

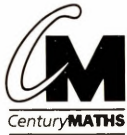


FOOD

ANIMALS

THEME

A 510.03 CEN



developed at the Institute of Education,
University of London

FOOD/ANIMALS

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FOOD



There are 8 sections to choose from, to do with different aspects of food. You do not have to do all of them.

section	aspect	page
How much space?	seating people	2
Packing peaches	packing fruit	4
Stacking peaches	displaying fruit	6
Sandwich bar	giving choices	8
Remarkable recipes	making food	10
Pick and mix	buying and selling	11
Planning a party	costing and choosing	12
Counting your calories	checking on food content	14

There are more ideas, and hints on  pages 15 – 23

References to Focus books are on  page 24

Symbols in the margin






 Special things you *will* need


 Special things you *may* need


 More ideas

 Link page

 Worksheet

 Work for computer here (screen may show one of these
 Spreadsheet  Database  Graph plotter  Logo)

 LD Logo 2000 disk

 LN Logo 2000 documentation

 LP LogoPack



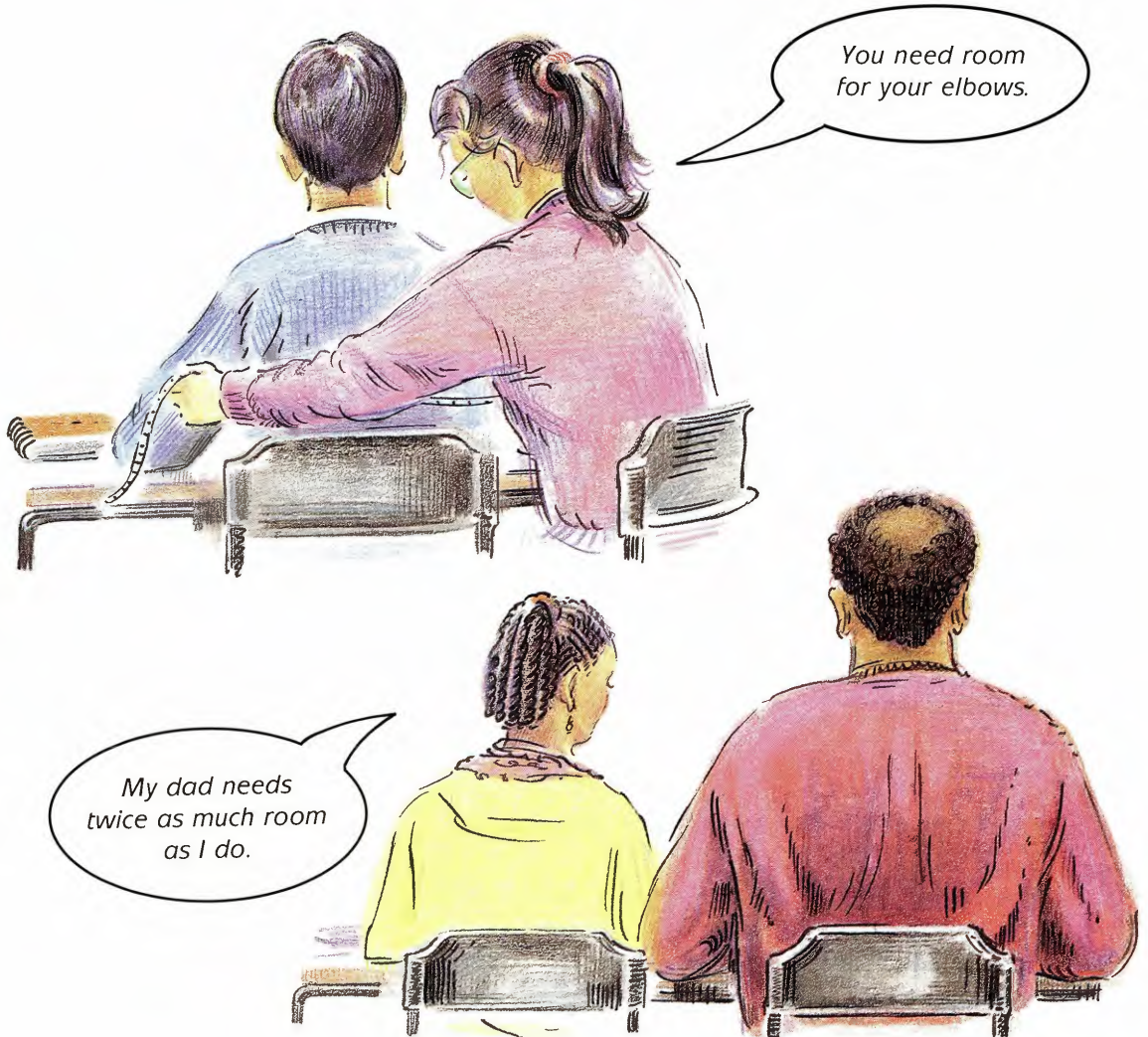
How much space?



tape measure or
long ruler

Around the table

How much space do you need to eat your meal
at the table?



Investigate how many people can sit and eat in comfort
at different sized and shaped tables.

Write down what you find out as clearly as you can.

Packing peaches



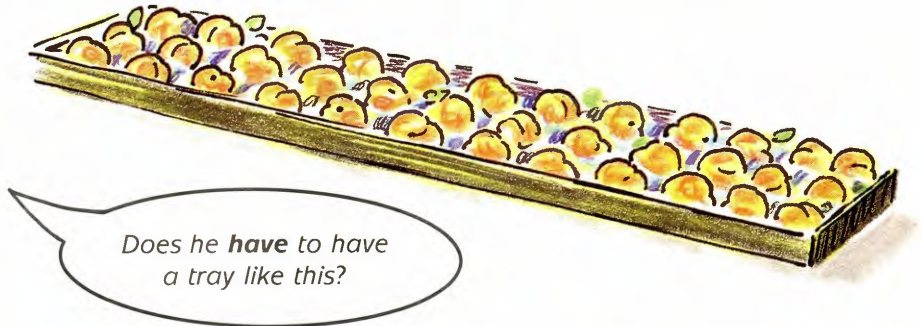
ping pong balls or
polystyrene balls or
tennis balls
fruit trays

A farmer packs his peaches in batches of three dozen (36).

He chooses peaches that are all the same size.

They have to be laid flat on a tray.

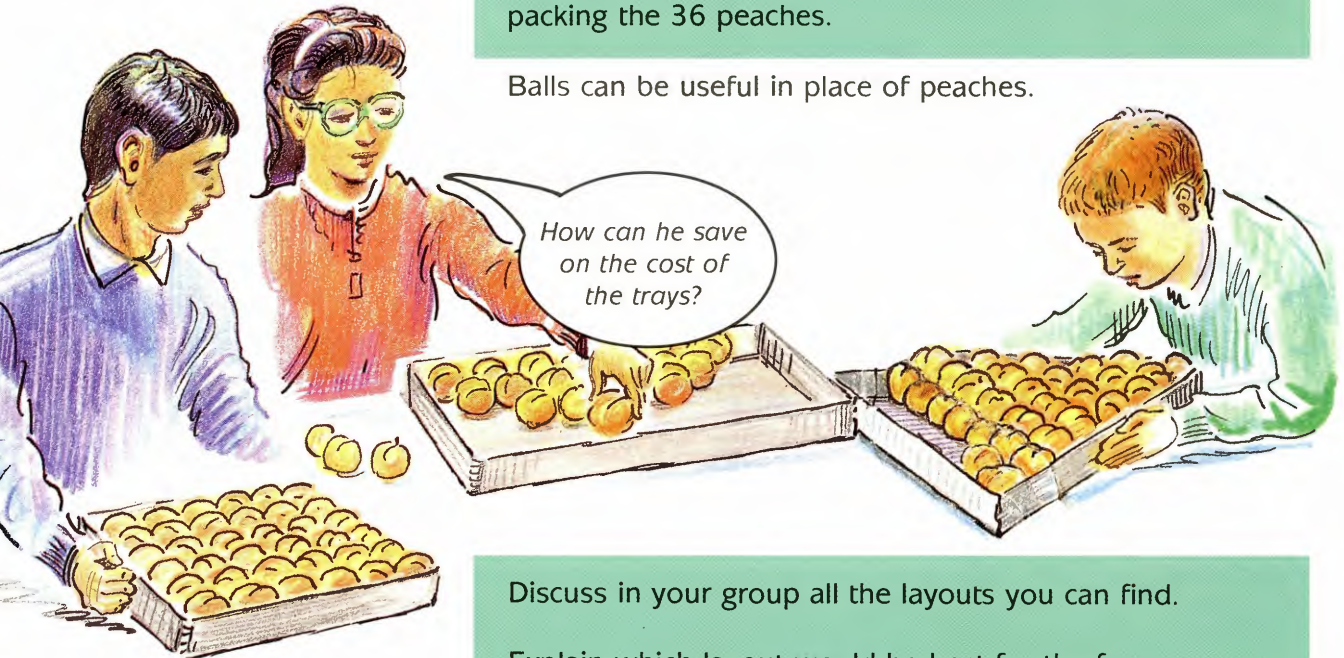
This is one of the trays the farmer uses now.



Does he **have** to have
a tray like this?

Investigate different tray shapes and layouts for
packing the 36 peaches.

Balls can be useful in place of peaches.



How can he save
on the cost of
the trays?

