

Negative Numbers, Powers & BIDMAS: Starters

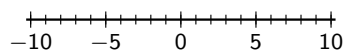
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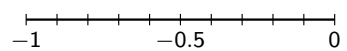
Negative Numbers, Powers & BIDMAS: Starters

Starter 1: Ordering Negative Numbers

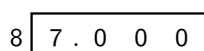
Number line A



Number line B



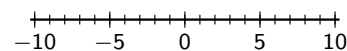
Bus stop for Q3



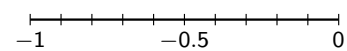
1. 3.8×100
2. $45 \div 1000$
3. Complete the bus stop division to write $\frac{7}{8}$ as a decimal.
4. At midday it is -4°C in Oslo, -9°C in Moscow, 3°C in London and -1°C in Reykjavík. Mark these on number line A. Write them in order, coldest first.
Write $<$ or $>$ in each box.
5. -9 -4
6. -1 -10
7. 0 -0.5
8. How many degrees warmer is London than Moscow?
9. Mark -0.3 and -0.7 on number line B. Which is greater?
10. Round -4.7 to the nearest integer.
11. Round -1.46 to 1 decimal place.
12. (Challenge) List the integers n with $-3 < n \leq 1$.

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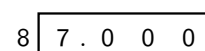
Number line A



Number line B



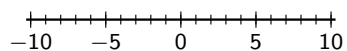
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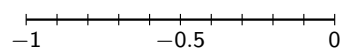
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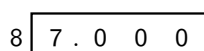
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Number line B



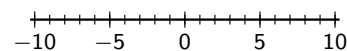
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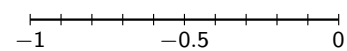
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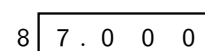
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Number line B



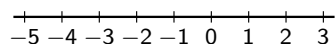
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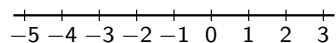
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Starter 2: Adding & Subtracting Across Zero

Number line A



Number line B



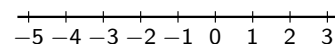
Bus stop for Q3

$$3 \overline{) 2.0000}$$

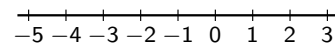
1. $12.4 - 3.75$
2. Round 6.349 to 1 decimal place.
3. Complete the bus stop division for $2 \div 3$. What do you notice? Write the answer with a recurring dot, and to 2 decimal places.
4. Work out $-3 + 5$ by drawing the jump on number line A.
5. Work out $2 - 7$ by drawing the jump on number line B.
6. $-6 + 4$
7. $-2 - 5$
8. $-8 + 8$
9. The temperature is -4°C . It rises by 7 degrees, then falls by 10 degrees. What is the temperature now?
10. Amir has £3.50 in his bank account. He spends £5.20. What is his balance now?
11. $-2.5 + 1.2$
12. $-0.6 - 0.8$
- (Challenge) Find the missing numbers.
13. $-3 + \square = 4.5$
14. $\square - 6 = -2$

Starter 2: Adding & Subtracting Across Zero

Number line A



Number line B



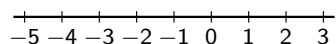
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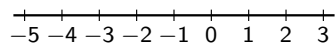
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Number line B



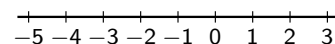
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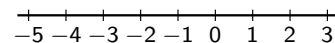
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Starter 3: Adding & Subtracting Negatives

Three baguettes



Pattern for Q4

$$5 - 2 = 3$$

$$5 - 1 = \square$$

$$5 - 0 = \square$$

$$5 - (-1) = \square$$

$$5 - (-2) = \square$$

1. $-4 + 9$ 2. $-4 - 9$ 3. $6.05 - 2.8$

4. Complete the pattern on the left. What is subtracting -1 the same as?

5. $6 + (-4)$

6. $-3 - (-8)$

7. It is 5°C at the foot of a mountain and -12°C at the top. How much colder is the top? Write this as a subtraction.

8. Three baguettes are shared equally between teachers A, B, C and D. Show on the diagram how to cut them. What fraction of a baguette does each teacher get?

9. Write $3 \div 4$ as a

10. Write $3 \div 4$ as a decimal.

11. (Challenge) Seven baguettes are shared equally between three teachers. Write each share as a division, a fraction and a recurring decimal.

