip | AT4 | Pro | 4 | 1735 | Centimetres | AT3 | Mea | 1/2 |
|  |  |  |  |  | 1736 | Algebra Pairs | AT2 | Alg | 8 |
| 1646 | Probability Kitty | AT4 | Pro | 8 | 1737 | Route Six | AT2 | Fra | 6 |
| 1647 | Weaving w/s | AT3 | Sha | 7 | 1738 | Calcumaze | AT2 | Mul | 6 |
| 1648 | Number Clues | AT2 | PNo | 3 |  |  |  |  |  |
| 1649 | Walking to School | AT2 | Rat | 4 | 1740 | About How Much? | AT3 | Mea | 4 |
| 1650 | Take Part (DIEE) | ReP |  |  | 1741 | Make Half | AT3 | A\&P | 5 |
| 1651 | Frogs (MATH PUZ) | AT2 | PaG | 5 | 1742 | The Game of 20 | AT2 | Mul | 6 |
| 1652 | Jugs (MATH PUZ) | AT2 | Seq | 7 | 1743 | Decimal Products | AT2 | Dec | 5 |
| 1653 | Master (MATH PUZ) | AT4 | L\&S | 7 | 1744 | Yes/No | AT3 | PSh | 6 |
| 1654 | Race Game (MOVE) | AT3 | TrN | 7 | 1745 | Identify (PROP/NO) | AT2 | PNo | 5 |
| 1655 | The Factor Game | AT2 | PNo | 5 | 1746 | Define (PROP/NO) | AT2 | PNo | 6 |
| 1656 | The Lost Divide | AT2 | Div | 6 | 1747 | Darts (NUM) | AT2 | Sub | 4 |
| 1657 | The Great Divide | AT2 | Div | 7 |  |  |  |  |  |
| 1658 | The Smith Family Circus | AT2 | PNo | 7 | 1749 | Decimal Jigsaw | AT2 | Dec | 5 |
| 1659 | Mind Reversal | AT2 | Pag | 5 | 1750 | Layers | AT3 | SAN | 4 |
| 1660 | The Champion Flea | AT2 | Rat | 7 | 1751 | Decimal Lists | AT2 | Dec | 4 |
|  |  |  |  |  | 1752 | Under a Magnitying Glass | AT2 | Rat | 5 |
| 1662 | Get to One | AT2 | Mix |  | 1753 | Matching Pairs w/s | AT3 | Mea | 4 |
| 1663 | Largest and Smallest | AT2 | PV/N | 3 | 1754 | Chinese Number Puzzle (box) | AT2 | PV/N | 6 |
|  |  |  |  |  | 1755 | Hopslide (MATH PUZ) | AT4 | L\&S | 4 |
| 1665 | $(x+1)^{2}$ | AT2 | Alg | 7 | 1756 | Tadpoles (MATH PUZ) | AT2 | Pag | 4 |
| 1666 | Tower (SENSE/NO) | AT2 | Fra | 6 | 1757 | Airline Networks | AT3 | Top | 5 |
| 1667 | Pilot (MOVE) | АТЗ | Ang | 6 | 1758 | Co-ordinate Messages w/s | AT3 | Coo | 3 |
| 1668 | Mapping Puzzle | AT2 | Map | 4 | 1759 | Shapes That Can Grow w/s | AT3 | S/En | 6 |
| 1669 | Sim w/s | AT3 | PSh | 1/2 | 1760 | One Straight Cut w/s | AT3 | Sha | 6 |
| 1670 | Find the Fakes | AT4 | Pro | 8 | 1761 | Gelosia Problems w/s | AT2 | Mul | 6 |
| 1671 | Multiplication Jigsaw (box) | AT2 | Mul | 1/2 | 1762 | From A to B | AT3 | Trig | 7 |
| 1672 | Soma Solids | AT3 | 3-D | 6 | 1763 | Circles Triangles and Hexagons | AT3 | CiM | EP |
| 1673 | HCF and LCM | AT2 | PNo | 7 | 1764 | Tangled Quadriaterals | AT3 | PSh | 6 |
|  |  |  |  |  | 1765 | Two by Two | AT3 | 3-D | 3 |
| 1675 | Board Order | AT3 | CTr | 4 | 1766 | Flying Engineers | AT4 | L\&S | 7 |
| 1676 | Pythagorean Triples | AT2 | Equ | EP | 1767 | Addsupto (NUM) | AT2 | Add | 5 |
| 1677 | Proof by Contradiction | AT2 | PNo | EP | 1768 | Zig Zags w/s | AT3 | Mea | 3 |
| 1679 | Spheres | AT3 | 3-D | EP | 1770 | The Lewis Family | AT4 | L\&S | 6 |
| 1680 | Reflect-a-Bug | AT3 | Ref | 1/2 | 1771 | Early Egyptian Fractions | AT2 | Fra | 7 |
| 1681 | Folding | AT3 | PSh | EP | 1772 | Four Triangles | AT3 | PSh | 6 |
| 1682 | Number Jumble | AT2 | Alg | 8 | 1773 | Two Triangles | AT3 | PSh | 6 |
| 1683 | A Square Puzzle (box) | AT2 | Div | 3 | 1774 | Modelling with Graphs | AT2 | UGr | 8 |
| 1684 | A Problem of Power | AT2 | P\&R | - | 1775 | Parners | AT2 | Alg | EP |
| 1685 | Mik Crate | AT4 | L\&S | 6 | 1776 | Spirals (INVEST) | ReP. |  |  |
| 1686 | Square | АТЗ | A\&P | 7 | 1777 | Avoid Each Other (MOVE Pg 30) | AT3 | TrN | 7 |
| 1687 | Change | AT2 | Add | 3 | 1778 | Jumping (MATH PUZ) | AT2 | PaG | 6 |
| 1688 | Square Jigsaw (box) | AT3 | CTr | 8 | 1779 | Lineover (GRAPH) | AT2 | Gra | EP |
| 1689 | Fraction Flags | AT2 | Fra | 5 |  |  |  |  |  |
| 1690 | Logical Kitty | AT4 | Pro | 4 | 1782 | To be Continued | AT2 | Mul | 5 |
| 1691 | Predict (PROP/NO) | AT2 | PaG | 7 | 1783 | Calculating Booklet | O.R. |  |  |
|  |  |  |  |  | 1784 | Big Wheel | AT3 | Trig | EP |
| 1696 | Car Trial Results | AT2 | Rat | 6 | 1785 | Invest. Queens (MOVE Pg 32) | AT2 | PaG | 7 |
| 1697 | Motor Cycle Ratios | AT2 | UGr | 8 | 1786 | Which Number? | AT2 | PV/N | 5 |
| 1698 | Identikit | AT3 | PSh | 5 | 1787 | Angle 360 ${ }^{\text {( }}$ ( ${ }^{\text {anGLE) }}$ | AT3 | Ang | 5 |
| 1699 | Fifteen Game | AT2 | Add | 3 | 1788 | Blocked (poster) | AT4 | L\&S | 8 |
|  |  |  |  |  | 1790 | The Chinese Triangle | AT2 | Pag | 7 |
|  |  |  |  |  | 1791 | Getting Into Shape (box) | AT3 | PSh | 4 |
|  |  |  |  |  | 1792 | Feeling Hungry? | AT4 | DDa | 5 |
|  |  |  |  |  | 1793 | Cuneiform Numbers | AT2 | PV/N | EP |
|  |  |  |  |  | 1794 | Building Cubes | AT3 | 3-D | 6 |
|  |  |  |  |  | 1795 | Identical Halves w/s | AT3 | PSh | EP |
|  |  |  |  |  | 1796 | Plotter (GRAPH) | ReP. |  |  |
|  |  |  |  |  | 1798 | Quilts (INVEST) | AT2 | PaG | 6 |
|  |  |  |  |  | 1799 | Boxes w/s | AT2 | DNo | 4 |