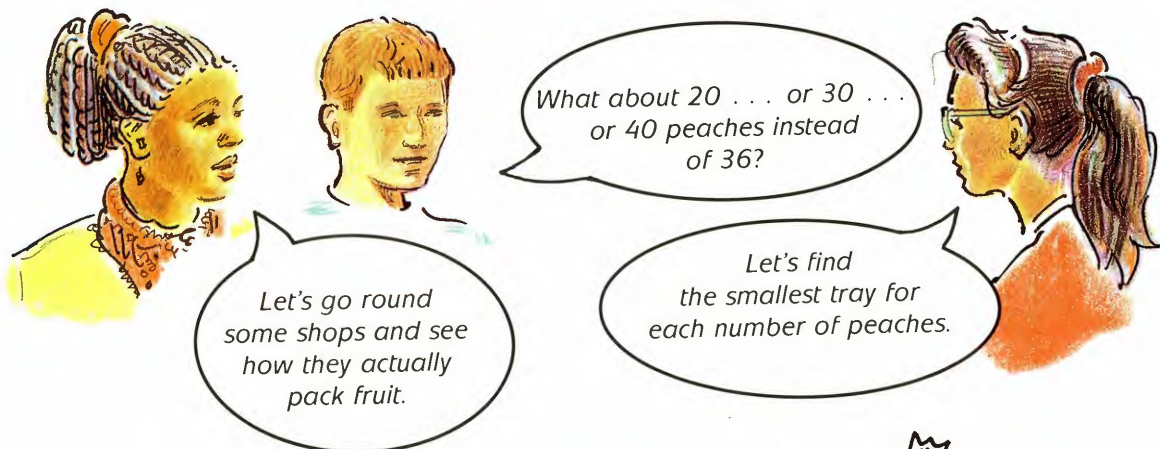
Discuss in your group all the layouts you can find.

Explain which layout would be best for the farmer.

Good clear diagrams will help.

Decide how to extend the problem.

Investigate your problem idea as fully as you can.



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page 24

Explain what you discover.

Stacking peaches



A greengrocer buys peaches from the market and displays them in her shop.

She stacks them up to make attractive patterns.

This stack has 30 peaches in 4 layers.



Investigate different stacking patterns.

You can use balls instead of peaches.

The bottom layer can be a triangle or a rectangle or a square or . . .

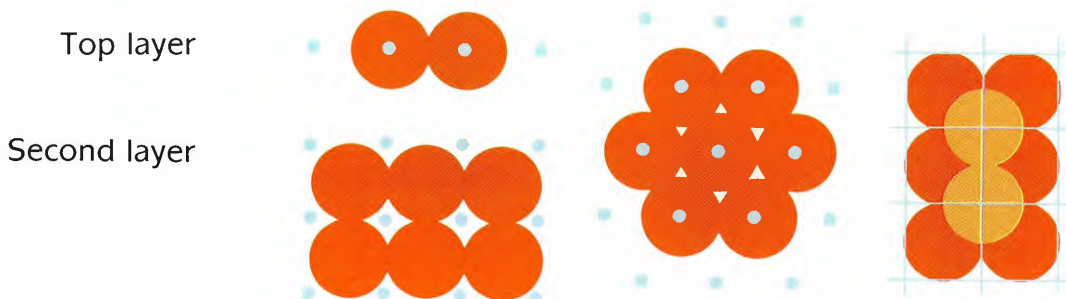
- ping pong balls or polystyrene balls or tennis balls
- heavy books or card
- sticky circles



You can hold your 'peaches' in place with books or pieces of card.

Record your stacks on dotted paper or grid paper.

Or you can use sticky circles.

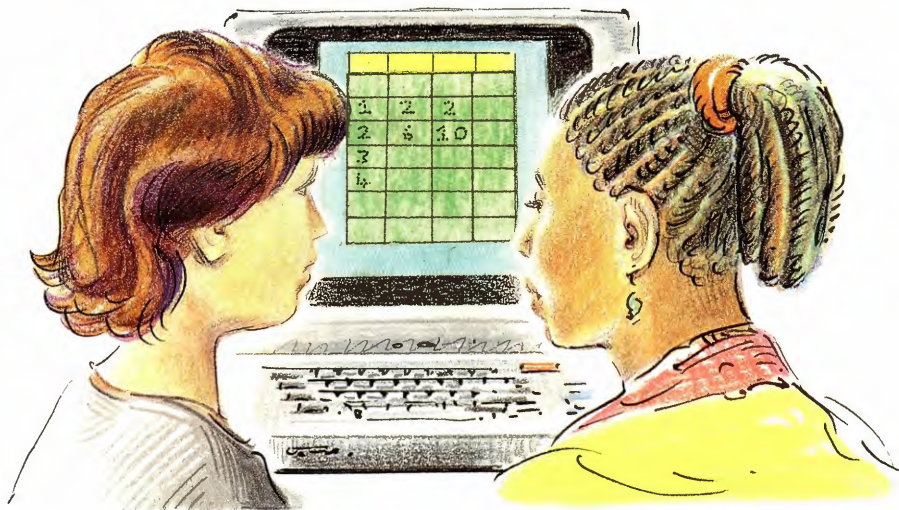


Decide on some questions of your own.

Investigate them.

Here are some suggestions.

- What numbers can you stack if the bottom layer is a square? . . . a triangle?
- How would you stack 100 peaches? . . . or 1000?
- Use a spreadsheet to help you investigate numbers of peaches.



LN S3



page 18



page 24

Sandwich bar

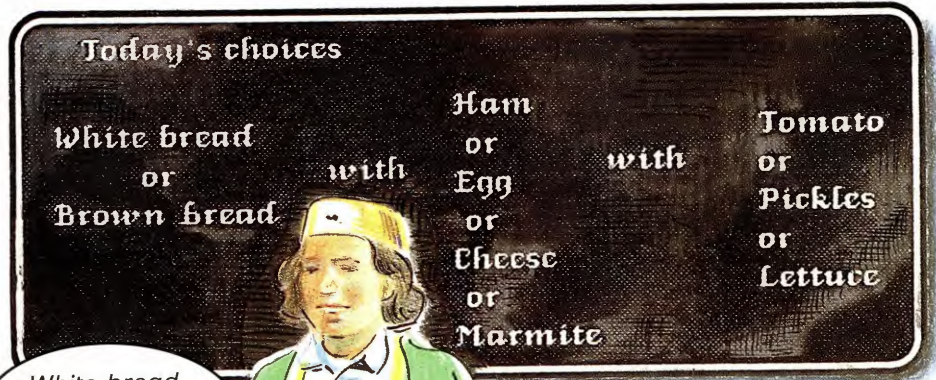


bread
sandwich fillings

Lunchtime

The school canteen sells sandwiches.

Pupils can choose their own fillings from these.

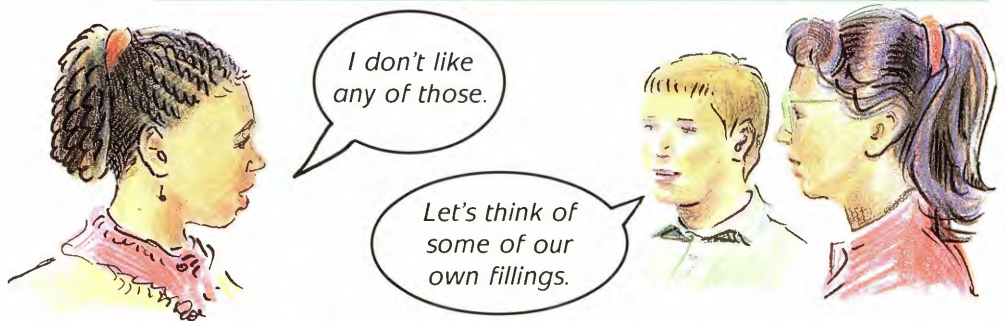


White bread,
ham and tomato,
please.

How many different sandwiches can you buy?

Write them down.

How can you be sure you have listed them all?



Write down your own fillings.

How many different sandwiches can you make?

Running your own bar

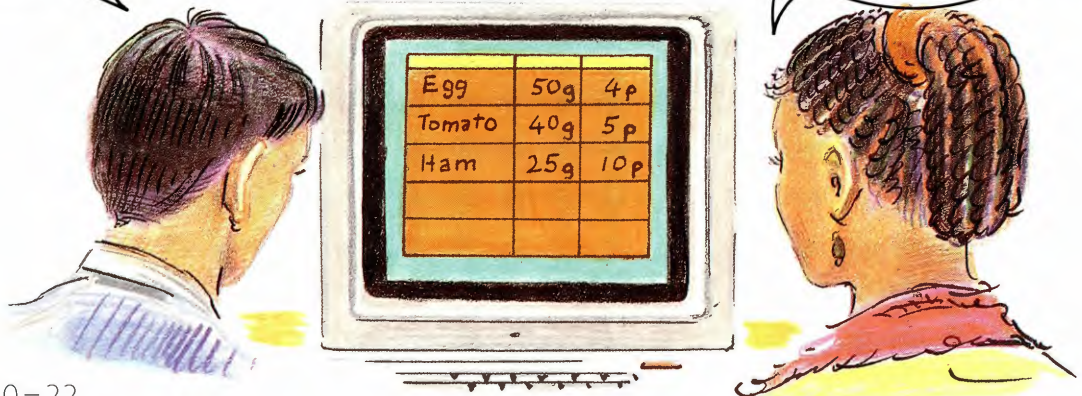


Carry out a quick survey in your class to find out which fillings people would choose.

S LN S2

- You could use a spreadsheet or database for details about sandwich ingredients.
- You will need to estimate quantities and costs of ingredients for your sandwich bar.

Will 3 columns be enough?



- Find the cost of different sandwiches. Put these on your spreadsheet too.

▶ pages 20–22

🧩 page 24

Remarkable recipes

cooking chocolate
bananas
chopped nuts
prices for these

You can make some very good sweet dishes with almost no cooking.

Here is one.

FROSTY CHOCOLATE BANANAS

Ingredients

200 g chocolate
3 bananas (peeled)
200 g chopped nuts

Melt the chocolate in a basin over a saucepan of hot water.

Cut the ends off each banana and then cut the rest into roughly 2 centimetre lengths.

Roll the pieces of banana first in the chocolate and then in the chopped nuts.

Place on a tray lined with greaseproof paper and freeze until firm.



If each person in your class wants 4 pieces, roughly how much of each ingredient would you need?