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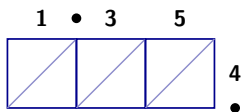
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Starter 4: Multiplying & Dividing Negatives

Lattice for Q9



or

Scaling to whole numbers

$$1.35 \times 100 = 135$$

$$135 \times 4 = \square$$

We multiplied by 100, so

$$1.35 \times 4 = \square$$

Pattern for Q4

$$(-3) \times 2 = -6$$

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$$(-3) \times (-2) = \square$$

1. $-7 + 3$
2. $4 - (-6)$
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4. Complete the pattern on the left. Is a negative number multiplied by a negative number positive or negative?
5. $5 \times (-4)$
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7. $-20 \div 5$
8. $-18 \div (-2)$
9. Find the cost of 4 baguettes at £1.35 each. Use one of the two methods on the left.
10. The staff room fund has £5.00, and pays for the four baguettes. What is its balance now?

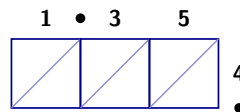
$$11. -4.8 \div 0.6 = \frac{-4.8}{0.6} = \frac{-4.8 \times 10}{0.6 \times 10} = \frac{\square}{\square} = \square$$

(Challenge)

$$12. (-0.3) \times (-0.4) \quad 13. -1.2 \div (-0.04)$$

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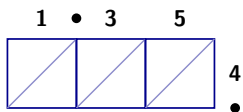
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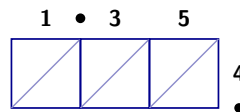
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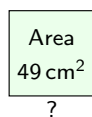
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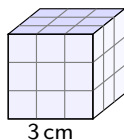
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Starter 5: Squares, Cubes & Roots

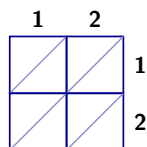
Square A



Cube B



Lattice for Q10



or

Scaling to whole numbers

$$1.2 \times 10 = 12$$

$$12 \times 12 = \square$$

We multiplied by 10×10 , so

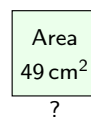
$$1.2^2 = \square$$

1. $(-4) \times (-5)$
2. $-24 \div 6$
3. Round 7.482 to 1 d.p.
4. Square A has area 49 cm^2 . Find its side length, using $\sqrt{\quad}$.
5. Cube B is made of centimetre cubes. Find its volume, written as a power.
6. 6^2
7. 4^3
8. $\sqrt{81}$
9. $\sqrt[3]{1000}$

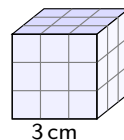
10. Work out $1.2^2 = 1.2 \times 1.2$ using one method on the left. On the lattice, mark the decimal points yourself.
11. $(-3)^2$
12. $(-2)^3$
13. (Challenge) Find two numbers whose square is 64.
14. (Challenge) Is there a number whose square is -64 ?

Starter 5: Squares, Cubes & Roots

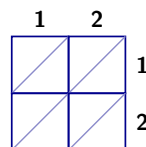
Square A



Cube B



Lattice for Q10



or

Scaling to whole numbers

$$1.2 \times 10 = 12$$

$$12 \times 12 = \square$$

We multiplied by 10×10 , so

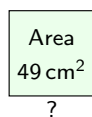
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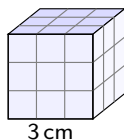
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14. (Challenge) Is there a number whose square is -64 ?

Starter 5: Squares, Cubes & Roots

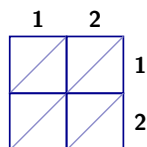
Square A



Cube B



Lattice for Q10



or

Scaling to whole numbers

$$1.2 \times 10 = 12$$

$$12 \times 12 = \square$$

We multiplied by 10×10 , so

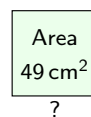
$$1.2^2 = \square$$

1. $(-4) \times (-5)$
2. $-24 \div 6$
3. Round 7.482 to 1 d.p.
4. Square A has area 49 cm^2 . Find its side length, using $\sqrt{\quad}$.
5. Cube B is made of centimetre cubes. Find its volume, written as a power.
6. 6^2
7. 4^3
8. $\sqrt{81}$
9. $\sqrt[3]{1000}$

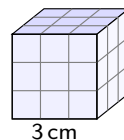
10. Work out $1.2^2 = 1.2 \times 1.2$ using one method on the left. On the lattice, mark the decimal points yourself.
11. $(-3)^2$
12. $(-2)^3$
13. (Challenge) Find two numbers whose square is 64.
14. (Challenge) Is there a number whose square is -64 ?