| 1800 | Gelosia for Decimals | AT2 | Dec | 7 |
| :---: | :---: | :---: | :---: | :---: |
| 1812 | Find Four Squares w/s | AT3 | PSh | 3 |
| 1813 | Crossword w/s | AT2 | Mix | 3 |
| 1818 | Helicopter Photographs | AT2 | UGr | 7 |
| 1820 | Parallels (GRAPH) | AT2 | Gra | 7 |
| 1821 | Overtaking | AT2 | UGr | 7 |
| 1822 | Product of Primes | AT2 | Mul | 7 |
| 1824 | Silver Earrings w/s | AT3 | A\&P | 4 |
| 1825 | Exactly Ten | AT2 | Add | 4 |
| 1826 | $y=m x$ (GRAPH) | AT2 | Gra | 6 |
| 1828 | Find the Shape w/s | AT3 | PSh | 3 |
| 1830 | The 'Smoothing Out' Principle | AT2 | UGr | 8 |
| 1832 | Minimum Information | AT3 | Dra | EP |
| 1833 | Magic (NUM) | AT2 | Mix | 6 |
| 1834 | Tenners (NUM) | AT2 | Dec | 5 |
| 1835 | Magnify (SENSE/NO) | AT2 | PV/N | 5 |
| 1836 | 3 in a Line (COORD) | AT3 | Coo | 6 |
| 1839 | Which Card is Missing? | AT4 | L\&S | 1/2 |
| 1840 | Point And Lines (GRAPH) | AT2 | Gra | EP |
| 1841 | Interlocking Squares (DIME) | AT3 | PSh | 1/2 |
| 1842 | Shapes Jigsaw (DIME) | AT3 | PSh | 1/2 |
| 1843 | Polygons and Right Angles | AT3 | PSh | 8 |
| 1844 | Straight Lines w/s | AT3 | Dra | 4 |
| 1845 | Shading Strips | AT4 | Pro | 4 |
| 1847 | Symmetrical Triangles w/s | AT3 | Ref | 4 |
| 1848 | Three by Three | AT4 | L\&S | 4 |
| 1849 | 100 Search w/s | AT2 | Add | 3 |
| 1851 | Regions (GRAPH) | ReP. |  |  |
| 1852 | Foxes \& Chickens (GRAPH) | AT2 | UGr | EP |
| 1853 | Pinball (INVEST) | ReP. |  |  |
| 1855 | Quadratic Mappings (DIME) | AT2 | Map | 7 |
| 1856 | What Shapes? w/s | AT3 | PSh | 1/2 |
| 1857 | The Other Side | AT3 | 3-D | 8 |
| 1858 | Bengali د৯ Piece Puzzle (box) | AT2 | PV/N | 5 |
| 1861 | Dipsticks | AT3 | SAN | 7 |
| 1862 | Even Animal w/s | AT2 | PNo | 1/2 |
| 1866 | Mirror Match (DIME) | AT3 | Ref | 5 |
| 1867 | Four Cubes | AT3 | 3-D | 1/2 |
| 1868 | Symmetry Match w/s | AT3 | Ref | 1/2 |
| 1872 | Back to Back | AT3 | 3-D | 4 |
| 1873 | Polygon Symmetries | AT3 | PSh | 7 |
| 1874 | Sevens Out | AT2 | PV/N | 3 |
| 1875 | Urdu Multiples | AT2 | PV/N | 6 |
| 1876 | Fill the Shape (DIME) | AT3 | 3-D | 3 |
| 1877 | Add a Cube or Two (DIME) | AT3 | 3-D | 5 |
| 1878 | Two Blocks (DIME) | AT3 | 3-D | 4 |
| 1879 | Build and Balance (DIME) | AT3. | 3-D | 7 |
| 1880 | More than Two Blocks (DIME) | AT3 | 3-D | 6 |
| 1881 | Hindi Additions | AT2 | PV/N | 7 |
| 1882 | Wedges 1 (DIME) | AT3 | 3-D | 6 |
| 1883 | Wedges 2 (DIME) | AT3 | 3-D | 8 |
| 1885 | Optimising | AT3 | SAN | EP |
| 1886 | World View | AT3 | A\&P | 6 |
| 1889 | Regular Tilings 1 (DIME) | AT3 | Sha | 5 |
| 1890 | Regular Tilings 2 (DIME) | AT3 | Sha | 6 |
| 1891 | Regular Tilings 3 (DIME) | AT3 | Sha | 6 |
| 1892 | Line Symmetry B 1-3 (DIME) | AT3 | Ref | 5 |
| 1893 | Line Symmetry B 4-6 (DIME) | AT3 | Ref | 7 |
| 1894 | Line Symmetry B 7-10 (DIME) | AT3 | Ref | 7 |
| 1896 | Spatial Reasoning (DIME) | AT3 | Sha | 4 |
| 1897 | Who is the Schoolkeeper? | AT4 | L\&S | 5 |
| 1898 | Who has the Microcomputer? | AT4 | L\&S | 7 |
| 1899 | Number Words | AT2 | PaG | 3 |


