A guide for supporting literacy and numeracy learning at home.
Dear Parent / Carer,

As I am sure you are aware, there have been some important changes to the education system made by the Welsh Government in recent years. The first of these major changes was the introduction of the Literacy and Numeracy Framework (LNF) which sets out expected standards in literacy and numeracy learners should be able to demonstrate by the end of each school year.

In school, literacy and numeracy are very much a focus of learning and teaching and all teachers plan lessons around the expectations of the LNF. This whole-school approach to literacy and numeracy is helping us in our objective of raising standards of literacy and numeracy amongst our pupils. We also use the LNF to assess learner progress in literacy and numeracy skills by comparing their work to the expectations of the LNF. This enables teachers to set each pupil targets to support them in improving their literacy and numeracy skills. We also have a statutory duty to report to you on your child’s progress in literacy and numeracy as measured against the LNF expectations and these comments will appear in their annual report towards the end of the academic year.

Through working together we need to set high expectations for your child to help them improve their literacy and numeracy skills. This booklet aims to provide you with advice and support to help you to develop your child’s literacy and numeracy skills at home. By practising and consolidating the literacy and numeracy skills they have learnt in school we stand a much better chance of embedding these skills and helping your child to progress further.

If you require any further information regarding the Literacy and Numeracy Framework you can visit www.learning.gov.wales. Alternatively you can contact me at school where I will be more than happy to answer any questions you may have.

Yours sincerely,

Craig Wade
Learning Director LNF
What is the Literacy and Numeracy Framework?

Literacy is the use of language skills in everyday life: at home, in school, at work and in the community.

Literacy describes the series of skills (speaking, listening, reading and writing), that are needed to make sense of the world around us. It also means using literacy skills and knowing how to use English.

The National Literacy Framework

The Literacy Framework gives a detailed description of the expectations for literacy for all pupils in Key Stages 2 and 3 (years 3-9). The Literacy Framework is split into strands, elements and aspects:

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What is the Literacy and Numeracy Framework?

Numeracy refers to the application of mathematical understanding in daily activities at school, at home, at work and in the community.

Numeracy describes the set of skills needed to tackle real-world problems in a variety of situations by applying numerical reasoning in order to plan how to solve a problem, and then carrying out the mathematical procedures to find the solution.

The National Numeracy Framework

The Numeracy Framework gives a detailed description of the expectations for numeracy for all pupils in Key Stages 2 and 3 (years 3-9). The Numeracy Framework is split into strands and elements:

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Copies of the Literacy and Numeracy Framework for 7 – 16 year olds in Wales can be downloaded from the [www.learning.gov.wales](http://www.learning.gov.wales) website.
In lessons, teachers use **WALT** (We Are Learning To) to set literacy and numeracy objectives for the lesson.

Teachers and leaners also use **WILF** (What I’m Looking For) to help set success criteria for different tasks.
Developing good oracy skills is important because you will be able to:
- exchange ideas or information;
- present findings and results for other people to respond;
- find out what other people know and think.
- develop social and working with others skills;
- learn to talk clearly and fluently;
- learn how to understand, criticise and present ideas through talk.

**Audience/Listener**

**Friends or peers** – less formal, taking shorter turns.

**A larger audience** – more formal, more impersonal, less interaction (commenting or questioning).

**Between people of unequal status e.g. between a Headteacher and pupil** - formal talk more explicit and precise.

**Presentation:**
A speaker talks for some time, without interruption, to an audience of at least three people, with some degree of formality for a specific purpose.

**Discussions:**
Can take between people in small or larger groups.

**Formal/Informal:**

**Informal talk** – take shorter turns, use words or phrases, e.g. ‘like’, ‘stuff’ and including shared interests.

**Formal talk** - involves complete sentences, with tone and style more impersonal.

**Variation:**
Talk varies much more than writing. Variation is influenced by the context, purpose and audience.

**Public speaking** – Standard English is expected. You should use formal terms and avoid using slang.

**Formal debate:**
Involves both presentation and discussion.
Our aim: to ensure that our learners develop and perfect oracy skills that will help them participate fully in their learning.

At Brynteg Comprehensive School we recognise that oracy is an important literacy skill. We understand that employers are looking for young people who are able to effectively communicate which is why we ensure that learners have opportunities in all lessons to develop their listening and speaking skills. Examples of oracy activities in lesson could be: class debates, role plays, peer teaching, group discussions etc.