- Find out or estimate the cost of the ingredients.
- How much would 100 pieces cost?
- Plan some other dishes for a class party.
- What would they cost to make?
- How many people would each dish serve?



Pick and mix



A class decides to run a 'Pick and Mix' at breaktime, and give any profit to charity.

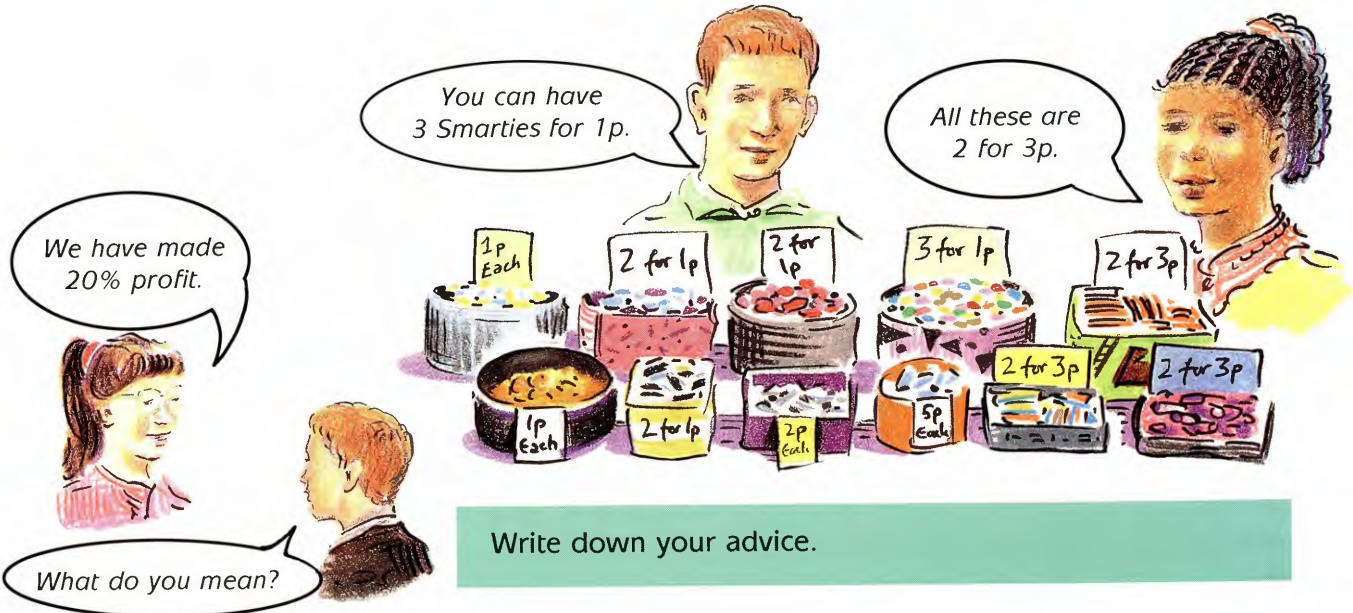
They buy sweets in large amounts and sell them in ones, twos or threes.



small sweets
prices from local shops
weighing scales

What would you advise them to buy?

How much should they sell them for?



Write down your advice.

Remember,

- If they price the sweets too high, they won't sell.
- If they price them too low, they won't make any profit for their charity.

▶ page 23

🧩 page 24

■ Planning a party



prices of party food,
drinks and snacks

Birthday party

Chris and Pat are planning a joint birthday party.

They have £25 to spend on food and drink.



Suppose it was your party and you had £25 to spend . . .

Decide how many friends you would invite.

Plan the food and drink.



End-of-term party

Plan an end-of-term party for your class.

You may find this will help you with your plan.



We could have . . .
or . . . or . . .

So each person
might eat . . .
That would cost . . .



So . . . We'll need
4 2 litre bottles of
. . . and . . .

I'll get . . .
if you'll get . . .



Think of lots of ideas.

Do not decide anything yet.



Choose the best ideas
you can afford.



Write down your plan
in detail.



Maybe you could try it some time.

Counting your calories



1 or

D LD CALORIE

What did you eat and drink yesterday?

List it like this.



Find out how many calories you took in yesterday.

Use the 'Calories' worksheet or the database called 'Calorie'.



LD CALORIE

LN B2



A spreadsheet could help too.



Suppose you consumed yesterday's calories every day.

Use the chart below to describe what might happen to you in the future.

Recommended calorie intake		
Age (years)	Girl	Boy
9-12	2300	2500
12-15	2300	2800
15-18	2300	3000

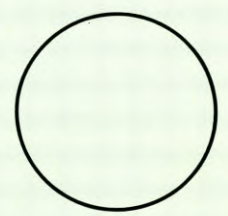
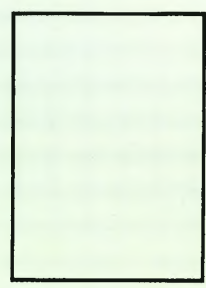


How much space?

some more ideas

Tables in scale

Here are scale drawings of three different tables.



Scale 2 cm to 1 m

- Work out the real size of these tables.
- How many people can sit round each table comfortably?

Neighbours

Here are 4 people.

Anuj

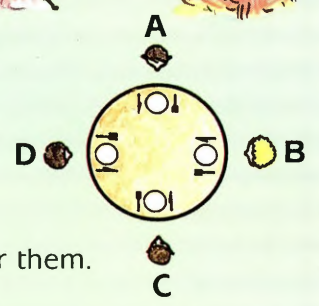
Bob

Chiarina

Diane



Here is a seating plan for their meal.

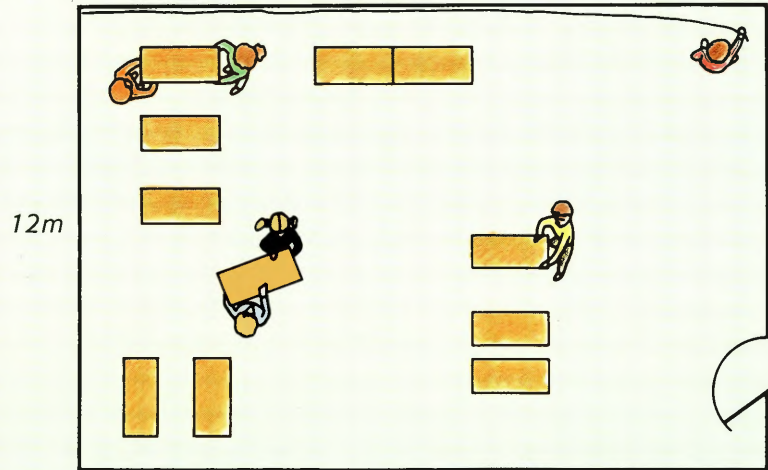


- Investigate different seating plans for them.
Suppose Bob and Diane will not sit next to each other?
- Now think of larger tables, with room for 5 or 6 people.
How many different seating plans could they have?
- Make up more problems like this and investigate them.

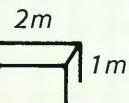
Write down what you find out.

Special meal

Imagine it is your job to arrange the tables in this room for a special meal.



Scale 5mm to 1m 18m



You have lots of tables like this.

As many people as possible need to get in and out easily, and have enough space to sit down and eat.

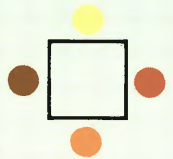
- How would you arrange the tables?
- How many people could sit down?

Note down what you find.

Table space

Imagine you have lots of square tables.

Each table is just large enough to fit one person at each side, like this.



- Suppose you put two of these tables together.



How many people is there room for?

- Work out how 100 people could sit and eat comfortably at the same sized tables, using the least possible space.
- Now try it for different shapes of table and different numbers of people.

Make a note of what you find.

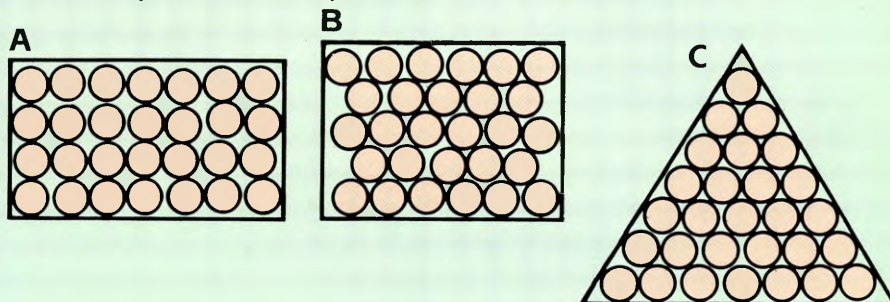


►► Packing peaches

some more ideas

Different ways

These trays all hold 28 peaches.



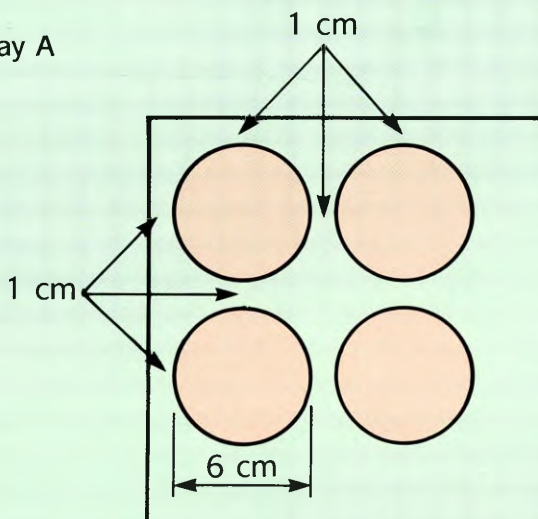
- Which other ways can you pack 28 peaches?
- Which ways can you pack 29, or 30, or 31 . . . ?
- Which were 'easy' numbers to fit in (lots of ways)?
- Which were 'hard' numbers to fit in (very few ways)?

Write down what you find.

Saving space

Suppose that the peaches are all 6 cm in diameter and 1 cm apart, with a 1 cm space round the edge.