Starter 5: Squares, Cubes & Roots

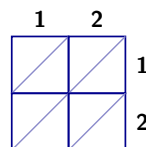
Square A



Cube B



Lattice for Q10



or

Scaling to whole numbers

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$$12 \times 12 = \square$$

We multiplied by 10×10 , so

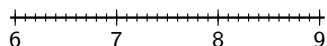
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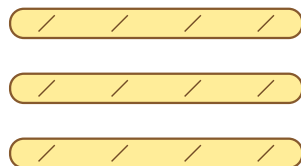
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Starter 6: Powers & Estimating Roots

Number line A



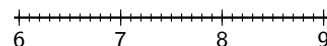
Three baguettes



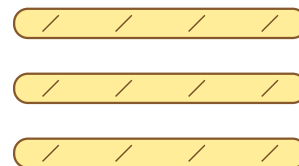
1. 7^2
2. $\sqrt{144}$
3. $-2.4 + 5$
4. $-3 \times (-1.5)$
5. Write $2 \times 2 \times 2 \times 2 \times 2$ as a power, and work it out. Write $<$ or $>$ between 2^5 and 5^2 .
6. 10^4
7. 3.7×10^3
8. Complete $\square < \sqrt{50} < \square$, and mark $\sqrt{50}$ on number line A.
9. 0.7^2
10. $\sqrt{0.49}$
11. Each teacher eats 0.75 of a baguette. Show on the diagram how many teachers 3 baguettes can feed.
 $3 \div 0.75 = \frac{3}{0.75} = \frac{\square}{\square} = \square$
12. (Challenge) A baguette is 0.6 m long. Each teacher's portion is 0.15 m long. How many portions can be cut from 3 baguettes?

Starter 6: Powers & Estimating Roots

Number line A



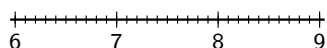
Three baguettes



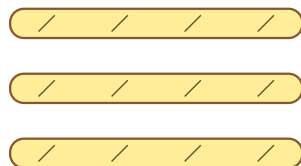
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Starter 6: Powers & Estimating Roots

Number line A



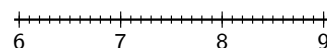
Three baguettes



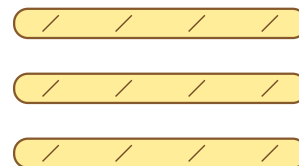
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Starter 7: BIDMAS

Receipt

Staff Room Café	
3 baguettes	£1.20 each
2 coffees	£2.45 each
Total	£ ?

- $4^2 - \sqrt{9}$
- $(-12) \div 2 \times 3$
- $3 + 4 \times 5$
- $(3 + 4) \times 5$
- $20 - 12 \div 3$
- $(20 - 12) \div 3$, as a recurring decimal
- $\frac{18 + 6}{4}$
- $18 + 6 \div 4$
- Three teachers buy the items on the receipt. Write one calculation for the total cost, and work it out.
- They share the cost equally. Write one calculation, with brackets, for each share, to the nearest penny.

(Challenge) Put brackets into $2 + 6 \times 5 - 3$ to make each number.
- 16
- 37

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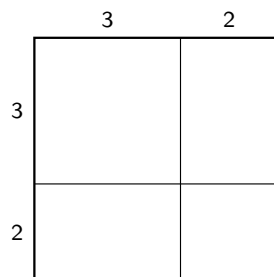
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Starter 8: BIDMAS with Powers & Negatives

Square with side $3 + 2$



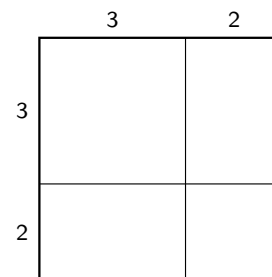
1. $5 + 3 \times 2.5$
2. $\sqrt{64} - 2^3$
3. -3^2
4. $(-3)^2$
5. Explain why your answers to Q3 and Q4 are different.
6. 2×5^2
7. $(2 \times 5)^2$
8. $(3 + 2)^2$
9. $3^2 + 2^2$
10. Use the diagram to explain why your answers to Q8 and Q9 are different.
11. $\frac{4^2 + 2^3}{-9}$, as a recurring decimal
12. $\sqrt{36 + 64}$
13. $\sqrt{36} + \sqrt{64}$

(Challenge) Use 2, 3 and 4 once each, with any operations, powers or brackets, to make each number.

14. -10
15. 36

Starter 8: BIDMAS with Powers & Negatives

Square with side $3 + 2$



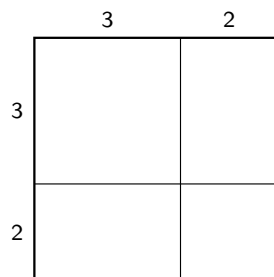
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Starter 8: BIDMAS with Powers & Negatives

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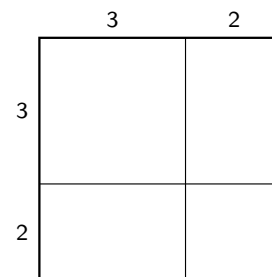
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Starter 8: BIDMAS with Powers & Negatives

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