Oracy is the term used to combine the skills of listening and speaking.
How can parents support oracy at home?

Talk to your children whenever you can!
It’s true that in busy households it’s becoming more and more difficult for families to spend quality time talking in a reflective way about what everyone’s been doing. Mealtimes can often be the best time for families to get together like this.

Help your children to develop their vocabulary by suggesting better words they might have used in your conversations, in a constructive and friendly way!

Encourage them to take part in activities that involve presenting to an audience, such as a school assembly, parents’ evening, at a place of worship or community centre.

Discuss topical subjects of concern with them, for example, health issues such as diet, drugs and alcohol.
**Brynteg’s Ultimate Guide to Literacy**

**Reading strategies:**
- **Skimming** – reading to get an initial overview of the subject and main ideas of a text, perhaps by techniques such as reading the beginning and ending of paragraphs or reading down the middle of the page.
- **Scanning** – looking for information by identifying key words and locating information around them.
- **Gist** – reading to follow the thread of an argument or narrative, the main features of a topic or the way it is handled.
- **Key words** – used particularly in searching the internet for relevant information, essential to efficient searching.
- **Close reading** – careful reading in order to extract specific information, and also to gain a complete understanding of the text’s intentions and the way in which language choice and sentence structure combine to produce particular messages.

**Information handling strategies:**
- **Collate** – gather together all the information about a topic from different sources and summarising if you have to.
- **Analyse** – look for patterns, underlying assumptions, reasons for, and effects of, the way the topic is handled.
- **Synthesise** – assessing and sorting facts, opinions and ideas from a range of sources and bringing them together.
- **Deduce** – link together different pieces of information and draw a conclusion.
- **Infer** – understand information or views which may not be stated in the text.

**Texts:**
- In print or on screen intended to communicate meaning.
- A mixture of words, pictures, photographs, diagrams.

**Organisational features of texts include the following:**
- **Presentational devices** – used to give clarity and to organise sentences and paragraphs, e.g. bullet points, tables, subheadings, arrows, captions (labels for pictures, diagrams, etc.), flow diagrams.
- **Reference** – features to help the reader find information, e.g. contents, index, glossary, dictionary, chapter headings.
- **Text structure** – how the whole text is organised, e.g. by chronology, argument, process. Sections are sometimes signalled by headings (for main sections) and subheadings (for subsidiary sections).
Supporting Reading

Our aim: to ensure that our learners develop and perfect reading skills that will help them with their life-long learning.

At Brynteg School, learning and teaching strategies for reading are taught in a similar way across the curriculum to help learners to understand that they can use the same strategies to approach different texts whatever the context.

The School Libraries

Our School Librarian is Mr Lewis.

Learners are encouraged to use the library independently before school, during break and lunchtime and after school to:

- borrow reading books or change their current one
- read independently
- research homework
- complete homework
- use the iPads or computers to complete homework or to use the school’s library management system Eclipse.
How can parents encourage reading?

Provide the space and time for reading. It’s important to build into your child’s routine 20 minutes of reading an evening. Make sure they have a quiet area to do this away from distractions.

Let your child choose what they want to read rather than you choosing for them.

Reading doesn’t just mean books! Encourage your child to read magazines, articles on the Internet, bus timetables, menus etc.

Take an interest in what they are reading. Ask your child what they are reading and if they enjoyed it. If it’s a school library book, encourage them to write a review for the library.

Be a reading role model! Does your child see you reading? Share your likes and dislikes about things you have read.
How can parents encourage reading?

Read with your child. You could read newspapers and magazines together, take it in turns to read pages of a book or even watch a film adaptation of a book your child has read.

Try some skimming and scanning together. Skimming is when you read through a piece of text quickly to find out what the main idea is; scanning is glancing through a piece of text to find a specific piece of information.

Praise your child for reading!

Include books in gifts for birthdays and Christmas.

Let us know if you have any queries or concerns about your child’s reading.
Strategies for reading

How to help your child when they are stuck on a word

Encourage your child to think about whether the word looks like another one they know or recognise?

If not, does it have any parts they recognise?

Read ahead - can they now work out what the word means?