Part of tray A





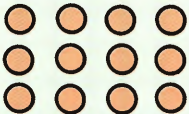
- Investigate which tray layout has the least wasted space.



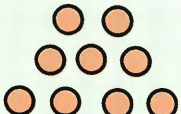
Explain what you find out.

Stacking peaches

some more ideas

Looking at
number patterns

<i>Layer</i>	<i>Layout</i>	<i>Number</i>	<i>Total</i>
(top) 1		2	2
2		6	8
3		12	20
?		?	?

(top) 1		2	2
2		5	7
3		9	16
?		?	?

- Now try some other arrangements.

How do they grow?

- Keep a record of your results on a spreadsheet.
- What will the tenth layer . . . and the fiftieth layer be in each arrangement?

Convince your teacher that you are right.

- What happens if the top layer is a T shape . . . or an L shape?

Note down what you find.



LN S3



Food stacks

- Look out for ways of stacking other food . . .



– tins



– packets



– bottles

- fruits which have an unusual shape, like pears, carambolas (star fruit) . . .

Make a note of what you find.

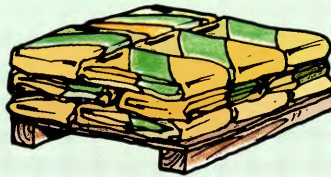


- Investigate any patterns you find.

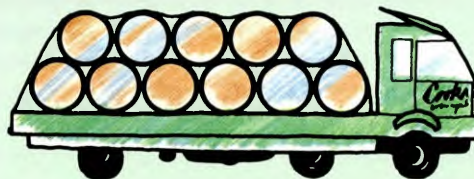
Other stacks

- Look at how other things are stacked . . .

- building materials



- goods on lorries



Make a note of what you find.

- Investigate any patterns you find.

►► Sandwich bar – some more ideas

Counting all possibilities

In 'Lunchtime' you had to count all the different varieties of sandwich.

Are you sure you counted them all?

Here are some ways that can help.

Listing in order

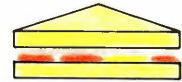
WHT* ← You change one filling each time.
 WHP ←
 WHL ←

WET
 WEP
 WEL

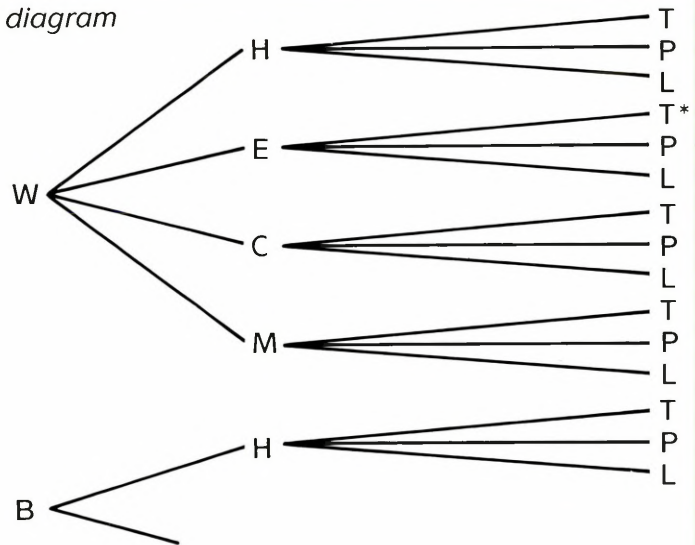
You work through the possibilities in order.

WCT
 and so on.

* Means white bread, ham and tomato



Tree diagram



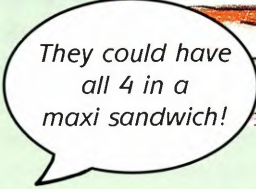
* Means white bread, egg and tomato





Maxi sandwiches

Think of some more possibilities for your sandwich bar.



- How many different sandwiches could you make with 4 fillings?

Write down what you find.

- Now investigate for other numbers of fillings.
- Find a way of obtaining the number of sandwiches whatever the number of fillings is.



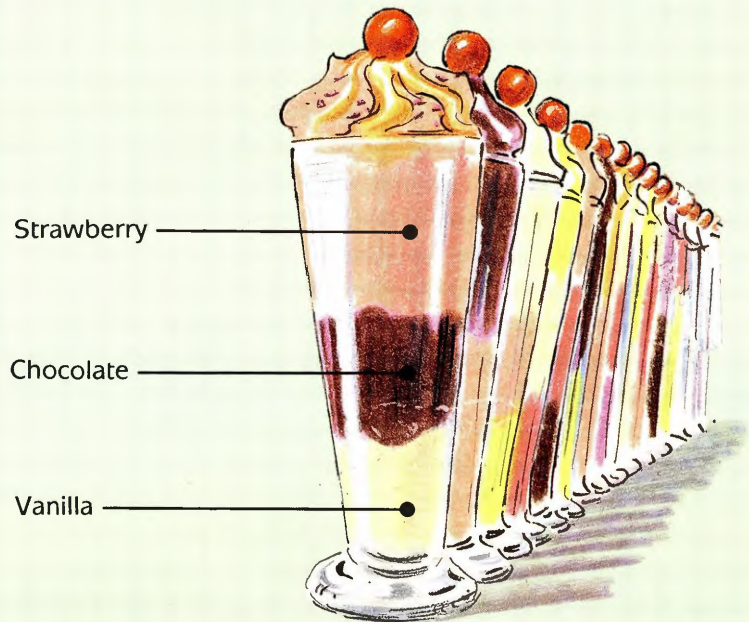
Knickerbocker glory

An ice-cream shop has these 8 flavours.

Chocolate Lemon Strawberry Peach

Hazelnut Maplewalnut Vanilla Raspberry

Their knickerbocker glories have 3 different flavours together.



- How many different knickerbocker glories can they make?
- How many contain chocolate?
- Suppose they only had 5 flavours instead of 8, how many different knickerbocker glories could they make?
- How many different flavours do they need to make 100 different knickerbocker glories?
- Make up some problems of your own and investigate them, noting down what you find.



►► Pick and mix – some more ideas

What are you getting?

You can compare different sweets in lots of ways.

Here are two.

Value for money

A 100 g bar of Superchoc costs 42p.

A 250 g bar of Yummychoc costs 80p.



- Work out how many grams per penny you get for each sweet.

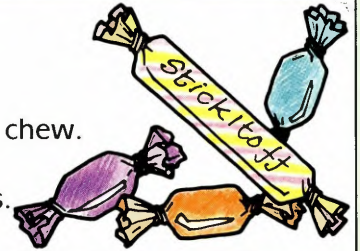
You could use a spreadsheet for this.

- Which is better value?

Chewiness

A Stickytoff takes 3 minutes to chew.

A Toffinatrice takes 30 seconds.



- How many Toffinatrice do you eat to last as long as a Stickytoff?
- Find out what are some favourite sweets and bars in your class.
- How do they compare?
- Think of your own ways of comparing sweets.
- Test out your ideas.
- Use a database or spreadsheet to record your results.

S LN S2

D S

 page 24



Here are some kinds of maths you may have used in this Theme.
You can find out more about them in these Focus book units.

Database



Handling data
LI 5, 6
C 2, 4

Decimals

334.0 Number
0.334 C 2, 4, 7, 12
33.3 E 2, 5
3.34

Factors & multiples



Number
C 5
E 2
Algebra
C 8

Length and area



Number
LI 5
C 4, 7
E 10

Number patterns



Number
LI 6/C 8
E 1, 12
Algebra
LI 7, 8, 10
C 1, 2, 3/E 1, 4

Surveys



Handling data
LI 1, 4, 7, 11
C 2, 8
E 1

Percentages



Number
C 11
E 8

Probability



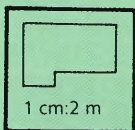
Handling data
LI 3
C 3, 6, 10, 11
E 2, 3, 4

Ratio

1:5

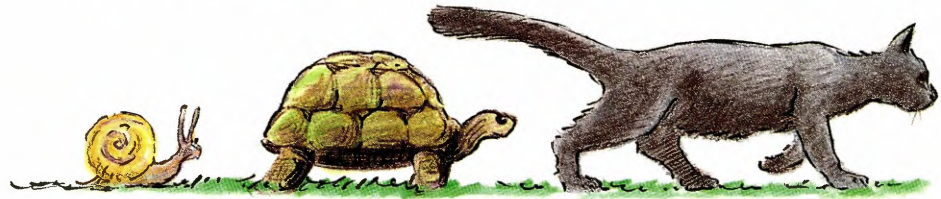
Number
LI 3
C 9, 12
E 5, 7, 11

Scale drawing




Number
C 12
E 7
Shape & Space
C 8
E 7

ANIMALS









There are 6 sections to choose from. You do not have to do all of them.

section	aspect	page
Which pet?	different pets and their costs	26
A good home	making and siting an animal pen	28
A visit to the zoo	spaces for animals	30
Animals on the move	animal speeds	34
Curves of pursuit	chasing animals	36
Logic puzzles	solving and making up puzzles	38

There are more ideas, and hints on  pages 40 – 47

References to Focus books are on  page 48

Symbols in the margin

-  Special things you *will* need
-  Special things you *may* need
-  More ideas
-  Link page
-  Worksheet
-  Work for computer here (screen may show one of these
S Spreadsheet **D** Database **G** Graph plotter **L** Logo)
- LD** Logo 2000 disk
- LN** Logo 2000 documentation
- LP** LogoPack

Which pet?

What pets do people in your class have?



In your group, quickly list the animals in each of your homes.

Collect the data from all groups.

Show the data clearly.

Comparing different pets

How do different animals compare?



Produce a report to explain what your group has found out.

S LN S2

- Choose one comparison and investigate this further.



- Explain clearly what you have found out.

A good home

Many small animals, such as guinea pigs or pet mice, are best kept indoors, in hutches.

You want to buy a small pet.

Your local pet shop tells you how to look after your pet.

A friend will make the hutch, if you design it first.