| 2100 | Putting it to the | AT4 | Pro | 7 | 2200 | Pie Charts for Breakta | AT4 | D | 5 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2101 | Logiblock Sets | AT4 | L\&S | 7 | 2201 | Vectors and Squares | AT3 | TrN | 7 |
|  |  |  |  |  | 2202 | Visiting Every Point (INVEST Pg 8 | AT2 | PNo | 5 |
| 2103 | Circle Packing | АТз | CiM | 8 | 2203 | Algebra Match w/s | AT2 | Alg | 7 |
| 2105 | Equal Fraction Pairs | AT2 | Fra | 3 | 2205 | Making 25p | AT2 | Add | 1/2 |
| 2106 | Party Solutions | AT2 | UGr | EP | 2206 | Exploring Sine Curves | AT3 | Trig | EP |
| 2107 | Oxtam Collection w/s | AT2 | Add | 4 | 2207 | Pinball Experiments | AT4 | Pro | 7 |
|  |  |  |  |  | 2208 | Best Marks | AT | AIDa | 7 |
| 2109 | Another Trig Line | АТЗ | Trig | 8 | 2209 | Short Orders | AT | Alg | 5 |
| 2110 | Number Sort w/s | AT2 | PV/N | $1 / 2$ | 2210 | Handspan | AT4 | AlDa | 3 |
| 2111 | Rotational Symmetry Jigsaws | AT3 | Rot | 4 | 2211 | Equivalent Expressions w/s | AT2 | Alg | 7 |
| 2112 | Imaginings (Teacher) | O.R. |  |  | 2212 | 10 Search w/s | AT2 | Add | 12 |
| 2113 | Mystery (Calculating Pg 3) | AT2 | Mix | 3 | 2213 | Sum Message w/s | AT2 | Mix | 1/2 |
| 2114 | 2 Puzzles (Calculating Pg 5) | AT2 | Mix | 4 | 2214 | Shape Sequences | AT3 | CTr | 7 |
| 2115 | Missing Digit (Calculating Pg 8) | AT2 | Mix | 6 | 2215 | Identicubes | AT2 | Alg | 8 |
| 2116 | Operations (Calculating Pg 9) | AT2 | Mix | 4 | 2216 | From Matches to Mappings w/s | AT2 | Map | 5 |
| 2117 | Rumour (Calculating Pg 10) | AT4 | CDa | 6 | 2217 | Magic Circles | AT2 | Add | 5 |
| 2118 | Ticket Sales (Calculating Pg 11) | AT2 | Mix | 4 | 2218 | Origami Dodecahedron | AT3 | 3-D | 7 |
| 2119 | Patterns (Calculating Pg 12/13) | AT2 | Seq | 5 | 2219 | Origami Cube | AT3 | 3-D | 5 |
| 2120 | Productive (Calculating Pg 14) | AT2 | Mul | 5 | 2220 | Trig for any Triangle | AT3 | Trig | EP |
| 2121 | Hot and Cold (Calculating Pg 15) | AT4 | AlDa | 4 | 2221 | Jigsaws | AT2 | Pag | 5 |
| 2122 | Target 200 (Calculating Pg 16) | AT2 | Mix | 5 | 2222 | Equal Area? w/s | AT3 | A\&P | 6 |
| 2123 | Missing Signs (Calculating Pg 17) | AT2 | Mix | 6 | 2223 | Fractions to Decimals Match w/s | AT2 | Dec | 6 |
| 2124 | Date of Bith (Calculating Pg 18/19) | AT2 | Mix | 5 | 2224 | Shajad's Collection | AT2 | Mix | 3 |
| 2125 | Escape (Calculating Pg 20/21) | AT2 | PaG | 5 | 2225 | Wididife Collection | AT2 | Mix | 3 |
| 2126 | Problems (Calculating Pg 22/23) | AT2 | Or/R | 6 | 2226 | Sum Number Cards | O.R. |  |  |
| 2127 | Tricube Codes | AT3 | 3-D | 6 | 2227 | 5 p a line | AT2 | Add | 1/2 |
| 2128 | Stacking | AT2 | PaG | 4 | 2228 | Vector Match | AT3 | TrN | 6 |
| 2129 | Tens and fives w/s | AT2 | Mul | 3 | 2229 | Quadratics and Primes | AT2 | PNo | 8 |
| 2130 | A Disappearing Act | AT2 | Mix | EP | 2230 | Which has the Largest Area? w/s | AT3 | A\&P | 12 |
| 2131 | Filing Cards w/s | AT2 | PV/N | 3 | 2231 | Hexiamonds | AT3 | PSh | 5 |
| 2132 | Cutting Corners | AT3 | 3-D | 7 | 2232 | Cut a Cube | AT3 | 3-D | 7 |
| 2133 | Out of $100 \mathrm{w} / \mathrm{s}$ | AT2 | Per | 3 | 2233 | Cafe Menu | AT2 | Mix | /2 |
| 2134 | Similar Rectangles? | AT2 | Rat | 6 | 2234 | Defining Regions | AT2 | Gra | 8 |
| 2135 | Grey Areas | AT3 | Сім | EP | 2235 | Headines | AT4 | DDa | 6 |
| 2136 | What could x be? | AT2 | Equ | 7 | 2236 | 25\% of What? | AT2 | Per | 5 |
| 2137 | Using Sine and Cosine 1 | AT3 | Trig | 8 | 2237 | Words Won't Fail Mew/s | AT2 | Alg | 6 |
| 2138 | Which Hand Works Hardest? | AT4 | CDa | 6 | 2238 | What is the perimeter? | АТ3 | A\&P | /2 |
| 2139 | Tricube Symmetries | AT3 | Ref | 6 | 2239 | Putting in Order w/s | AT2 | PV/N | 3 |
| 2140 | Quadratic Solutions | AT2 | Gra | EP | 2240 | Ask Me Another w/s | AT3 | PSh | 6 |
| 2141 | Constructive Designs | AT3 | Dra | 7 | 2241 | Cuts to Pieces | AT2 | PaG | 5 |
| 2142 | Making Circles | АТ3 | Cim | 5 | 2242 | Decimal Flags w/s | AT2 | Dec | 6 |
| 2143 | Percentages of Money w/s | AT2 | Per | 4 | 2243 | Who's Rule, Okay? | AT2 | Alg | 7 |
| 2144 | Using Sine and Cosine 2 | AT3 | Trig | 8 | 2244 | Packing Balls | AT3 | SAN | P |
| 2145 | Cross Stitch | АТЗ | CTr | 7 | 2245 | Rows and Columns | AT2 | Add | 4 |
| 2146 | It's not Fair! | АТЗ | Сім | 4 | 2246 | Sieve of Eratosthenes | AT2 | PNo | 5 |
| 47 | Odd Animal w/s | AT2 | PNo | 1/2 | 2247 | More Than, Less Than | AT2 | Equ | 6 |
| 48 | Transforming Triangles | AT3 | CTr | 8 | 2248 | Snails' Trails | AT3 | Mea | /2 |
| 2149 | Circle Coverage | АТ3 | Сім | 6 | 2249 | Gradients and Intercepts | AT2 | Gra | 8 |
| 2150 | Pizza Paradise | АТ3 | Cim | 7 | 2250 | A Puzzling Walk (poster) | AT4 | L\&S | 6 |
| 2151 | The Root of the Problem | AT2 | P\&R | 6 | 2251 | Put them in their Place w/s | AT2 | Mix | 7 |
| 2152 | How Likely? | AT4 | Pro | 4 | 2252 | Something and a Half w/s | AT2 | Fra | 1/2 |
| 2153 | £1 Search w/s | AT2 | Add | 1/2 | 2253 | Solving Inequalities | AT2 | Equ | 7 |
| 2154 | Sum Dice | AT2 | Mix | 6 | 2254 | Calculator Brackets | AT2 | Mix | 6 |
| 2155 | Visualising | AT3 | PSh | 5 | 2255 | Adding One | AT2 | Fra | 6 |
| 56 | Fraction Squares | AT2 | Fra | 6 | 2256 | Matching Fractions w/s | AT2 | Fra | 3 |
| 2157 | Some Sums for your Mind w/s | AT2 | Mix | 7 | 2257 | Right Angled Triangular Prisms | AT3 | SAV | 5 |
| 2158 | Turning Green w/s | AT4 | L\&S | 1/2 | 2258 | Substituting into Formulae | AT2 | Equ | 8 |
| 2159 | Permutating Tricubes | AT4 | Pro | 8 | 2259 | Multiplication Flags w/s | AT2 | Alg | 4 |
| 2160 | Folding Fractions | AT2 | Fra | 5 |  |  |  |  |  |
| 2161 | Shape Names w/s | AT3 | PSh | 5 | 2261 | Shape-Tiles w/s | AT3 | TrN | 1/2 |
| 2162 | Angles and Triangles | АТЗ | APr | 6 | 2262 | Find the Route $\mathrm{w} / \mathrm{s}$ | AT2 | Mix | 3 |
| 2163 | Geometry Facts | O.R. |  |  | 2263 | Spreadsheet Squares | AT2 | MuI | 6 |
| 2164 | Intormation Displayed | AT4 | DDa | 5 | 2264 | Plus and Minus Grids w/s | AT2 | Mix | 3 |
|  |  |  |  |  | 2265 | Rational Numbers | AT2 | PNo | 8 |
| 2166 | Matching Equations | AT2 | Gra | 8 | 2266 | Irrational Numbers | AT2 | PNo | EP |
| 2167 | Range of Area | AT3 | Or/R | 8 | 2267 | Introducing Ratio | AT2 | Rat | 5 |
| 2168 | Cube Root Calculator | AT2 | P\&R | 6 | 2268 | Logo is Amazing | AT3 | Ang | 4 |
| 2169 | Pop of Britain 1880 and 1980 | AT4 | DDa | 7 | 2269 | Amazing Logo | AT3 | Ang | 5 |
| 2170 | Shape Up | АТЗ | PSh | 6 | 2270 | Measuring Pencils | AT3 | Mea | 4 |
| 2171 | Pie Chart Match w/s | AT4 | DDa | 5 | 2271 | l've got the Power | AT2 | P\&R | 8 |
| 2172 | Two Down | AT2 | Or/R | 4 | 2272 | Lines, Regions and Inequalities | AT2 | Gra | 7 |
| 2173 | Unmarked Angles w/s | AT3 | APr | 6 | 2273 | Looping Chains | AT2 | Seq | 5 |
| 2174 | The Mode w/s | AT4 | AlDa | 4 | 2274 | $\mathrm{abc} \mathrm{w} / \mathrm{s}$ | AT2 | Alg | 5 |
| 2175 | Grouping Data | AT4 | AlDa | 7 | 2275 | Algebra Problems | AT2 | Equ | 8 |
| 2176 | Talking (poster) | O.R. |  |  | 2276 | Curvy Tiles in LOGO | AT3 | Dra | 6 |
| 2177 | Population Projections | AT4 | AIDa | 5 | 2277 | Brackets | AT2 | Alg | 7 |
| 2178 | Volumes | AT3 | SAN | 5 | 2278 | Mapping Jigsaw w/s | AT2 | Map | 3 |
| 2179 | Shakes and Adders | AT2 | DNo | 5 | 2279 | Island Game | AT3 | TrN | 1/2 |
|  |  |  |  |  | 2280 | Equal Angles | AT3 | Ang | 3 |
| 2181 | Big Hand ... Big Foot? | AT4 | CDa | 5 | 2281 | Simultaneous Match | AT2 | Gra | 7 |
| 2182 | Shongo Networks | AT2 | PaG | 7 |  |  |  |  |  |
| 2183 | Using Standard Form | AT2 | P\&R | 8 | 2283 | Jumping | AT3 | Mea | 3 |
| 2184 | Powers of Integers | AT2 | P\&A | 8 | 2284 | BoxN (SENSEINO) | AT2 | $\mathrm{Or} / \mathrm{R}$ | 4 |
|  |  |  |  |  | 2285 | GuessN (SENSE/NO) | AT2 | Or/R | 5 |
| 2186 | Missing Pieces w/s | AT2 | Mul | 1/2 | 2286 | Quadrants and Squares (DIME) | AT2 | Alg | 4 |
| 87 | Pythagoras Plus | AT3 | Trig | 8 | 2287 | Add \& Sub Squs \& Quads (DIME) | AT2 | Alg | 6 |
| 2188 | Population Pyramids | AT4 | DDa | 7 | 2288 | Algebra Tak-Tiles on a Grid (DIME) |  | Alg | 6 |
| 2189 | Strange Dice Game | AT4 | Pro | 4 | 2289 | Alg Tak-Tiles without a Grid (DIME |  | Alg | 7 |
| 2190 | Twice as Many | AT2 | Rat | 3 | 2290 | A New Unit of Area (DIME) | AT2 | Alg | 7 |
| 2191 | Calculator Graphs | AT2 | Gra | 7 | 2291 | Comparing Areas (DIME) | AT2 | Alg | 7 |
| 2192 | Solving Quadratic Equations | AT2 | Equ | EP | 2292 | Towers (box) | O.R. |  |  |
| 2193 | Number Square Words w/s | AT2 | PV/N | 3 | 2293 | Negative Sequences | AT2 | Seq | 5 |
| 2194 | Tossing Coins (INVEST Pg 38-40) | AT4 | Pro | 7 | 2294 | Sum, product \& difference | AT2 | Mix | 4 |
| 2195 | The Higher the Better | AT2 | PV/N | 1/2 | 2295 | Histograms | AT4 | DDa | 8 |
|  |  |  |  |  | 2296 | Mapping Rectangles w/s | AT2 | Map | 3 |
| 2197 | Blue in the Face | AT3 | $3-\mathrm{D}$ | 7 | 2297 | Harder Negative Sequences | AT2 | DNo | 7 |
| $\begin{aligned} & 2198 \\ & 2199 \end{aligned}$ | Testing Dice Percentage Estimation w/s | AT4 <br> AT2 | AlDa Per | 5 4 |  |  |  |  |  |

