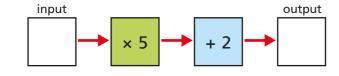


Find a rule – two step

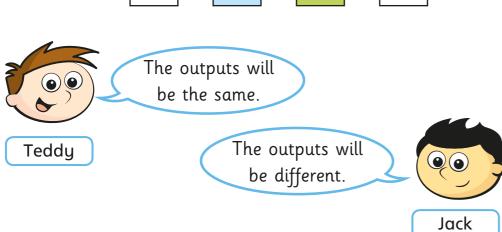
1 Use the function machine to complete the table.



Input	1	2	3	5	10	50
Output						

2 Here is the same function machine with the steps in the reverse order.





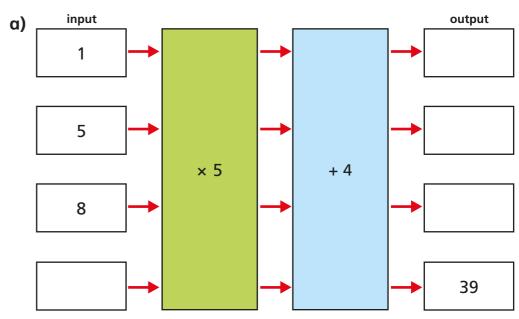
Explain to a partner who you think is correct.

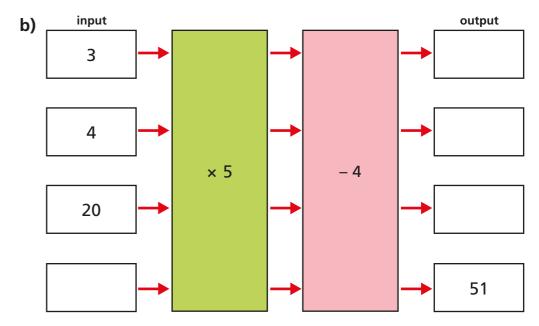
Use the function machine to complete the table.

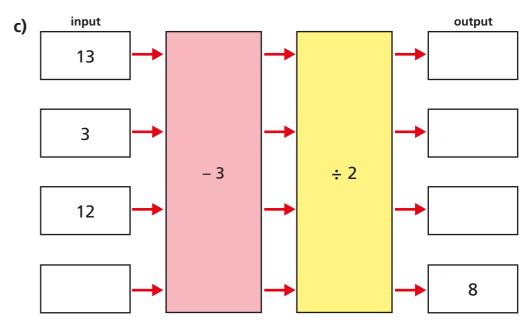
Input	1	2	3	5	10	50
Output						

Who is correct? _____

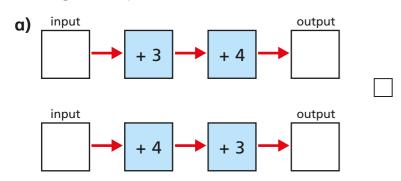
3 Work out the missing outputs and inputs.

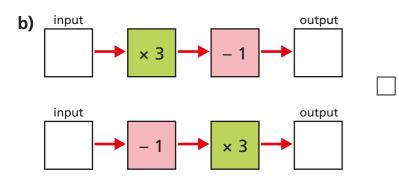


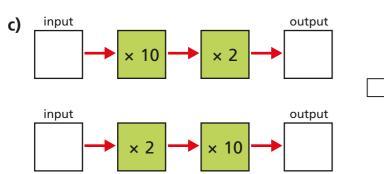




Tick the pairs of function machines that will give the same outputs for a given input.





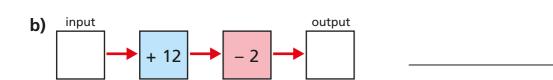


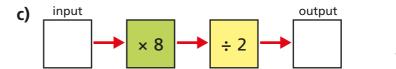
Explain your reasoning to a partner.

Here are some 2-step function machines.

For each machine, write a single step that would give the same output.