Choose the animal you are going to buy.

Here is one idea.

Chinchilla

Small rodent (like guinea pig) from South America

Soft, silky fur

Easy to look after

Needs to be dry

Likes light

Needs fairly constant temperature – not too hot and not too cold

Nocturnal

Hutch for a chinchilla

Size: roughly 1 m by 60 cm by 60 cm, giving room for exercise

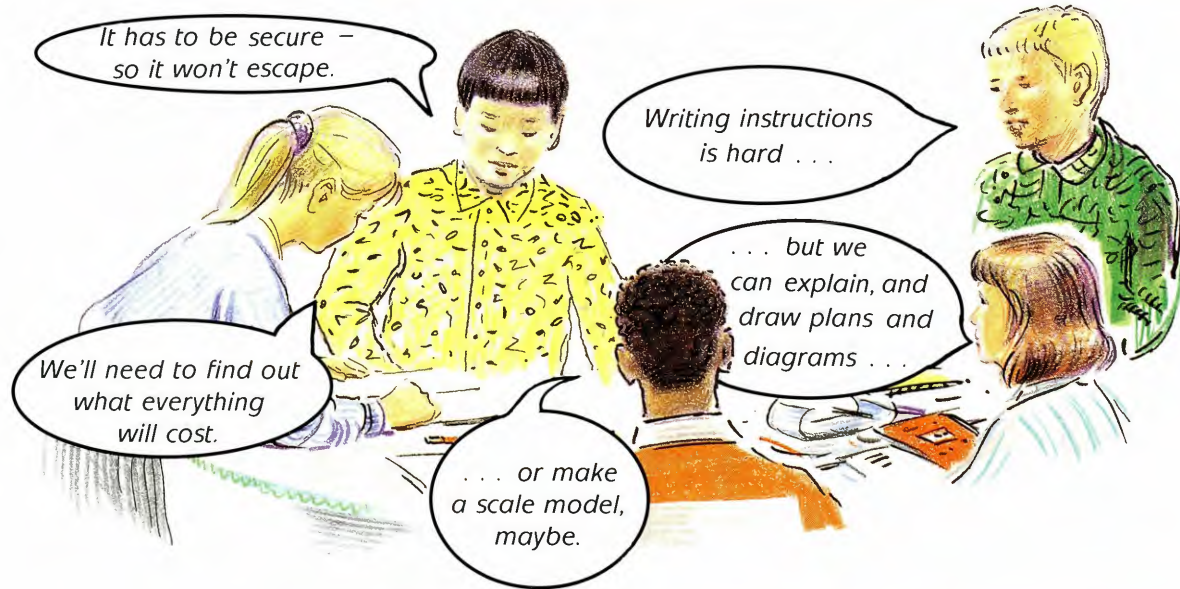
Hutch should have

- nesting box roughly 50 cm by 30 cm by 30 cm
- a food container which is easy to fill and easy to clean
- a water container which allows the animal to drink when it is thirsty but keeps water clean
- a dust bowl filled with fine sand, big enough for the animal to roll in but fairly shallow.

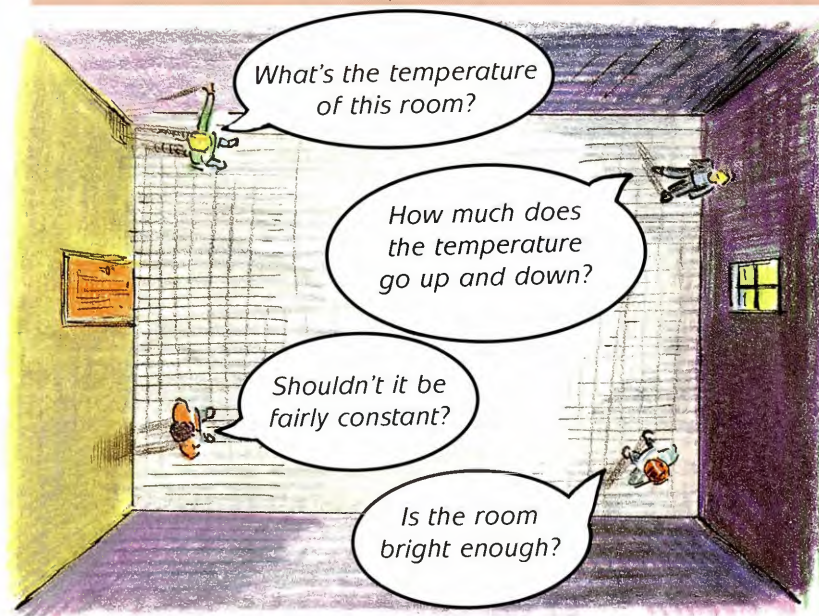
Say which animal you have chosen.



Design a hutch for your pet.



Where would be the best place to put the hutch?



Explain why your choice is the best place for the hutch.

▶ page 40

🧩 page 48

A visit to the zoo



tracing paper

1, 2

Planning the visit

Imagine your class is to spend an afternoon at the zoo.

Look at the plan of part of Edinburgh Zoo on page 31.

Imagine you go in at the main entrance.

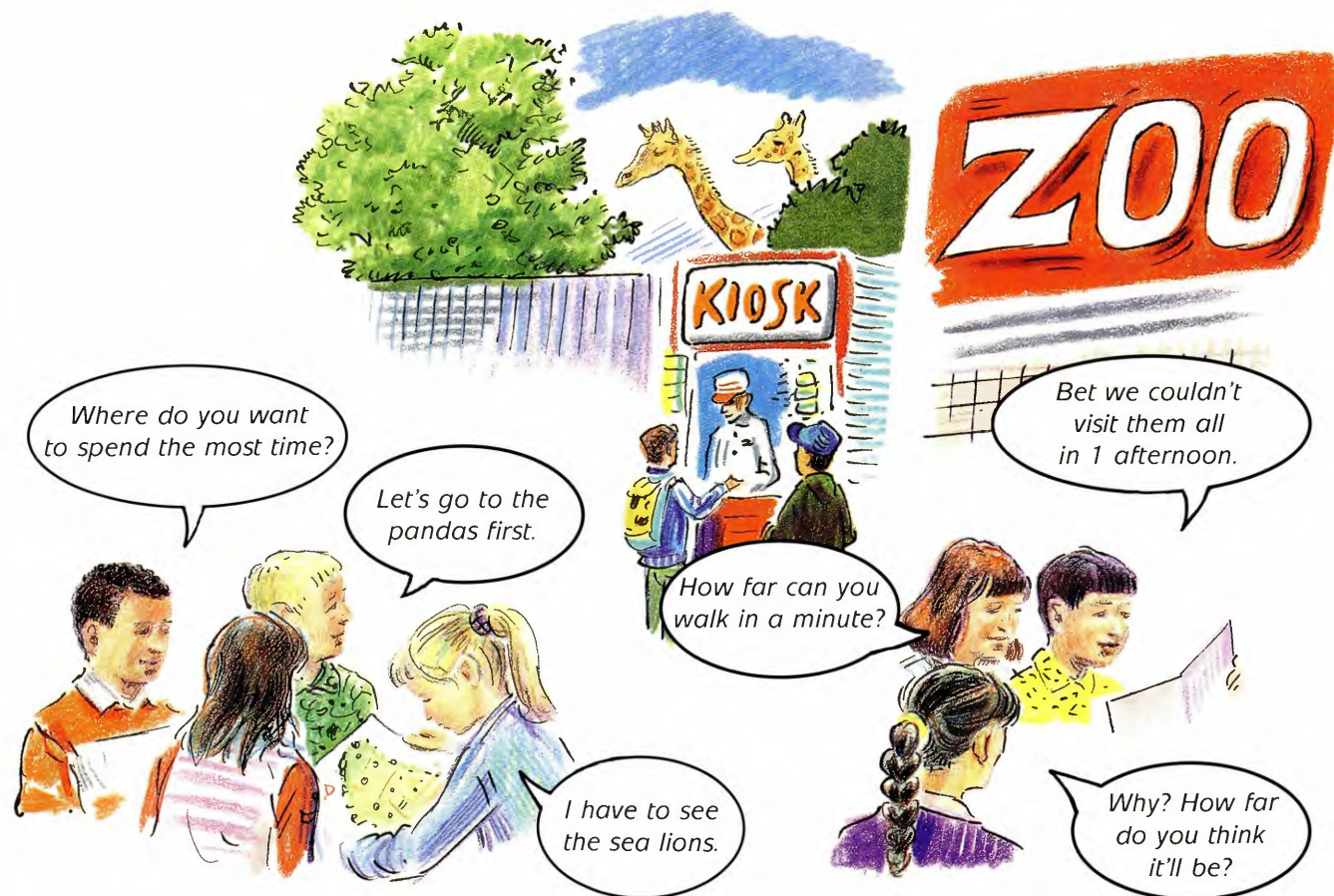


1

On the 'Zoo plan' worksheet, plan a route along the footpaths.

Make sure it goes to all the enclosures.