2400-2403

| 2400 | Circle Cut w/s | AT3 | CiM | 8 |
| :--- | :--- | :--- | :--- | :--- |
| 2401 | Play Your Cards Right | AT2 | PNo | 3 |
| 2402 | Equivalent Fractions Sort w/s | AT2 | Fra | 5 |
| 2403 | Missing the Point | AT2 | Dec | 5. |

## Name

Network 1 - 5
April 2001 0001-2403
The grids below are designed to aid the recording of student assessment over a period of time.
Inital Teacher Assessment


Key Stage 3 Assessment


## Key Stage 4 Assessment

|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |  |
| Target |  |  |  |  |  |
| Grade |  |  |  |  |  |





|  |  | 5030 |  | ＂ī＂殔 | \％ion <br>  <br> 需 <br> 趷 <br>  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  <br> 閶 <br> 5 |  |  |  | \％ata |

of level review：Number and Algebra 2351 （2）

|  |  |  |  |  | come | cist |  | ${ }_{10}^{\text {ginas }}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ，${ }^{3} 74$ | Oatrso ${ }^{\text {Ofou }}$ |  |  | cemen |  |  |  | cion |
| \％man | ${ }_{\text {a }}$ | \％itas |  | ${ }_{\text {P108m }}^{1089}$ | Selatious | $\xrightarrow{\text { Hedea }}$ | atumo |  |
| 790 |  |  | 2274 |  | come |  | 0181 |  |
| cinemon |  | 2012 |  |  |  | \％19t5mems | \％omme |  |
|  |  | ceman |  |  |  |  |  |  |
| 930 | 1306 |  |  |  |  |  |  |  |
| matue | come | ${ }^{\text {actione }}$ |  |  |  | ${ }_{0}^{\text {cass }}$ |  |  |
|  |  | （ramen |  |  |  | ${ }^{\text {22023 }}$（＊） | ${ }^{\text {daib7 }}$ |  |
| coick |  | ${ }^{412122}$ |  |  |  | Remen |  |  |
|  |  | 03035 |  |  |  |  |  |  |
|  |  | $\downarrow$ |  |  | ${ }_{0}$ |  |  |  |


| ins | Geometrical Reasoning |  |  |  |  | Transformations |  |  |  |  | Coordin ates <br> Co-ordinates | Construction \&Loci |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 3-D | Shape | Properties of Shape | Angle <br> Properties | Topology | Similarityl Enlargement | Rotation | Rellection | Translation Vectors | Combined <br> Transformations |  |  |  |
|  | Equide | $\begin{aligned} & \text { Tawiven } \\ & \begin{array}{l} \text { Tation } \\ 09006 \end{array} \end{aligned}$ | $\begin{aligned} & \substack{\text { sem } \\ \text { shm } \\ \text { onse } \\ \text { o49 }} \end{aligned}$ |  |  |  |  | $\begin{gathered} \text { Fovinag } \\ \text { Sudy } \\ \text { Su400 } \end{gathered}$ |  |  |  |  |  |
|  |  |  | wors mach <br> 2308 |  |  |  |  | ${ }^{\text {coseme }}$ | $\begin{aligned} & \text { B} \text { Band } \\ & 2229 \end{aligned}$ | $\begin{aligned} & \substack{\text { Maroge } \\ 1600 \\ 1609} \end{aligned}$ |  |  | sin $\substack{\text { In }}$ |
|  | $\begin{gathered} \text { Foub } \\ 1006 \\ 1806 \end{gathered}$ |  |  |  |  |  |  |  | $\begin{gathered} \text { shape } \\ \text { shese } \\ \text { ches } \\ \hline 261 \end{gathered}$ | $\begin{aligned} & \text { Palememis } \\ & \text { Sonise } \\ & 0478 \end{aligned}$ |  |  | ¢ |
|  |  |  |  |  |  |  |  |  |  |  |  |  | $\underbrace{\text { Tix }}_{08}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | ${ }_{\text {smem }}$ |  |  |  |  |  |  |  |  |  |  |






## Using and applying mathematics

The assessment criteria below are to be used to assess Using and applying mathematics in the context of Number and algebra and Shape, space and measures.
Separate assessment criteria must be used for assessing Handling data at Key Stage 4.

| Level | Making and monitoring decisions to solve problems | Communicating mathematically | Developing skills of mathematical reasoning |
| :---: | :---: | :---: | :---: |
|  | Candidates use mathematics as an integral part of classroom activities. | Candidates represent their work with object or pictures and discuss their work. | Candidates recognise and use a simple pattern or relation ship, usually based on their experience. |
| $7$ | Candidates select the mathematics for some classroom activities. | Candidates discuss their work using familiar mathematical language and are beginning to represent it using symbols and simple diagrams. | Candidates ask and respond appropriately to questions including 'What would happen if .?" |
|  | Candidates try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise work and check results. | Candidates discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. | Candidates show that they understand a general statement by finding particular examples that match it. |
| $1$ | Candidates are developing their own strategies for solving problems and are using these strategies both in working within mathematics and in applying mathematics to practical contexts. | Candidates present information and results in a clear and organised way, explaining reasons for their presentation. | Candidates search for a pattern by trying out ideas of their own. |
|  | In order to carry through tasks and solve mathematical problems, candidates identify and obtain necessary information; they check their results, considering whether these are sensible | Candidates show understanding of situations by describing them mathematically using symbols, words and diagrams. | Candidates make general statements of their own based on evidence they have produced and give an explanation of their reasoning. |
|  | Candidates carry through substantial tasks and solve quite complex problems by breaking then down into smaller, more manageable tasks. | Candidates interpret, discuss and synthesise information presented in a variety of mathematical forms. Their writing explains and informs their use of diagrams. | Candidates are beginning to give a mathematical justification for their generalisations; they test them by checking particular cases. |
|  | Starting from problems or contexts that have been presented to them, candidates introduce questions of their own, which generate fuller solutions. | Candidates examine critically and justify their choice of mathematical presentation, considering alternative approaches and explaining improvements they have made. | Candidates justify their generalisations of solutions, showing some insight into the mathematical structure of the situations being investigated. They appreciate the difference between mathematical explanation and experimental evidence. |
| $8$ | Candidates develop and follow alternative approaches. They reflect on their own lines of enquiry when exploring mathematical tasks; in doing so they introduce and use a range of mathematical techniques. | Candidates convey mathematical meaning through consistent use of symbols. | Candidates examine generalisations or solutions reached in an activity, commenting constructively on the reasoning and logic employed, and make further progress in the activity as a result. |
|  | Candidates analyse alternative approaches to problems involving a number of features or variables. They give detailed reasons for following or rejecting particular lines of enquiry. | Candidates use mathematical language and symbols accurately in presenting a convincing reasoned argument. | Candidates' report includes mathematical justifications, explaining their solutions to problems involving a number of features or variables. |
|  | Candidates consider and evaluate a number of approaches to a substantial task. They explore extensively a context or area of mathematics with which they are unfamiliar. They apply independently a range of appropriate mathematical techniques. | Candidates use mathematical language and symbols accurately in presenting a concise reasoned argument. | Candidates provide a mathematically rigorous justification or proof of their solution to a complex problem, considering the conditions under which it remains valid. |

## The SMILE 2001 Network

The 2001 SMILE Network reflects the Mathematics National Curriculum 2000 and the KS3 Framework for Teaching Mathematics 2001. The Network is intended to assist teachers in planning and recording a scheme of work for each student according to their mathematical needs.

The Network can be used as a formative record of the student's progress throughout Key Stages 3 and 4 and as an aid to summative teacher assessment at the end of Key Stage 3 because the SMILE activities are arranged to reflect the sections of the Programme of Study.

A student's Network provides evidence of the extent to which the Programme of Study has been covered. The final decision about which Level Description best fits the student should be made in the light of work satisfactorily completed and understood and the teacher's knowledge of the student's mathematical ability.

## The Inside of the SMILE Network - The programmes of study for mathematics

The SMILE Network contains a variety of different codes which are intended to provide help for teachers when setting work for a student. These are explained below.

World View Activities which require thought and planning before being set for students

Algebra A SMILE activity which is a worksheet - found in the SMILE Worksheet Pack. Written in lower case letters.

A SMILE activity which is not usually stored with the workcards or worksheets.

A SMILE activity. The number inside a bracket indicates a longer activity. The number gives a guide to the approximate expected length of the activity.

Up the A SMILE activity. Either investigative or practical where the work can only be
A SMILE activity which can be found in SMILE 1783 Calculating Booklet, page 16 Written in lower case letters in brackets.

2291
Activities from other publishers and SMILE software are identified by the source written in upper case letters in brackets. Full details of all these are found on the SMILE Commercial References Sheet, available from SMILE Mathematics.

## The Outside of the SMILE Network

Assessment Grids To aid the recording of:

- NFER results
- termly assessment and attainment grades
- individual action targets
- SEN and IEP's

Using and applying mathematics criteria reflect the three stands for Key Stage 4.
Other Resources SMILE resources which are:

- Teacher Resources
- Support materials for students
- Additional resources


## Name

## MATHEMATICS

## Network 4-7

## April 2001 0001-2403

The grids below are designed to aid the recording of student assessment over a period of time.