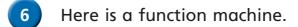
Check your answers by inputting values.

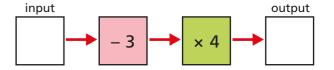




Can all 2-step function machines be written as a 1-step function machine?

Talk about it with a partner.



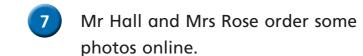


a) Complete the table.

Input	10	3		
Output			40	280

b) Rosie puts a number into the machine and she gets out the same number.

Work out Rosie's number.



a) Mr Hall orders 16 photos.
How much does he pay?



b) Mrs Rose pays £6.05
How many photos did she order?





Forming expressions



Tommy uses multilink cubes to represent an unknown number and base ten ones to represent 1



$$= x$$



Write algebraic expressions to describe the sets of cubes.

The first one has been done for you.



2x + 3



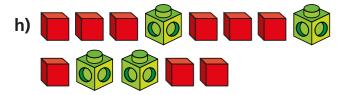














- Use Tommy's method to represent these expressions.
 - a) x + 2

c) 3x + 1

b) 2*x*

d)
$$x + 6$$

Compare answers with a partner.



The first one has been done for you.

a)
$$2y + 5 + y$$



3y + 5

b)
$$3a + 2 + a + a$$

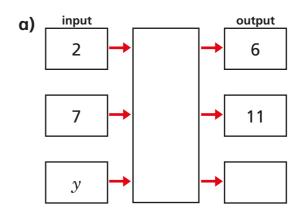


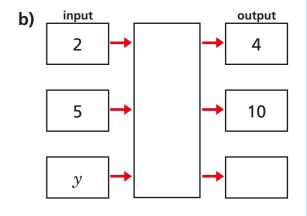
c)
$$6p + 2 - 2p$$



d)
$$m + 4 + 3m - 3$$

4 Complete the function machines.

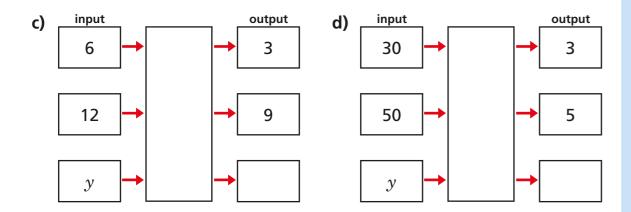












Match each statement to the equivalent algebraic expression. Write the missing statements.

5 more than y

2*y*

y less than 5

y – 5

y multiplied by 5

5 *- y*

y divided by 5

y + 5

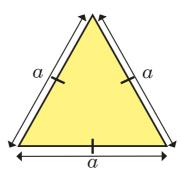
double y

5*y*

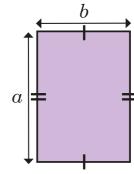
 y^2

Write an algebraic expression to represent the perimeter of each shape.

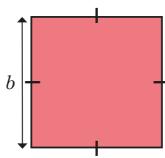
a)



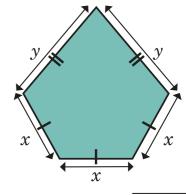
d)



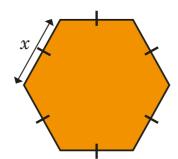
b)



e)



c)



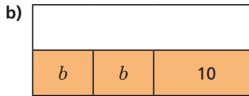
Complete the bar models.

a)



c)

)	(3	



)	d + 5	
		5



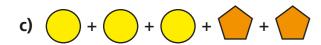




Use the given facts to work out the calculations.







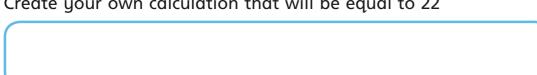




Use the given facts to work out the calculations.



c) Create your own calculation that will be equal to 22



If x = 5, write the values of the expressions in the corresponding grid. The first one has been done for you.