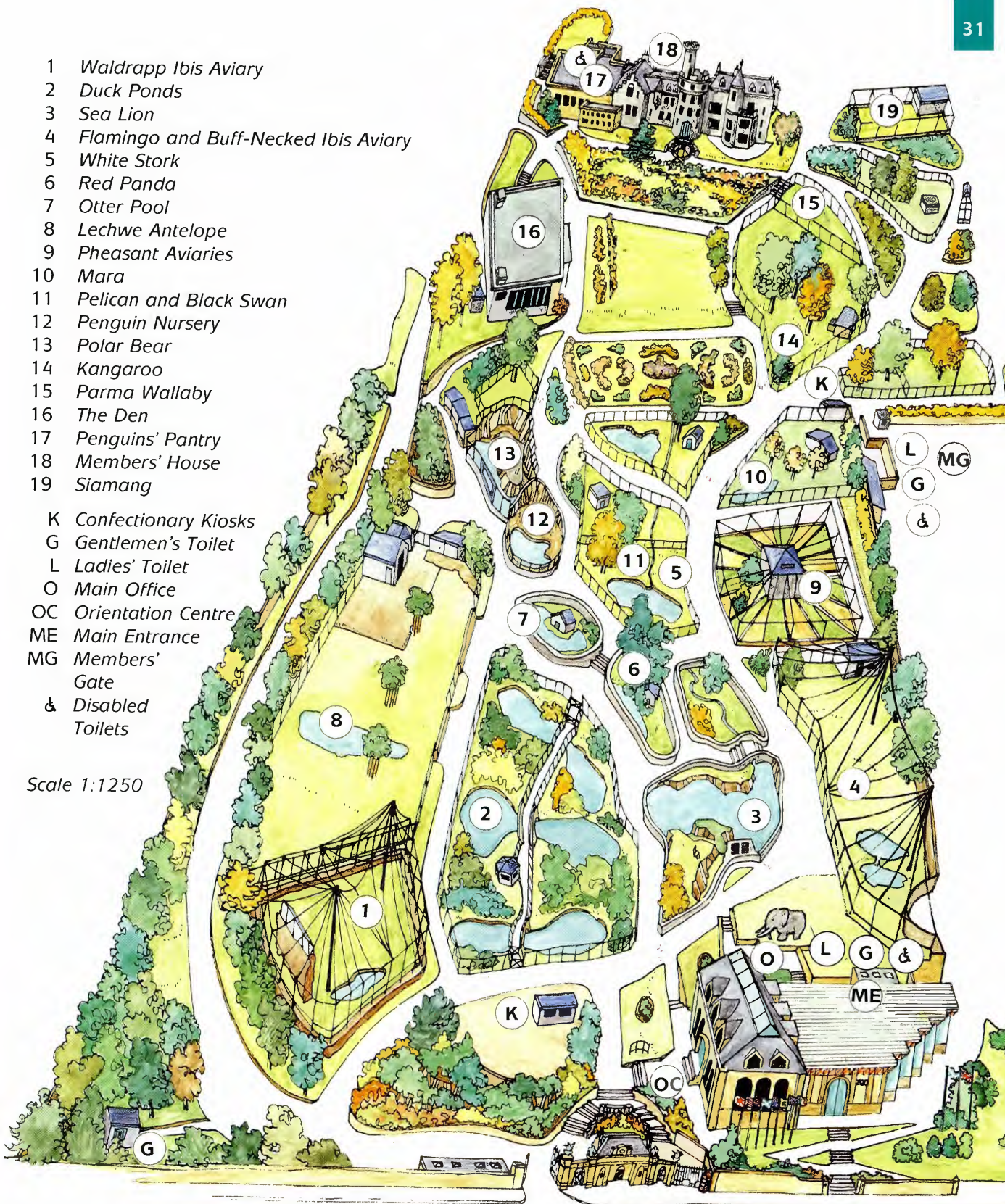
Make your route as short as possible.



- 1 Waldrapp Ibis Aviary
- 2 Duck Ponds
- 3 Sea Lion
- 4 Flamingo and Buff-Necked Ibis Aviary
- 5 White Stork
- 6 Red Panda
- 7 Otter Pool
- 8 Lechwe Antelope
- 9 Pheasant Aviaries
- 10 Mara
- 11 Pelican and Black Swan
- 12 Penguin Nursery
- 13 Polar Bear
- 14 Kangaroo
- 15 Parma Wallaby
- 16 The Den
- 17 Penguins' Pantry
- 18 Members' House
- 19 Siamang

- K Confectionary Kiosks
 G Gentlemen's Toilet
 L Ladies' Toilet
 O Main Office
 OC Orientation Centre
 ME Main Entrance
 MG Members' Gate
 & Disabled Toilets

Scale 1:1250



... A visit to the zoo

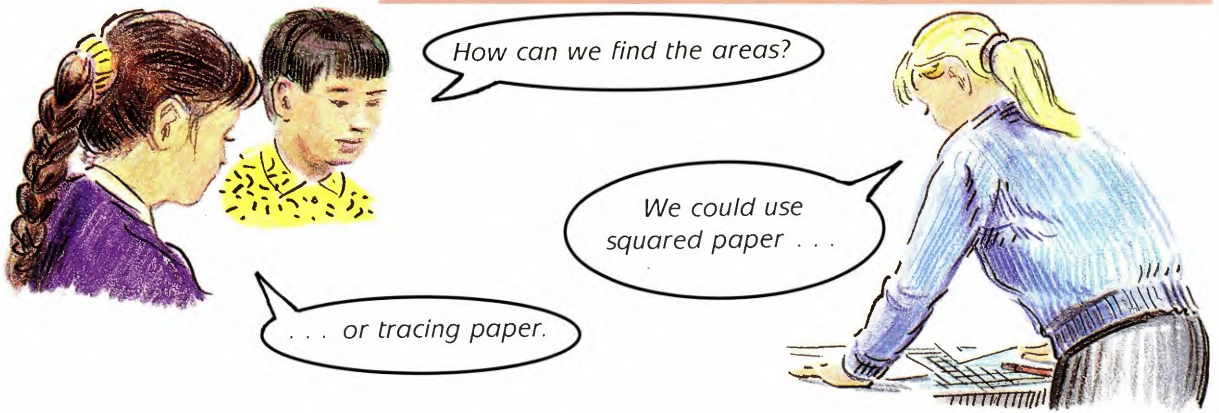
Animal space

The zoo has to give each animal enough room.

Some animals have to live in groups.

They all need space for play and exercise.

In your group, choose 3 or 4 animals.
Find the areas of their enclosures from the plan on page 31.



- Find out how much space different animals have in a zoo near you.

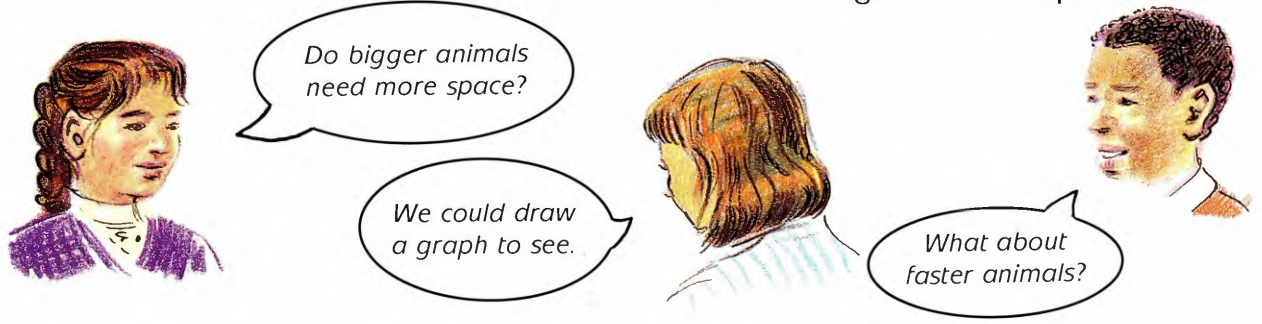
How many animals are there in each enclosure?

How much space does each animal have for itself?



2

- Use the 'Zoo fact sheet' to investigate another aspect of zoos.



Animal comparisons

You can compare animals by plotting graphs, or using a graph-plotter program.

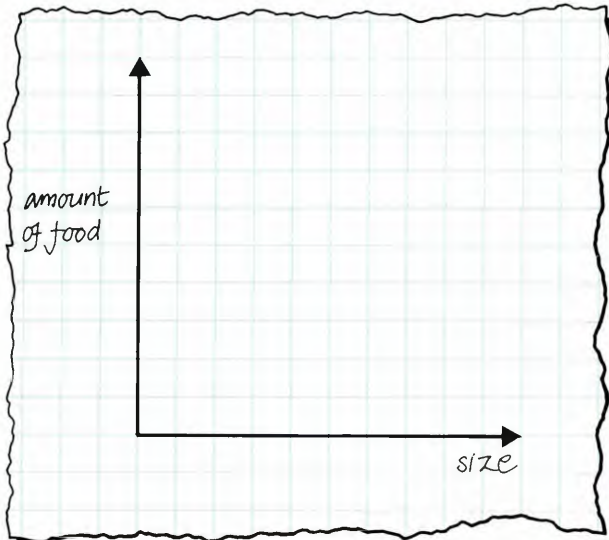
- Choose 2 aspects of animals which you want to investigate and compare.
- Find data on these aspects for different animals.
- Plot a graph to show the data.
- Explain what your graph shows.

Here is one idea.



We could compare the sizes of animals with how much they eat.

What do you mean 'size'?



An elephant's food for 1 day



▶ page 41

🧩 page 48

Animals on the move

3

Speedy sprinters

These animals are supposed to be able to reach these speeds.

antelope		15 metres per second
racehorse		18 metres per second
cheetah		26 metres per second

Discuss how you think these speeds were measured.

Find out the speeds of some other animals.



- You can use the 'Animals' database or 'Animals data' worksheet to help you.

Let's add our data to the database.

Make a classroom display to show what you have found out.




D LD ANIMALS
LN B1, B2

3

○ stopwatch
or a watch with
a seconds hand
long ruler
or tape measure

Slow sliders

These are the speeds for some very slow movers.

snail		1 centimetre per second
3-toed sloth		4 centimetres per second
giant tortoise		7 centimetres per second

Do you believe that a snail can move that fast?

Try to find out.

Find out how long each of these would take to travel 100 metres.



Curves of pursuit

small objects
to mark positions
on your table
or the floor

Canine chase

A dog sees another dog in the park and starts to run towards it.

The second dog immediately tries to get to a gate before the first one catches it. They are both running at the same speed.

The first dog is always running towards the second dog.

The second dog is always running towards the gate.



first dog

second dog

Draw their running paths.

Let's try it out.

We could mark
the position with counters.

You be the first dog.
I'll be the second one.



Discuss what you have found out.

Use diagrams to explain your ideas.

page 44

You can explore this further with the 'Multi' Microworld.