## Inital Teacher Assessment

|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |  |

## Key Stage 3 Assessment



Key Stage 4 Assessment


ulations
Algedra

Equations, Formulae and Identities
Sequences, Functions and Graphs
of level review: Number and Aigebra 2351 (2)


| of level review: Number and Algebra 2352 (2) |  |  |  | $\checkmark$ |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | DividingInvestigation$1940 \quad(\star)$Dividing Pars1726 | Carculator <br> Brackeks <br> Using Brackets <br> ${ }_{1463}^{w / s}$ | $\Delta$ | $\begin{aligned} & \text { Add and Subtraet } \\ & \text { Squares and } \\ & \text { Quadrants } \\ & \begin{array}{ll} \text { (DIME) } \\ 2287 & \text { (2) } \end{array} \end{aligned}$ | $\begin{aligned} & \text { fandoo } \\ & \text { Coded } \\ & 0689 \end{aligned}$ | $\begin{aligned} & \text { Slaicicases } \\ & 0115 \end{aligned}$ | $\begin{aligned} & \text { Numbening } \\ & \text { Nopeages } \\ & \text { O6PO3 } \end{aligned}$ | Number <br> Machines (DIME) <br> 1341 | $\begin{aligned} & \text { Maponins } 10 \\ & \text { Gapong } \end{aligned}$ | $\begin{aligned} & \text { No Orakes } \\ & \begin{array}{l} \text { Boncaces } \\ 0362 \end{array} \end{aligned}$ |
|  |  |  |  |  |  | ${ }_{1313}{ }^{\text {Match Patems }}$ |  | 1341 (3) |  |  |
|  |  |  |  |  | Nomber |  | Tinch Sum | x $\times$ ¢or Tea |  |  |
|  |  |  |  |  | ${ }_{0}^{\text {w/ }} 184$ | $\begin{aligned} & \text { Triangle } \\ & \text { Pantere } \\ & 1432 \mathrm{~s} \end{aligned}$ |  | 0187 | 0183 |  |
| 742 | 1638 | 2154 |  | \% 0848 |  |  | Jumping |  | Orawn |  |
| Mipicastion | ${ }_{1}^{\text {Geturg Cliser }} 172$ | (one Milion |  | He.Grouping | ${ }_{2247}^{\text {Less man }}$ | $\begin{aligned} & \text { Tink.ar } \\ & \text { Thear } \\ & 0450 \end{aligned}$ | 1778 | P1 1343 | 0215 |  |
| ${ }_{386}$ |  | 1961 |  | 0830 |  |  | Oulls |  |  |  |
|  | ${ }_{1656}^{\text {The }} 16$ Divide | ${ }_{\text {Missing Dign }}^{\text {Cosel }}$ |  | Words ${ }_{\text {Wontilal }}$ | ${ }^{\text {codex }}$ | $\begin{aligned} & \text { Carders } \\ & \text { Tomers } \\ & 2070 \end{aligned}$ | 1798 | 1378 | 1826 |  |
| ${ }^{17} 38$ | fepeating | 2115 |  | \% ${ }^{\text {mowis }}$ |  |  | $\xrightarrow{\text { Rose }}$ (iNvS |  | Paralel |  |
| ${ }_{\substack{\text { readsheet } \\ \text { Uares }}}$ | 0752 | $\substack{\text { Missing } \\ \text { Dipils } \\ \text { whf }}$ |  | Tre Algebra | 0740 (2) |  | 1731 |  | 0430 |  |
| 263 | $\begin{aligned} & \text { Ourkiy } \\ & \text { 10icery } \\ & 0760 \end{aligned}$ | 1711 |  | ${ }_{2321}$ |  |  |  |  |  |  |
|  |  | $\begin{gathered} \text { Maicic } \\ 1833 \end{gathered}$ |  | $\underset{\substack{\text { Algebra } \\ \text { Takrilles }}}{\substack{\text { and }}}$ ona |  |  | Soun |  |  |  |
|  | 1454 (2) | $\begin{aligned} & \text { Missing Signs } \\ & \text { Spalindinding } \\ & 2123 \end{aligned}$ |  | 2288 (4) |  |  | 1620 (*) |  |  |  |

of level review: Number and Algebra 2353 (2)

$\underset{\substack{x \\ \text { xutat } \\ 322}}{ }$

| $\begin{gathered} \text { The gioat } \\ \text { Son } \\ 16557 \end{gathered}$ |  |
| :---: | :---: |
|  | Fous sing <br> 1712 |
|  |  ${ }_{215}{ }^{215}$ |
|  |  |
|  | 29.9 .5 0162 |
|  |  |

$\qquad$ $\longrightarrow$




| Blue in <br> the Face <br> 2197 <br> (*) | Origami <br> Dodecahedron <br> 2218 | Dissection <br> Pairs w/s <br> 1911 | $\begin{aligned} & \text { Polygon } \\ & \text { Symmeries } \\ & 1873 \quad(*) \end{aligned}$ | Angles In a 1935 | $\begin{aligned} & \text { About Nodes } \\ & 0342 \end{aligned}$ | Four Pentominoes 1928 <br> (2) | Line Symmety B ( ${ }^{4-6}$ IME) <br> 1893 <br> (2) | $\begin{aligned} & \text { Transiations } \\ & 1934 \end{aligned}$ | Combining <br> Transiomations <br> 1561 <br> (2) | Nets of <br> Pyramids <br> 0720 | Less are! $05!$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Build and Balance 1879 <br> (3) |  | $\begin{aligned} & \text { Weaving } \\ & w / 54 \\ & 1647 \end{aligned}$ |  | $\begin{aligned} & \text { Cyclic } \\ & \text { Ouadriateral } \\ & 0165 \end{aligned}$ | The inseparables 0492 | Areas of <br> Similar <br> Shapes <br> 1559 <br> (2) | $\begin{aligned} & \text { Line Symmety B } \\ & \begin{array}{l} \text { (-10) } \\ \text { (OMME) } \\ 1894 \end{array} \\ & \text { (2) } \end{aligned}$ | Race Game 1654 | Shape <br> Sequences <br> 2214 <br> (*) | $\begin{aligned} & \text { Sprallug } \\ & \text { Squarares } \\ & \text { Panems } \\ & 2031 \end{aligned}$ |  |
| Euler <br> Solids <br> (MA Poster) <br> 1354 |  |  |  |  |  |  | Reflections <br> (DIME) <br> 1337 | $\begin{aligned} & \text { Joumeys } \\ & 1329 \end{aligned}$ $1329$ | $\begin{aligned} & \text { Cube Cuts } \\ & 0675 \quad \text { (*) } \end{aligned}$ | $\begin{aligned} & \text { Constructive } \\ & \text { Densigs } \\ & 2141 \end{aligned}$ |  |
| (354 (3) |  |  |  |  |  |  | 1337 (5) | Veclors and Squares 2201 | Cross Slitch $2145$ | Tie w/s $\begin{equation*} 2058 \tag{2} \end{equation*}$ |  |
| $\begin{aligned} & 2132 \\ & \\ & \text { Cur a } \\ & \text { Cubor } \\ & 2232 \end{aligned}$ |  |  |  |  |  |  |  | Avoiding Each Oiner $1777{ }^{\text {MoV Pg30 }}$ 1777 |  | Ellipses by 2055 |  |
|  |  |  |  |  |  |  |  |  |  | Painled Tyres 1912 <br> 1912 |  |




## Using and applying mathematics

The assessment criteria below are to be used to assess Using and applying mathematics in the context of Number and algebra and Shape, space and measures.
Separate assessment criteria must be used for assessing Handling data at Key Stage 4.