Ask your child to think about whether they really need to read this word to understand the rest of the sentence. If not, make a note of it and come back to it later and use a dictionary to work out its meaning.

If stuck on the pronunciation of a word, encourage them to match a sound to each letter

Another strategy for working out the pronunciation of a word is to break the word into chunks (chunking)
Strategies for reading

How to help your child when they are stuck on an idea

Tell them to re-read the part of the text that they don’t understand. They may need to read this part more than once.

Encourage your child to go back to just before they were stuck and re-read the whole section. This might help them to understand what comes after.

Encourage them to use the pictures or diagrams as clues. Do they help them to understand the idea?

Turn what you don’t understand into a question and come back to it later.
Purposes
The purpose for writing influences the choices a writer makes about the words to use, the forms of sentences and the overall shape of the writing. For the writer (notes, lists, drafts) or may be intended to inform or influence a reader. Some purposes are connected to commonly-used text types, such as to instruct in a recipe. Giving writing a specific purpose helps the writer make good choices about what to say and how to say it.

Readers
Knowing the expected reader or audience will influence the choices of words, sentences and overall shape of writing you make. You should make adjustments, such as the use of technical language, the amount of detail included or the explicitness of explanation, depending on who will read your writing.

Text types:
Description – provide information about an event, object, place, etc., without passing judgement on it or offering an explanation.
Discussion/argument – exploration of pros and cons of a topic, presenting arguments and information from differing viewpoints, sometimes resulting in a conclusion.
Explanation – reasons and details are included to show why and how, often including expressions of causes and consequences, and connections between events or ideas.
Instruction – to help readers do something, e.g. recipes, vehicle repair manuals, self-assembly instructions. Instructional texts tend to provide step-by-step instructions and use imperative verbs.
Persuasion – to be persuasive is to try to influence or convince the reader. A continuous, persuasive text typically consists of a statement of the viewpoint, arguments and evidence for this thesis, possibly some arguments and evidence supporting a different view and a final summary or recommendation. Other types of persuasive texts (e.g. advertisements) use a combination of textual features including words, sounds and images,
**Our aim:** to provide learners with the writing skills to help them confidently write texts for different genres, audiences and purposes.

At Brynteg, all teachers encourage learners to develop good writing skills in the 6 non-fiction text types:

<table>
<thead>
<tr>
<th>Discussion</th>
<th>exploration of pros and cons of a topic, presenting arguments and information from differing viewpoints, sometimes resulting in a conclusion.</th>
<th>Discursive essays Debates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation</td>
<td>reasons and details are included to show why and how, often including expressions of causes and consequences, and connections between events or ideas.</td>
<td>Why things happen How something works How something affects another</td>
</tr>
<tr>
<td>Instruction</td>
<td>to help readers do something. Instructional texts tend to provide step-by-step instructions and use imperative verbs.</td>
<td>Recipes, vehicle repair manuals, self-assembly instructions</td>
</tr>
<tr>
<td>Persuade</td>
<td>to be persuasive is to try to influence or convince the reader of a particular point of view.</td>
<td>Advertisements Publicity campaigns Letter to newspaper</td>
</tr>
<tr>
<td>Recount</td>
<td>retells events in chronological order. It may be fictional or include information.</td>
<td>Stories Events in history</td>
</tr>
<tr>
<td>Report</td>
<td>an event or a process described, not necessarily chronologically.</td>
<td>Reports on a character from a novel</td>
</tr>
</tbody>
</table>

Learners will use the different text types across all their subjects and will be given opportunities to draft and redraft their work to hone their writing skills.

In all classrooms across the school we use common writing posters that support learners and help them to remember the different linguistic and structural features of each text type. Copies of the posters we use can be found in your child’s planner.
Helping your child with writing!

Encourage your child to read – good readers are good writers!

Look at your child’s homework planner to track when teachers are setting extended writing as homework. These will be set by all subjects not just the English department.

If your child has barriers to writing or has low self-esteem as a writer, praising the writing they do or have done is important.

Encourage your child to plan and draft their written work in advance of producing a final draft. Some children find it useful to talk through their ideas before putting pen to paper.
Helping your child with writing!

Encourage your child to use the writing posters (copies in this booklet and your child’s planner) to help structure their writing.