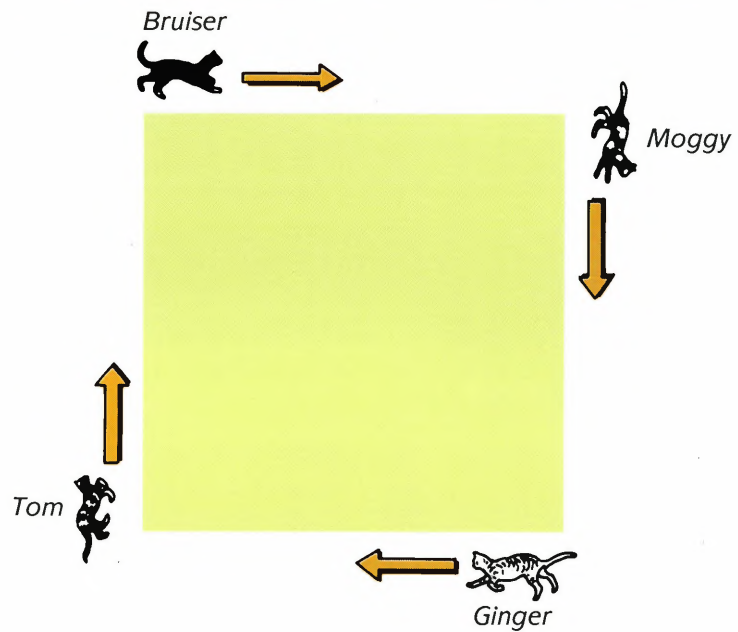
Feline fury

The 4 cats, Bruiser, Moggy, Ginger and Tom, are sitting at the corners of a square garden.

At the same moment and with the same speed

- Bruiser starts to chase Moggy,
- Moggy starts to chase Ginger,
- Ginger starts to chase Tom
- and Tom starts to chase Bruiser.

Draw a square to represent the garden and plot their paths.



The 'Multi' Microworld could help here.

Show clearly what you have found out.

- Choose a further problem to investigate.

Here are some ideas.

- What happens if you start with other shapes for the garden - a triangle, a hexagon or a circle maybe?
- What if one cat is going twice as fast as another?



pages 44 – 45



page 48

Logic puzzles

This section is about solving logic puzzles and making up your own.

Spot the animal

Five animals are being taken to a zoo.

There is a bear, an elephant, a lion, a monkey and a zebra.

Their names are Butch, Cheeky, Grumpy, Pal and Royal.

Their ages are 2, 4, 5, 8 and 15 years.

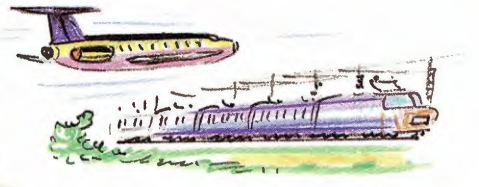
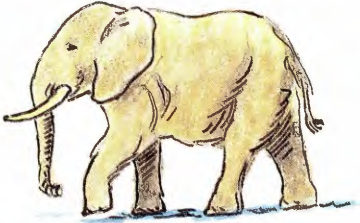
They travel by boat, helicopter, lorry, plane and train.

- The 5 year old is called Cheeky.
- The lion is twice as old as the zebra, who is twice as old as the monkey.
- Grumpy went by helicopter and Royal went by boat.
- The 2 year old went by plane and the bear went by lorry.
- Butch is the eldest and went by train.
- Pal is younger than Grumpy, who is younger than Royal.

Use these clues to work out the name and age of each animal, and how it is travelling.

Check your solution with a partner.

Can you be sure there is only one solution?



Making up your own puzzles

In the puzzle on page 38, there were 5 animals, each with 4 features (type, name, age and transport).

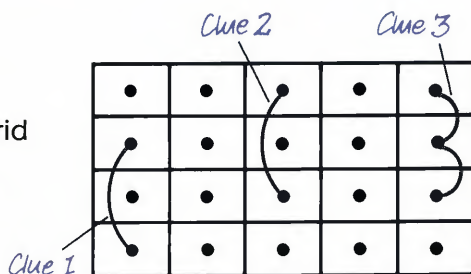
There were just enough clues for you to solve the puzzle.

Now make up your own puzzle.



For your puzzle

- make up a solution grid first,
- make up clues to link some of the spaces.



Try out the puzzle as if it was new to you.

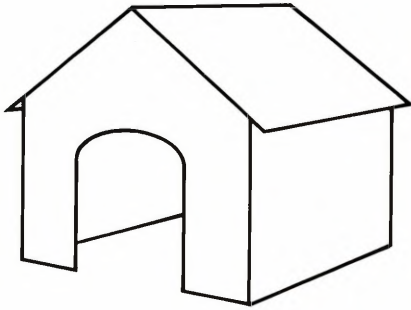
A good puzzle is difficult, but not impossible.

How good is yours?



A good home – some more ideas

Planning a dog kennel

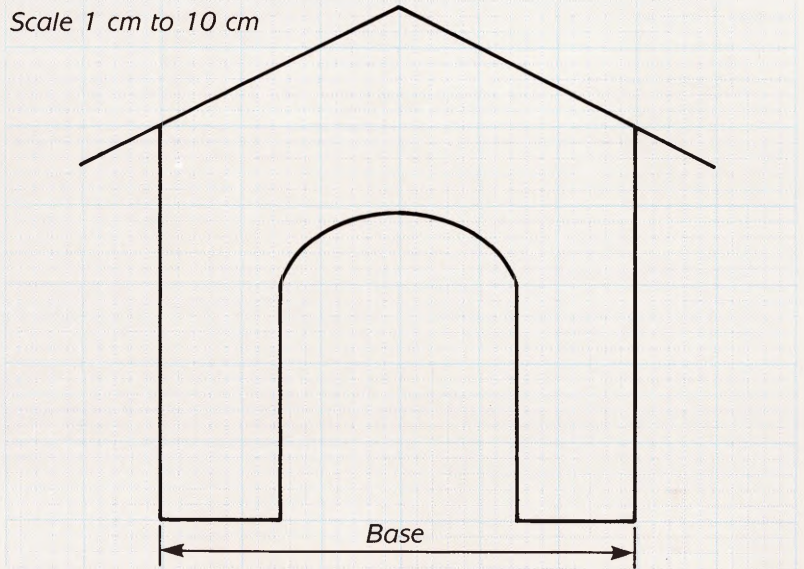


Maria and Hassan are building a kennel for a small dog.

They want it to be 80 centimetres from front to back.

You can calculate the other lengths from their scale drawing of the front.

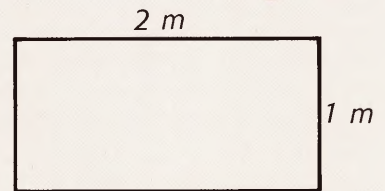
Scale 1 cm to 10 cm



How much will it cost?

The plywood to make the kennel comes in sheets like this:

Show how they should cut out the pieces from these plywood sheets so that there is as little waste as possible.



Make a list of everything they will need to make the kennel.

Find out the cost of everything they will need.

Work out the total cost of their dog's kennel.



►► Zoo visit – some more ideas

Zoo budgeting

A zoo is spending more money than it earns.

The manager must reduce costs or increase income.

He has asked you to help.

What would you advise him to do?



Discuss the problems with your group.

Prepare a 'recovery plan'.

Where possible, give facts and figures to back up your proposals.