3 <i>x</i>	x^2	2 <i>x</i> – 5
4 <i>x</i> + 2	$\frac{x}{2}$	2(<i>x</i> + 1)
7 <i>x</i>	<i>x</i> + 9	x - 7

15	

If a = 10 and b = 6, work out the values of the expressions.

a)
$$a + b =$$

d)
$$2a + b =$$

b)
$$a - b =$$

If $m = \frac{4}{5}$ and k = 0.1, work out the value of m + 2k



6



It does not matter what p and q are, p+q and q+p will always give the same answer.

Do you agree with	Mo?
-------------------	-----

Explain your answer.

- 4	
1	
	7
\ .	

$$m = 7$$
 $n = 5$

Write >, < or = to compare the expressions.

b)
$$n-1$$
 $($ $)$ 5

c)
$$2n + m$$
 $2m + r$

d)
$$7n \bigcirc 5m$$

8

$$a = 10$$

Write the expressions in order, starting with the smallest value.

$$\frac{a}{5}$$

$$a^{\mathsf{2}}$$

9

$$a = 15$$

Write three different algebraic expressions that give a value of 40

O Complete the table.

x	5 <i>x</i>	5 <i>x</i> – 1
2		
10		
12		
	25	
		34
		99



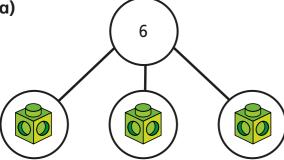
Rose Maths

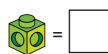
Solve simple one-step equations

Write an equation for each part-whole model.

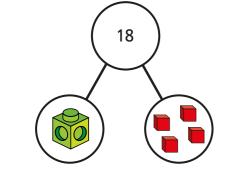
Work out the value of the multilink cube in each equation.

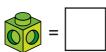
a)



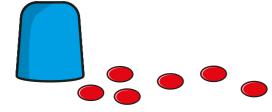


b)





There are some counters under the cup.



There are 10 counters in total.

- a) If c is the number of counters under the cup, explain why c + 6 = 10
- **b)** Work out the value of c.

c) How many counters are under the cup?



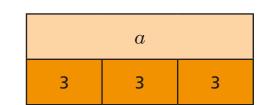
Write algebraic equations to represent the bar models.

c)

Find the value of a in each one.

a) 8

a

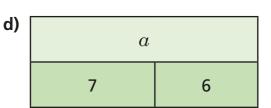


~	
a =	

a

$$i =$$

b)		15	
	a	10	



_	
$\alpha =$	
u –	

Nijah is solving the equation x - 8 = 20

$$x - 8 = 20$$

$$x = 20 - 8$$

$$x = 12$$

What mistake has Nijah made?

5	Solve the	equations
	,	

a)
$$x + 7 = 20$$

d)
$$g - 3 = 15$$

$$x =$$

b)
$$10y = 80$$

e)
$$32 = t - 5$$

$$t =$$

c)
$$4m = 22$$

f)
$$\frac{u}{6} = 3$$

$$m =$$

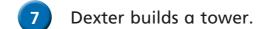
6 Filip thinks of a number.

He subtracts 5 from his number.

He ends up with 10

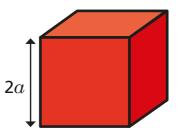
Write an algebraic equation to represent Filip's problem.

Solve the equation to work out his number.



Each block is 2a high.

He uses 7 blocks.

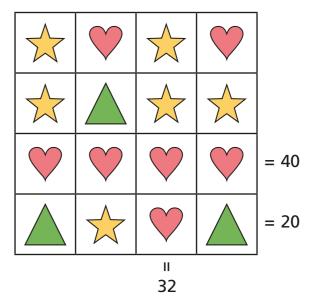


The total height of his tower is 42 cm.

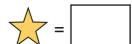
Write an equation to represent the height of Dexter's tower and find the value of a.

8 Work out the value of each shape.

Write the equations that you solved to find the value of each shape.









Work out the missing total of each row and column.

Compare answers with a partner.