| Level | Making and monitoring decisions to solve problems | Communicating mathematically | Developing skills of mathematical reasoning |
| :---: | :---: | :---: | :---: |
|  | Candidates use mathematics as an integral part of classroom activities. | Candidates represent their work with object or pictures and discuss their work. | Candidates recognise and use a simple pattern or relation ship, usually based on their experience. |
|  | Candidates select the mathematics for some classroom activities. | Candidates discuss their work using familiar mathematical language and are beginning to represent it using symbols and simple diagrams. | Candidates ask and respond appropriately to questions including 'What would happen if .?" |
| $2$ | Candidates try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise work and check results. | Candidates discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. | Candidates show that they understand a general statement by finding particular examples that match it. |
|  | Candidates are developing their own strategies for solving problems and are using these strategies both in working within mathematics and in applying mathematics to practical contexts. | Candidates present information and results in a clear and organised way, explaining reasons for their presentation. | Candidates search for a pattern by trying out ideas of their own. |
|  | In order to carry through tasks and solve mathematical problems, candidates identify and obtain necessary information; they check their results, considering whether these are sensible | Candidates show understanding of situations by describing them mathematically using symbols, words and diagrams. | Candidates make general statements of their own based on evidence they have produced and give an explanation of their reasoning. |
|  | Candidates carry through substantial tasks and solve quite complex problems by breaking then down into smaller, more manageable tasks. | Candidates interpret, discuss and synthesise information presented in a variety of mathematical forms. Their writing explains and informs their use of diagrams. | Candidates are beginning to give a mathematical justification for their generalisations; they test them by checking particular cases. |
|  | Starting from problems or contexts that have been presented to them, candidates introduce questions of their own, which generate fuller solutions. | Candidates examine critically and justify their choice of mathematical presentation, considering alternative approaches and explaining improvements they have made. | Candidates justify their generalisations of solutions, showing some insight into the mathematical structure of the situations being investigated. They appreciate the difference between mathematical explanation and experimental evidence. |
| $\theta$ | Candidates develop and follow alternative approaches. They reflect on their own lines of enquiry when exploring mathematical tasks; in doing so they introduce and use a range of mathematical techniques. | Candidates convey mathematical meaning through consistent use of symbols. | Candidates examine generalisations or solutions reached in an activity, commenting constructively on the reasoning and logic employed, and make further progress in the activity as a result. |
|  | Candidates analyse alternative approaches to problems involving a number of features or variables. They give detailed reasons for following or rejecting particular lines of enquiry. | Candidates use mathematical language and symbols accurately in presenting a convincing reasoned argument. | Candidates' report includes mathematical justifications, explaining their solutions to problems involving a number of features or variables. |
|  | Candidates consider and evaluate a number of approaches to a substantial task. They explore extensively a context or area of mathematics with which they are unfamiliar. They apply independently a range of appropriate mathematical techniques. | Candidates use mathematical language and symbols accurately in presenting a concise reasoned argument. | Candidates provide a mathematically rigorous justification or proof of their solution to a complex problem, considering the conditions under which it remains valid. |

## The SMILE 2001 Network

The 2001 SMILE Network reflects the Mathematics National Curriculum 2000 and the KS3 Framework for Teaching Mathematics 2001. The Network is intended to assist teachers in planning and recording a scheme of work for each student according to their mathematical needs.

The Network can be used as a formative record of the student's progress throughout Key Stages 3 and 4 and as an aid to summative teacher assessment at the end of Key Stage 3 because the SMILE activities are arranged to reflect the sections of the Programme of Study.

A student's Network provides evidence of the extent to which the Programme of Study has been covered. The final decision about which Level Description best fits the student should be made in the light of work satisfactorily completed and understood and the teacher's knowledge of the student's mathematical ability.

```
The Inside of the SMILE Network - The programmes of study for mathematics
The SMILE Network contains a variety of different codes which are intended to provide help for teachers
when setting work for a student. These are explained below.
World View Activities which require thought and planning before being set for students
1 8 8 6
Algebra A SMILE activity which is a worksheet - found in the SMILE Worksheet Pack.
Match w/s Written in lower case letters.
2 2 0 3
Target 200
(Calculating Pg 16)
2114
Hundred Fit A SMILE activity which is not usually stored with the workcards or worksheets.
(box) Written in lower case letters in brackets, e.g. (poster).
2 3 0 3
Solve it A SMILE activity. The number inside a bracket indicates a longer activity. The
0740 (2) number gives a guide to the approximate expected length of the activity.
Up the A SMILE activity. Either investigative or practical where the work can only be
Stairs
2185 (*)
Comparing
Areas
(DIME)
2291
A SMILE activity. Either investigative or practical where the work can only be assessed after the activity has been completed.
Activities from other publishers and SMILE software are identified by the source written in upper case letters in brackets. Full details of all these are found on the SMILE Commercial References Sheet, available from SMILE Mathematics.
```


## The Outside of the SMILE Network

Assessment Grids To aid the recording of:

- NFER results
- termly assessment and attainment grades
- individual action targets
- SEN and IEP's

Using and applying mathematics criteria reflect the three stands for Key Stage 4.
Other Resources SMILE resources which are:

- Teacher Resources
- Support materials for students
- Additional resources


## Teacher resources from SMILE - in numerical order

The following SMILE materials come as part of either a Full Class Set or a Single Copy Set and are not recorded on the inside of the SMILE Network.

1701 Post Half Posters Good display poster to encourage project work on area and

2112 Imaginings
2176 Talking Poster
2292 Towers (box)
2324 Reckonings
2376 Maths in Your Head
fractions.
A collection of lesson starters and enders, based upon 3-D visualisation.
Good display poster to encourage mathematical discussion.

A game for revision for Key Stages 3 \& 4, based upon Trivial Pursuit.
A collection of lesson starters and enders, based upon mental mathematics
A collection of lesson starters and enders, based upon mental mathematics

## Support materials for students from SMILE - in numerical order

The following SMILE materials come as part of either a Full Class Set or a Single Copy Set and are not recorded on the inside of the SMILE Network.

1783 Calculating Booklet Each activity in this booklet has been referenced on the SMILE Network from SMILE 2113 to SMILE 2126.
2002 Real Spirals A good resource for project work on spirals.

2096 Fraction Playing Cards
2163 Geometry Facts
2226 Number Playing Cards

A resource for students, also needed for SMILE 2097 and SMILE 2105.
This is referenced on many SMILE activities where students need to find definitions of shapes and angles.
A resource for students which is referenced on many SMILE activities where students require number cards.
2323 Statisical Inv. Help Book A resource for students.
2364 Decimal Playing Cards A resource for students, also needed for SMILE 2365, SMILE 2366, SMILE 2368 and SMILE 2369.

## Additional resources available from SMILE Mathematics

The following SMILE materials do not come as part of the classroom materials, but are for use as whole class lessons, to aid group work and differentiation.

Bridging Units 2 units suitable for Year 7.
Nice Ideas in one place V. 1 \& 2 Contains 25 and 20 activities respectively for KS 3 and 4.
Reasonings Contains 27 activities suitable for KS 3.
Revision through Groupwork 9 topics allowing for differentiation.
Whole Class Projects 8 projects, suitable for KS 3 and 4.

## Additional resources from SMILE Mathematics for Assessment

The following pack does not come as part of the classroom materials.
Assessment Pack Provides starting activities and diagostic tests for Levels 2 to 6

## Resource programs from SMILE Mathematics

The following programs do not come as part of the classroom materials.

| 1650 Take Part (DfEE) | 1796 Plotter (GRAPH) | 1903 Numbers (PROP/NO) |
| :--- | :--- | :--- |
| 1702 Circle (INVEST) | 1851 Regions (GRAPH) | 2373 Queens (MOVE) |
| 1776 Spirals (INVEST) | 1853 Pinball (INVEST) |  |

# Network 6 - EP 

## April 2001 0001-2403

The grids below are designed to aid the recording of student assessment over a period of time.
Inital Teacher Assessment

|  |  |  |  |  |  | Key Stage 2 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Key Stage 3 Assessment


Key Stage 4 Assessment





| Blue in the Face $2197$ | Origami <br> Dodecahedron <br> 2218 | Dissection 1911 1911 | Polygon Symmetries 1873 (*) | $\begin{aligned} & \text { Angles in a } \\ & \text { Semecricle } \\ & 1935 \end{aligned}$ | $\begin{aligned} & \text { Aboul Nodes } \\ & 0342 \end{aligned}$ | Four Pentiominoes <br> 1928 <br> (2) | Line Symmoty B $\stackrel{4}{4} \mathbf{- 6}$ <br> 1893 <br> (2) | $\begin{aligned} & \text { Translations } \\ & 1934 \end{aligned}$ | Combining <br> Translort <br> 1561 <br> (2) | Nets of Pyramids 0720 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Build and Balance (DIME) 1879 (3) |  | $\begin{aligned} & \text { Weaving } \\ & \text { w/s } \\ & 1647 \end{aligned}$ |  | Cyclic <br> Quadriateral <br> 0165 | The inseparables 0492 | Areas ol <br> Similar <br> Shapes | $\begin{array}{ll} \text { Line Symmetry B } \\ \begin{array}{ll} \text { B } \\ \text { (D1ME } \\ 1894 & \text { (2). } \end{array} \end{array}$ | Race Game 1654 | Shape <br> Sequences <br> 2214 (*) | $\begin{aligned} & \text { Spiralling } \\ & \text { PPuarates } \\ & \text { Panems } \end{aligned}$ |
| Euler <br> Solids <br> (MA Poster) <br> 1354 |  |  |  |  |  |  | Reflections <br> (DIME) <br> 1337 | Joumeys 1329 | $\begin{aligned} & \text { Cube Cuts } \\ & 0675 \text { (*) } \end{aligned}$ | Constructive <br> Designs <br> 2141 <br> (3) |
| 1354 cuting Coling Comers |  |  |  |  |  |  | 1337 (5) | Vectors and Squares 2201 | $\begin{aligned} & \text { Cross Stitch } \\ & 2145 \text { (*) } \end{aligned}$ | Tie w/s $\begin{equation*} 2058 \tag{2} \end{equation*}$ |
| $\begin{aligned} & 2132 \\ & \text { Cuta } \\ & \text { Cube } \\ & 2232 \end{aligned}$ |  |  |  |  |  |  |  | Avoiding Each Other (MOVE Pg30) 1777 |  | $\begin{aligned} & \text { Elllpses by } \\ & \text { Folding } \\ & 2055 \end{aligned}$ |
|  |  |  |  |  |  |  |  |  |  | Painted Tyres $1912$ |