Animals on the move – some more ideas

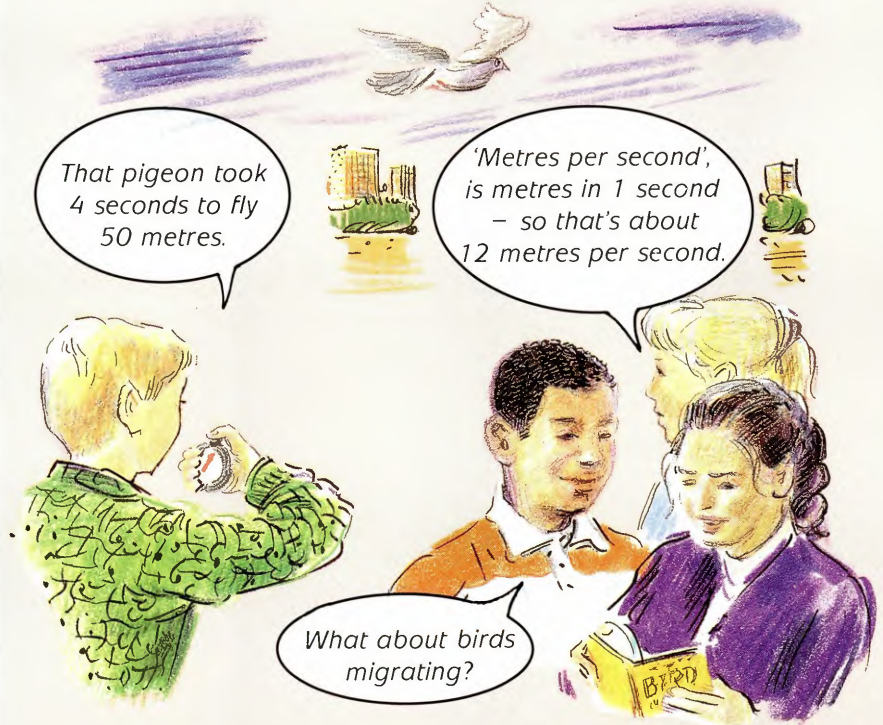
Animal speeds



D LD ANIMALS

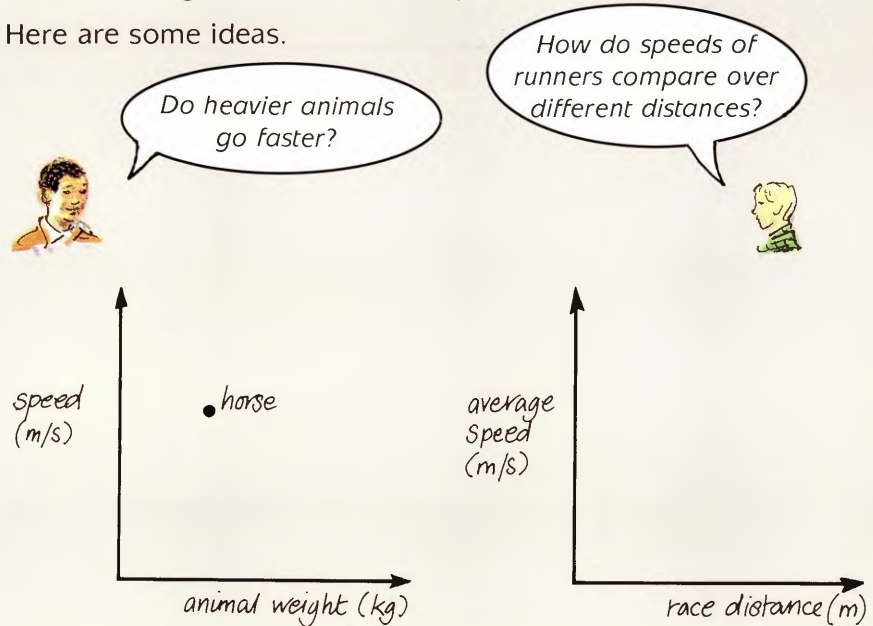
LN B2, B3

You can measure animals' speeds by timing them.



You can use graphs to compare speeds.

Here are some ideas.



The race track

An antelope, a cheetah and a racehorse have a race.

The length of the track is 100 metres.

Where would you start each of the animals to make the race fair?

What does 'fair' mean?

Giving them all
an equal chance
of winning.

90 m

100 m



Antelope



Cheetah



Racehorse

- Draw a diagram of the track showing the starting points.
- Explain how you decided the positions for the starting points.



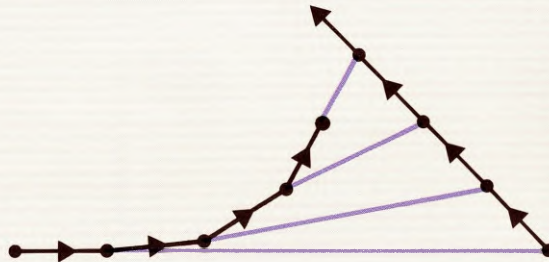
►► Curves of pursuit – some more ideas

Getting started

You can plot the curves, step by step, using any small objects.

Remember that each animal is always aiming at something (a gate, another animal . . .).

Gate 



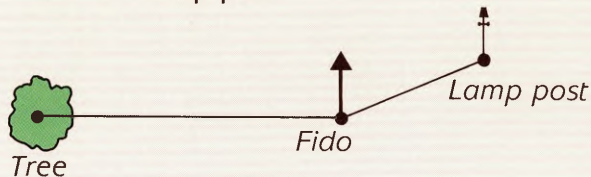
Plot the paths, step by step, on paper, as accurately as you can.

Make your own rules

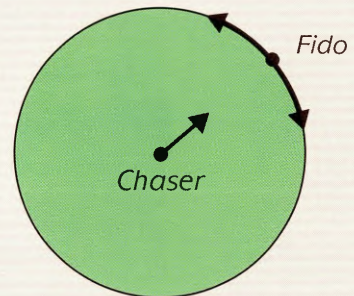
Experiment with rules of your own for plotting curves.

Here are some to try.

- Fido runs so that he is twice as far from the tree as from the lamp post.



- Chaser is in the middle of a circular field. Fido is at the edge of the field. They run at the same speed as each other. Fido is running round the edge. Chaser is running at him.



What happens if Chaser does not start at the centre?



Catch me

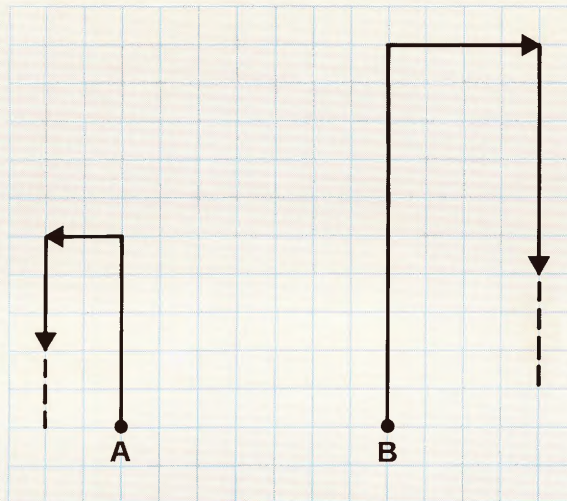
Plot the paths when

- A can move freely,
- B's moves depend on A's moves,
- A is trying to catch B.

Explore what happens with the following rule for B.
Move twice as far as A and also swap left and right.

For example - A forward 5, B forward 10,
- A left 90° , B right 90°

Draw designs to show what happens.



Now make up another rule. Keep it secret.
Work with a partner. Can your partner catch you?
Can they guess your rule?

You can explore these ideas further, using the Logo
Microworlds 'Multi' and 'Locus'.

'Multi' allows you to use several turtles on the screen
at once - the turtles can act like the dogs and cats,
chasing and being chased.

'Locus' tells 1 turtle how to move compared with
another. There are 6 rules to choose from - and
you can always make up more rules of your own.

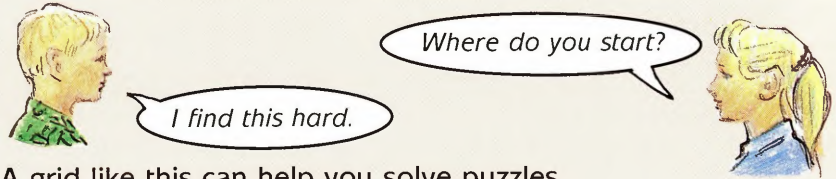


Using Microworlds



▶▶ Logic puzzles – some more ideas

Getting started



A grid like this can help you solve puzzles.

Type	elephant			Grumpy	
Name			cheeky		
Age	2	4	5	8	15
Travel	plane		Lorry		

Labels: Royal, boat, Zebra, Lion, Butch, train

Fill in 1 row (choose a row that is mentioned a lot).

Fill in any other spaces you are sure of.

Make card or paper labels for the remaining spaces.

Move them around on the grid until they fit all the clues.

How many clues?

'Simple clues' link 2 features in a logic puzzle.

For instance, 'The dog's name is Springer'.

'The cat did not travel by car'.

Investigate the smallest number of simple clues you need to solve different sized grid puzzles.

Name	Alfred	Brian	Charles
Type	Tiger		



A harder logic puzzle

A visit to the vet

Five friends have taken their pets to the vet. The friends are Avril, Nick, Pete, Rachel and Winston. Their pets are a cat, a dog, a gerbil, a rabbit and a white rat, called Bobbie, Brandy, Fluff, Lulu and Whitey. One pet has a broken leg, 1 has an infected ear, 1 is off its food, 1 has a tummy upset and one has tooth trouble.

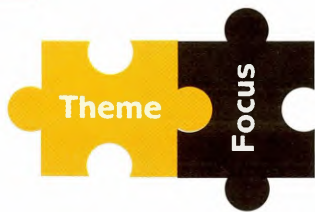
All this information has been jumbled up. Use the pictures and following statements to work out which pet belongs to which friend, what the pet's name is and what it is suffering from.

- Brandy, who is not the rabbit, does not belong to Rachel.
- Bobbie, who has a broken leg, has a male owner. So has the rabbit, who has a bad tooth.
- Lulu, the gerbil, is not Avril's pet, and Lulu's ear is not infected.
- Pete owns the pet which is off its food.
- It is not Rachel's animal which has the upset tummy.



You may need to try this puzzle several times before you can solve it. Is there more than one solution?





Here are some kinds of maths you may have used in this Theme.
You can find out more about them in these Focus book units.

Codes and puzzles



Algebra
C 4
Handling data
C 5

Curves and curve sketches



Algebra
C 2
Shape & Space
E 9

Database



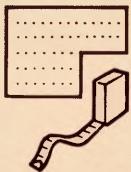
Handling data
LI 5, 6
C 4, 7

Decimals

334.0
0.334
33.3
3.34

Number
C 2, 4, 7, 12
E 2, 5

Length and area



Number
LI 5
C 4, 7
E 10, 13

Money



Number
LI 4
C 2, 6, 9, 11
E 7, 8

Number patterns



1 3 6

Number
LI 6/C 8
E 1, 12
Algebra
LI 7, 8, 10
C 1, 2, 3/E 1, 4

Opinion surveys



Handling data
LI 1, 4, 7, 11
C 2, 8
E 1

Speed



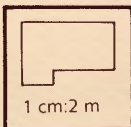
Number
E 7, 11
Handling data
C 7

Polygons



Algebra
C 2
Shape & Space
LI 2, 4
C 1
E 4, 10

Scale drawing



Number
C 12
E 7
Shape & Space
C 8
E 7, 5, 9

Percentages



Number
C 11
E 8



- Theme Books**
- provide open-ended starting points for mathematical activities in context;
 - promote the natural development of cross-curricular work in a variety of subject areas.

- Focus Books**
- develop techniques and ideas in the four topic areas of NUMBER, ALGEBRA, SHAPE & SPACE, HANDLING DATA;
 - continue the investigative approach of the Theme Books, and are designed to be used alongside them.

Computer Activities are integral to the **Century Maths** materials, with fully referenced support through the **Logo 2000** software and **LogoPacks**.

This is the **FOOD / ANIMALS Theme Book** for Years 7 and 8.

FOOD

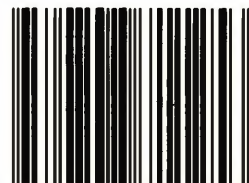
ANIMALS

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