Encourage your child to use any of the writing frames or VCOP (vocabulary/connectives/openers/punctuation) sheets their teachers may have given them to help support their writing.

Encourage your child to proofread their work to help eliminate errors. Proofreading backwards (start at the end and work back to the beginning) is a particularly effective strategy.

Encourage the use of a dictionary to check spelling.

Encourage your child to use a thesaurus to help improve the range of the vocabulary they use in their work.
Helping your child with their spelling

Read through the weekly spelling list with your child. Check they understand all the meaning of all the words.

Ask your child if there are any words on the list they think they can spell. If they can spell those words correctly, concentrate on the words they feel they cannot spell.

Use the strategy

LOOK – SAY – COVER – WRITE – CHECK

to help your child remember the spelling of those words they cannot spell.

When your child checks and they correctly spell the word, ask them how they are going to remember how they spelt the word correctly.

If they are incorrect, underline the letters that are wrong, ask your child to study the word again and then encourage them to have another go using the strategy LOOK- SAY - COVER-WRITE-CHECK.
Some useful websites and organisations

The National Literacy Trust – www.literacytrust.org.uk
Better Reading – www.betterreading.co.uk
Booktrust – www.booktrust.org.uk
Make time to read – www.facebook.com/maketimetoread
Lovereading4kids – www.lovereading4kids.co.uk
Cool Reads – www.cool-reads.co.uk
Achuka Books (independent children’s book shop) – www.achuka.co.uk
Barrington Stoke (books for reluctant readers, dyslexic and under-confident readers) – www.barringtonstoke.co.uk
Schmoop – www.schmoop.com
Summer reading challenge – www.summerreadingchallenge.org.uk

**Specific Apps to help with literacy:**

Kindle – some of the books available are free
Free Books
WordWeb – a good dictionary
Word Solitaire
Word Salad
Quiz Up
Our aim: to make our pupils successful numeracy learners by providing them with opportunities to perfect their recall, fluency and confidence in numerical methods.

In helping our learners develop such skills we find that consistency is of utmost importance, whether it is in mathematics lessons, across other subjects or at home.

The following pages aim to provide you with help and advice on the current teaching practices in numeracy at Brynteg. By using these strategies with your child you will help to embed the important techniques needed throughout their education. The methods presented are not exhaustive, but we have tried to focus on the most common challenges that pupils may face.

One of the easiest ways you can support your child is by encouraging them to learn and testing them on their knowledge of multiplication tables. This important skill is sometimes over looked after leaving primary school but a knowledge of the 1 to 12 multiplication tables is essential. Copies of these can be found in the back of your child’s planner.

If you are looking for help with any other material in this booklet, our maths department has its own YouTube channel with videos of Mr Johnson solving the problems. Type the following link into your browser or scan the QR code with your smart phone.

bit.do/Brynteg
**Numerical Reasoning**

Every now and again, pupils will see a task that involves reading for understanding, thinking logically and planning. Such a task requires certain skills that can be taught at home as well as school. We encourage pupils to try these tasks:

- **Rereading the question a few times**
- **Using bullet points to summarise**
- **Mind mapping their ideas**
- **Highlighting key words**
- **Draw diagrams**
- **Imagine themselves in a similar situation**
- **Rewriting the question in their own words**

**Number Skills**

**Addition and subtraction** are performed in a very traditional way. We emphasise to our learners that when setting up a calculation like those below, that every number of the same place value is lined up. I.e. Tens with tens and units with units.

\[
\begin{align*}
3241 + 897 & = 4138 \\
4138 - 3241 & = 0897
\end{align*}
\]

Remember to ‘carry’ the tens digit if your answer goes over 10! Don’t forget to add it back.

‘Borrowing’ is needed when the number on top is smaller than the number on bottom.
Lining up place values is even more vital when adding decimals! We emphasise that lining up the decimal places will lead to success!

\[
32.42 + 8.9 + 10
\]

Filling the gaps with extra zeroes really does help!

Lining these decimal points up in a straight line definitely helps!

**Multiplication** without a calculator can be quite worrying for some. Pupils and teachers throughout the school are familiar with the same method; **The Box Method!** (It has been referred to as Russian box or Chinese multiplication, however the method is identical.)

\[
286 \times 36 = 10,296
\]

Tens go in the upper triangle whereas units go in the lower triangle

Add up through the diagonals to get your answer! Don’t forget to ‘carry’!