| Wedges 2 <br> (DIME) <br> 1883 <br> (3) | The Other 1857 1857 | Family of Quadriaterals 0738 | Regular Polygons 0731 (2) | Similar Tnangles 2027 | Combined Rellections 1562 (2) | Vectmeet (MOVE) 1622 | $\begin{aligned} & \text { Transtoming } \\ & \text { Tnangles } \\ & 2148 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Polygons and Right Angles <br> 1843 <br> ( $)^{\prime}$ | $\begin{aligned} & \text { Angles in in } \\ & \text { Circles } \\ & 2062 \end{aligned}$ | Lengths of Similar 1259 (2) |  | $\begin{aligned} & \text { Force Neet } \\ & 0894 \end{aligned}$ | $\begin{aligned} & \text { Matrices and } \\ & \text { Transomations } \\ & 0797 \\ & \hline \end{aligned}$ |
|  |  |  |  | $\begin{array}{ll} \text { Nine } \\ \text { Pentominoes } \\ 1929 & \text { (2) } \end{array}$ |  | $\begin{aligned} & \text { Veator } \\ & \text { Magntudes } \\ & 1013 \end{aligned}$ | Square <br> Jigsaw <br> 1688 <br> (2) |
|  |  |  |  | $\begin{aligned} & \text { Simianty } \\ & \text { Problems } \\ & 1560 \end{aligned}$ |  |  | Wedges (DIME) 1338 (5) |
|  |  |  |  | Negative Scale Factor <br> 0845 |  |  | $\begin{aligned} & \text { Transtomations } \\ & 1156 \end{aligned}$ |


| $\begin{aligned} & \text { Spheres } \\ & 1679 \end{aligned}$ | $\begin{aligned} & \text { Folding } \\ & 1681 \end{aligned}$ | $\begin{aligned} & \text { Simiar } \\ & \text { Soldds } \\ & 1261 \end{aligned}$ | Matnces tor Rotations 1456 | Rellection Matnces 1458 | $\begin{aligned} & \text { Vectors } \\ & 1177 \end{aligned}$ | Islamic Patterns 2093 | Mnimum intormation 1832 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Identical <br> Halves <br> 1795 | Matrices and Area 1922 | Combining 1457 |  | More Vectors <br> 1178 <br> (2) | ATranslomation Sechnioue 1400 |  |
|  |  |  |  |  | Column Vectors 1179 (2) | $\begin{aligned} & \text { Scale } \\ & \text { Maps } \\ & 2085 \end{aligned}$ |  |
|  |  |  |  |  | Dividing in a Given Aatio <br> 1011 <br> (2) | $\begin{aligned} & \text { Isometries } \\ & 1028 \end{aligned}$ |  |
|  |  |  |  |  | $\begin{aligned} & \text { Vector } \\ & \text { Areas } \\ & 2050 \end{aligned}$ | Matrices for Shears <br> Investigation <br> 1459 |  |



## Using and applying mathematics

The assessment criteria below are to be used to assess Using and applying mathematics in the context of Number and algebra and Shape, space and measures.
Separate assessment criteria must be used for assessing Handling data at Key Stage 4.

| Level | Making and monitoring decisions to solve problems | Communicating mathematically | Developing skills of mathematical reasoning |
| :---: | :---: | :---: | :---: |
|  | Candidates use mathematics as an integral part of classroom activities. | Candidates represent their work with object or pictures and discuss their work. | Candidates recognise and use a simple pattern or relation ship, usually based on their experience. |
|  | Candidates select the mathematics for some classroom activities. | Candidates discuss their work using familiar mathematical language and are beginning to represent it using symbols and simple diagrams. | Candidates ask and respond appropriately to questions including 'What would happen if .?" |
| $2$ | Candidates try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise work and check results. | Candidates discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. | Candidates show that they understand a general statement by finding particular examples that match it. |
| $4$ | Candidates are developing their own strategies for solving problems and are using these strategies both in working within mathematics and in applying mathematics to practical contexts. | Candidates present information and results in a clear and organised way, explaining reasons for their presentation. | Candidates search for a pattern by trying out ideas of their own. |
|  | In order to carry through tasks and solve mathematical problems, candidates identify and obtain necessary information; they check their results, considering whether these are sensible | Candidates show understanding of situations by describing them mathematically using symbols, words and diagrams. | Candidates make general statements of their own based on evidence they have produced and give an explanation of their reasoning. |
| $6$ | Candidates carry through substantial tasks and solve quite complex problems by breaking then down into smaller, more manageable tasks. | Candidates interpret, discuss and synthesise information presented in a variety of mathematical forms. Their writing explains and informs their use of diagrams. | Candidates are beginning to give a mathematical justification for their generalisations; they test them by checking particular cases. |
|  | Starting from problems or contexts that have been presented to them, candidates introduce questions of their own, which generate fuller solutions. | Candidates examine critically and justify their choice of mathematical presentation, considering alternative approaches and explaining improvements they have made. | Candidates justify their generalisations of solutions, showing some insight into the mathematical structure of the situations being investigated. They appreciate the difference between mathematical explanation and experimental evidence. |
| $8$ | Candidates develop and follow alternative approaches. They reflect on their own lines of enquiry when exploring mathematical tasks; in doing so they introduce and use a range of mathematical techniques. | Candidates convey mathematical meaning through consistent use of symbols. | Candidates examine generalisations or solutions reached in an activity, commenting constructively on the reasoning and logic employed, and make further progress in the activity as a result. |
| $\begin{array}{ll} \boldsymbol{0} \\ \text { E } \\ \hline \end{array}$ | Candidates analyse alternative approaches to problems involving a number of features or variables. They give detailed reasons for following or rejecting particular lines of enquiry. | Candidates use mathematical language and symbols accurately in presenting a convincing reasoned argument. | Candidates' report includes mathematical justifications, explaining their solutions to problems involving a number of features or variables. |
|  | Candidates consider and evaluate a number of approaches to a substantial task. They explore extensively a context or area of mathematics with which they are unfamiliar. They apply independently a range of appropriate mathematical techniques. | Candidates use mathematical language and symbols accurately in presenting a concise reasoned argument. | Candidates provide a mathematically rigorous justification or proof of their solution to a complex problem, considering the conditions under which it remains valid. |

## The SMILE 2001 Network

The 2001 SMILE Network reflects the Mathematics National Curriculum 2000 and the KS3 Framework for Teaching Mathematics 2001. The Network is intended to assist teachers in planning and recording a scheme of work for each student according to their mathematical needs.

The Network can be used as a formative record of the student's progress throughout Key Stages 3 and 4 and as an aid to summative teacher assessment at the end of Key Stage 3 because the SMILE activities are arranged to reflect the sections of the Programme of Study.

A student's Network provides evidence of the extent to which the Programme of Study has been covered. The final decision about which Level Description best fits the student should be made in the light of work satisfactorily completed and understood and the teacher's knowledge of the student's mathematical ability.

## The Inside of the SMILE Network - The programmes of study for mathematics

The SMILE Network contains a variety of different codes which are intended to provide help for teachers when setting work for a student. These are explained below.

| World View 1886 | Activities which require thought and planning before being set for students. |
| :---: | :---: |
| Algebra Match w/s 2203 | A SMILE activity which is a worksheet - found in the SMILE Worksheet Pack. Written in lower case letters. |
| Target 200 (Calculating Pg 16) 2114 | A SMILE activity which can be found in SMILE 1783 Calculating Booklet, page 16 Written in lower case letters in brackets. |
| $\begin{aligned} & \text { Hundred Fit } \\ & \text { (box) } \\ & 2303 \end{aligned}$ | A SMILE activity which is not usually stored with the workcards or worksheets. Written in lower case letters in brackets, e.g. (poster). |
| Solve it <br> 0740 <br> (2) | A SMILE activity. The number inside a bracket indicates a longer activity. The number gives a guide to the approximate expected length of the activity. |
| Up the Stairs <br> 2185 (*) | A SMILE activity. Either investigative or practical where the work can only be assessed after the activity has been completed. |
| Comparing Areas (DIME) 2291 | Activities from other publishers and SMILE software are identified by the source written in upper case letters in brackets. Full details of all these are found on the SMILE Commercial References Sheet, available from SMILE Mathematics. |

## The Outside of the SMILE Network

| Assessment Grids $\quad$ To aid the recording of: |  |
| :--- | :--- |
| - $\quad$ NFER results |  |
| - termly assessment and attainment grades |  |
| - individual action targets |  |
|  | - $\quad$ SEN and IEP's |

Using and applying mathematics criteria reflect the three stands for Key Stage 4.

| Other Resources | SMILE resources which are: |
| :--- | :--- |
|  | - Teacher Resources |
|  | - $\quad$ Support materials for students |
|  | - Additional resources |

## Teacher resources from SMILE - in numerical order

The following SMILE materials come as part of either a Full Class Set or a Single Copy Set and are not recorded on the inside of the SMILE Network.

| 1701 Post Half Posters | Good display poster to encourage project work on area and <br> fractions. |
| :--- | :--- |
| 2112 Imaginings | A collection of lesson starters and enders, based upon 3-D <br> visualisation. <br> Good display poster to encourage mathematical discussion. |
| 2176 Talking Poster | A game for revision for Key Stages $3 \& 4$ 4, based upon Trivial <br> Pursuit. |
| 2292 Towers (box) | A collection of lesson starters and enders, based upon <br> mental mathematics |
| 2324 Reckonings | A collection of lesson starters and enders, based upon <br> mental mathematics |

## Support materials for students from SMILE - in numerical order

The following SMILE materials come as part of either a Full Class Set or a Single Copy Set and are not recorded on the inside of the SMILE Network.

| 1783 Calculating Boolklet | Each activity in this booklet has been referenced on the <br> SMILE Network from SMILE 2113 to SMILE 2126. |
| :--- | :--- |
| 2002 Real Spirals | A good resource for project work on spirals. |

## Additional resources available from SMILE Mathematics

The following SMILE materials do not come as part of the classroom materials, but are for use as whole class lessons, to aid group work and differentiation.

Bridging Units 2 units suitable for Year 7.
Nice Ideas in one place V. 1 \& 2 Contains 25 and 20 activities respectively for KS 3 and 4.
Reasonings Contains 27 activities suitable for KS 3.
Revision through Groupwork 9 topics allowing for differentiation.
Whole Class Projects 8 projects, suitable for KS 3 and 4.

## Additional resources from SMILE Mathematics for Assessment

The following pack does not come as part of the classroom materials.
Assessment Pack
Provides starting activities and diagostic tests for Levels 2 to 6

## Resource programs from SMILE Mathematics

The following programs do not come as part of the classroom materials.

| 1650 Take Part (DfEE) | 1796 Plotter (GRAPH) | 1903 Numbers (PROP/NO) |
| :--- | :--- | :--- |
| 1702 Circle (INVEST) | 1851 Regions (GRAPH) | 2373 Queens (MOVE) |
| 1776 Spirals (INVEST) | 1853 Pinball (INVEST) |  |



The SMILE Worksheet pack contains one copy of the following worksheets for duplication in school.
Those marked with:

* should be duplicated onto card so that it can be used to make models, to play a game, to use as a template, etc.
+ should be duplicated onto coloured paper.
**should be made up into an 8 page booklet.
Where the name of the activity is in brackets, this indicates that an additional card is needed.

| 0027 | Number Squares | 0475c | (All Change) | 1376a | (Jobs in Order) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 0028 | Number Squares 2 | 0476 | Mappings | 1379 | Fishing |
| 0030 | Number Squares 4 | 0493 | Sam Shape | 1390 | Multiplication Table Facts |
| 0031 | Find the Number 1 | 0510 | Radar | 1417a* | (Tens Counters) |
| 0033 | Find the Number 3 | 0550 | Adding Shifts | 1419a+ | (Versa-Tiles) |
| 0034 | Find the Number 4 | 0577 | Reflect | 1422a | (8/12/16 - point circles) |
| 0057 | Fractions 3 | 0579a | (Cut-outs for Two Loops) | 1463 | Use Brackets! |
| 0058 | Fractions 4 | 0592a | (Powerful Rules) | 1525 | Economical Weaving |
| 0066a* | (Napiers Rods) | 0614 | Powers of Ten | 1555 | Mystic Rose |
| 0069 | Cardioid | 0617 | Looking Around | 1557 | Spirals |
| 0074 | Sum and Product | 0696a | (Number Codex) | 1565 | Symmetry |
| 0098 | Plaited Cube | 0697 | Hidden Shapes | 1570 | Pounds and Pence |
| 0099 | Sum and Product Again | 0705 | Cross Puzzles | 1592 | Two Cuts Investigation |
| 0114 | Nines | 0713 | Jumping Jack | 1627 | Self Portrait |
| 0121 | 100 Square Patterns | 0725 | Race Track | 1628a* | (Eight Squares cut-out) |
| 0168 | Right Angled Triangles | 0730 | Rotations | 1629 | Pentagons |
| 0178 | Rectangles | 0735 | Knots | 1635 | The Key to Success |
| 0184 | Number Puzzle | 0738a | (Family of Quadrilaterals) | 1636 | Calculator Flags |
| 0242 | Cracking the Code | 0777 | Satellite Signals | 1643a* | Cards (Lucky Dip) |
| 0251 | Mirror Symmetry | 0808a | (Code Breaking) | 1643b | Score Sheet (Lucky Dip) |
| 0259 | Shading Fractions | 0824h | Pentagram (Golden Rectangle) | 1647 | Weaving |
| 0264 | Cartoon Co-ordinates | 0824j | Rectangle (Golden Rectangle) | 1668a | (Mapping Puzzle) |
| 0272 | A Vehicle Survey | 0839 | Rotate This Way | 1669 | Sim |
| 0288 | Rolling Two Dice | 0845a | (Negative Scale Factor) | 1679d-f | f(Spheres) |
| 0292 | Doubling Patterns | 0849 | Anywhere on the Number Line |  | Find the Uncle |
| 0316 | Counting On/Back | 0852a | (Colouring Triangles) | 1711 | Missing Digits |
| 0327 | Centres of Rotation | 0853a | (Grids) | 1712 | Four Signs |
| 0330a | (Multiple Patterns) | 0868 | Evens | 1717 | Add-a-square |
| 0341 | Nodes | 0869 | Puzzle Worksheet | 1733 | An Even Code |
| 0346 | Sequences in Squares | 0881 | 24 Squares | 1734 | An Islamic Design |
| 0352 | Table Squares | 0894b | (Force Meet Pack) | 1749a | (Decimal Jigsaw) |
| 0354 | Tom the Bowling Champ | 0895 | Jumps | 1753 | Matching Pairs |
| 0359 | How Many Colours? | 0905a | (Domino Puzzle) | 1758 | Co-ordinate Messages |
| 0367 | Fraction Wall | 1095 | Percentages | 1759 | Shapes That Can Grow |
| 0383 | Building Shapes | 1096 | Marks to Percentages | 1760 | One Straight Cut |
| 0384 | Changing Grids | 1278a | (Multiplying Directed Numbers) | 1761 | Gelosia Problems |
| 0390 | Surfaces | 1299 | Tangram Arrows | 1768 | Zigzag |
| 0396 | Hexagons | 1309 | More Vector Messages | 1792a | (Feeling Hungry) |
| 0397a* | (Operations) | 1317** | Mult \& Div by 10, 100, 1000 | 1795 | Identical Halves |
| 0404 | Solids | 1321 | Prism or Pyramid? | 1799 | Boxes |
| 0424 | How Many Routes? | 1355 | Halves and Quarters | 1812 | Find Four Squares |
| 0448 | Favourite Colours | 1358 | Joining Multiples | 1813 | Crossword |
| 0456 | Midpoint Sequences | 1359 | Joining Odds and Evens | 1818a | (Helicopter Photographs) |
| 0470 | Nephroid | 1360 | Pictures from Multiples | 1824 | Silver Earrings |

The following are likely to be needed for many of the SMILE activities.

| angle indicators | dominoes | pegs |
| :--- | :--- | :--- |
| box of coins | drawing pins | pegboards |
| box of shapes (labelled with | elastic bands | pentominoes |
| names) | glue | pinboards |
| box of solids | logiblocks (Attribute blocks) | protractors |
| calculators (4 function, scientific | maps - (LT map etc.) | rotograms |
| and graphic) | matches | rulers (mm and cm) |
| centicubes | match boxes | scissors |
| compasses | metre rule | sellotape |
| computer | mirrors | set square |
| counters | multilink cubes | Tak-Tiles (DIME) |
| dice | pack of cards | tape measure |
| DIME solids | paper clips |  |

## The following are needed specifically for only one or two SMILE activities.



Highway Code
Karnaugh map ( $4 \times 4$ grid to accommodate logiblocks) 2 loop and 3 loop boards marbles Napier's Rods (optional) newspapers
dominoes pegs
drawing pins
logiblocks (Attribute blocks)
maps - (LT map etc.)
match boxes
metre rule
mirrors
multilink cubes
paper clips

The following types of paper will be required.

1 cm square paper
1 cm square dotty paper
2 cm square paper
1 cm isometric paper
1 cm isometric dotty paper

2 cm isometric paper
100 squares
multiplication squares
plain paper
tracing paper
probability maze shopping catalogue Soma Cube stop clock thermometer Tricubes (DIME) weights

Materials to support the use of technology in the mathematics classroom.
LOGO, a spreadsheet and a geometry drawing package.
Spreadsheets from SMILE Teachers' book (SMILE)
Hints and Answers Book (SMILE)

For a list of commercially published materials which are referred to on the 2001 SMILE Network, please see the Commercial Reference Sources sheet obtainable from SMILE Mathematics.
gummed paper
card
graph paper (1 mm and 2mm) paper circles (filter papers) gummed strips