This is the answer to \(6 \times 6\)

The box above it is the answer to \(6 \times 3\)

Start in the lower right hand side box!

The size of box you use is crucial. The above only works for a 3 digit number multiplied by a 2 digit number.

See how it changes for different size products? ————->
As well as multiplication, long division can become a “nightmare” for some pupils without the use of a calculator. With the ‘Bus Stop’ method, we hope to put some of those nightmares to rest! A top tip before you start is to write down the multiples of the number you are dividing by! Start with “How many 16s fit in to 45? What is left over? How many 16s fit in to 136?” etc.

\[
\begin{array}{c}
4562 \\
\hline
16
\end{array}
\]

\[4562 \div 16 = 285.125\]

This is the 16 times table to help

\[
\begin{array}{c}
16 \\
32 \\
48 \\
64 \\
80
\end{array}
\]

\[
\begin{array}{c}
4562 \\
6
\end{array}
\]

\[4562 \div 16 = 285.125\]

As well as multiplication, long division can become a “nightmare” for some pupils without the use of a calculator. With the ‘Bus Stop’ method, we hope to put some of those nightmares to rest! A top tip before you start is to write down the multiples of the number you are dividing by! Start with “How many 16s fit in to 45? What is left over? How many 16s fit in to 136?” etc.

\[
\begin{array}{c}
0.286 \\
\hline
3.6
\end{array}
\]

\[0.286 \times 3.6 = 1.0296\]

This method can be used when multiplying decimals too. Remember to put the decimal place in the answer after calculations have finished.

\[
\begin{array}{c}
0.286 \times 3.6 = 1.0296
\end{array}
\]
There is no need for a calculator when multiplying by multiples of 10, 100 or 1000. It’s all about the zeroes! In some cases, you won’t even need the box method.

\[300 \times 400 = 120,000\]

\[3 \times 4 = 12. \text{ That goes first. The zeroes in the question can be added later.}\]

\[2860 \times 3600 = 10,296,000\]

At first sight, it can be a normal reaction to reach for the calculator! We know that \(286 \times 36 = 10,296\) from an earlier question. All we really needed to do to finish this question was add the zeroes on the end!

The Literacy and Numeracy Framework (LNF) states that Year 7 pupils must be able to convert between fractions, decimals and percentages. These conversion diagrams should be useful when converting between each form.

\[
\begin{array}{c|c|c}
\text{Percentage} & \text{Decimal} & \text{Percentage} \\
\times 100 & 0.28 \times 100 = 28\% & 56\% \div 100 = 0.56 \\
\div 100 & 56\% = \frac{56}{100} \\
\end{array}
\]

\[
\begin{array}{c|c|c}
\text{Percentage} & \text{Fraction} & \text{Percentage} \\
\text{Put it over 100} & 56\% = \frac{56}{100} \\
\end{array}
\]

\[
\begin{array}{c|c|c}
\text{Fraction} & \text{Decimal} & \text{Percentage} \\
\frac{3}{10} & 3 \div 10 = 0.3 \\
\end{array}
\]

Common mistake!

\[
\begin{array}{c|c|c|c}
\text{Fraction} & \text{Decimal} & \text{Percentage} \\
\frac{1}{2} & 0.5 & 50\% \\
\frac{1}{4} & 0.25 & 25\% \\
\frac{3}{4} & 0.75 & 75\% \\
\frac{1}{10} & 0.1 & 10\% \\
\end{array}
\]
The topic of **averages** is common throughout all years and appears in a number of subjects. Learning this song can really help when remembering each type of average. (Row row row your boat theme!)

**Add, add, add, divide, that’s how you find the MEAN.**

**MODE’s** the one you see the most, the **MEDIAN’s** in-between.

The **RANGE** is a type of spread, not an average; A common mistake. The range is the highest value minus the lowest.

The data needs to be placed into numerical order when finding the **MEDIAN**

![Data Set]

1+4+6+9+9+12+15 = 56

**MEAN = 56÷7 = 8**

1 4 6 9 9 12 15

**MEDIAN = 9 as it’s in the middle when ordered.**

The highest value minus the lowest.

**MODE = 9 as 9 is the number that occurs the most.**

**RANGE = 15—1 = 14**

A topic that confuses a number of learners is the **conversion of metric units**. The LNF expects pupils to be able to switch between common metric units in Year 7.

**Length**

- Millimetres
- Centimetres
- Metres
- Kilometres

**Weight**

- Grams
- Kilograms
- Tonnes

**Capacity**

- Millilitres
- Litres

E.g

- 200mm = 20cm
  
  \(200 ÷ 10 = 20\)
Finding the **area and perimeter** of a shape is a skill that can easily be adapted to a real life scenario. It is expected that pupils in Year 7 be able to do this where as in Year 8, pupils would be expected to find the area and perimeter of composite shapes. (Shapes made by joining more than one shape)

![Triangle and Rectangle](image)

**Area = base x height ÷ 2**

**Area = length x width**

To find the perimeter of a shape you just add up the outside lengths. You could ask yourself, “How far would I walk if I walked around the edge of this shape?”

Understanding and identifying certain **number patterns** is key. The most common number patterns are the times tables. However, there are a few patterns that Year 7 need to be aware of.

**Square numbers**

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<td>1</td>
<td>4</td>
<td>9</td>
<td>16</td>
<td>25</td>
<td>36</td>
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**Cube Numbers**

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<tr>
<td>1</td>
<td>8</td>
<td>27</td>
<td>64</td>
<td>125</td>
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**Triangular numbers**

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<tbody>
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<td>1</td>
<td>3</td>
<td>6</td>
<td>10</td>
<td>15</td>
<td>21</td>
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**Fibonacci Numbers**

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<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Add the previous 2 numbers to get the next number.
## Key Words

Here are a list of key words that may pop up with their definitions:

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>A value that typifies a set of data. E.g. The mean, mode and median.</td>
</tr>
<tr>
<td>Acute angle</td>
<td>An angle less than 90 degrees</td>
</tr>
<tr>
<td>Circumference</td>
<td>The distance around a circle. Found by multiplying 3.14 by the diameter.</td>
</tr>
<tr>
<td>Convert</td>
<td>Change from one form to another</td>
</tr>
<tr>
<td>Coordinates</td>
<td>Describes a position on a coordinate grid. E.g. (5,4) Across 5 then up 4.</td>
</tr>
<tr>
<td>Cuboid</td>
<td>A solid shape with six rectangular faces.</td>
</tr>
<tr>
<td>Denominator</td>
<td>The bottom number of a fraction. The top is the numerator.</td>
</tr>
<tr>
<td>Diameter</td>
<td>A straight line across the middle of a circle.</td>
</tr>
<tr>
<td>Equilateral Triangle</td>
<td>A triangle with three equal lengths</td>
</tr>
<tr>
<td>Factors</td>
<td>Numbers that divide into another number with no remainders. 5 is a factor of 10.</td>
</tr>
<tr>
<td>Integer</td>
<td>Whole counting numbers.</td>
</tr>
<tr>
<td>Intersection</td>
<td>Where to lines or objects cross.</td>
</tr>
<tr>
<td>Isosceles Triangle</td>
<td>A triangle with two equal lengths and two equal angles.</td>
</tr>
<tr>
<td>Multiples</td>
<td>Numbers that are in a times table. 10 is a multiple of 2. 10 is also a multiple of 5.</td>
</tr>
<tr>
<td>Obtuse angle</td>
<td>An angle that is over 90 and under 180 degrees.</td>
</tr>
<tr>
<td>Perimeter</td>
<td>The total distance around the outside of a shape.</td>
</tr>
<tr>
<td>Perpendicular</td>
<td>If two lines or objects meet at a right angle, or 90 degrees, they are perpendicular.</td>
</tr>
<tr>
<td>Prime numbers</td>
<td>If a number only has two factors, 1 and itself, it is 2,3,5,7,11 ....</td>
</tr>
<tr>
<td>Quadrilateral</td>
<td>A four sided shape.</td>
</tr>
<tr>
<td>Radius</td>
<td>A line that joins the centre of a circle to the circumference.</td>
</tr>
<tr>
<td>Reflex</td>
<td>An angle bigger than 180 degrees.</td>
</tr>
</tbody>
</table>