

Maths Stem sentences

Place value

There are _____ tens in _____ and _____ ones in _____

Each place value column is ten time bigger than the previous one

The pencils are in groups of 10, so we will count in tens.

10 tens is equal to 1 hundred

100 is 10 times bigger than 10

10 hundreds is equal to 1000

1000 is equal to 10 100s

The closest multiple of 1,000 is _____. _____ rounded to the nearest thousand is _____

1 is ten times the size of 1 tenth

1 tenth is ten times the size of 1 hundredth

1 is 100 times the size of 1 hundredth

10 tenths is equal to 1 one

10 hundredths is equal to 1 tenth

100 hundredths is equal to 1 one.

_____ tenths is zero-point _____

_____ hundredths is zero-point-zero _____

The closest whole number is _____. _____ rounded to the nearest whole number is ____.

1m is 100cm

1000ml is 1litre

100p is £1

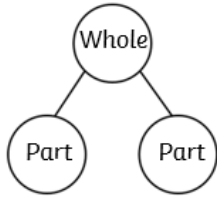
10 hundred thousands is equal to 1 million

1,000,000 is 10 times larger than 100,000

The closest multiple of 1 million is _____. _____ rounded to the nearest million is _____

The closest multiple of 100,000 is _____. _____ rounded to the nearest 100,000 is _____.

Addition



A whole can be broken into a number of parts.

The sum of the parts is equal to the whole.

We can add the parts in any order.

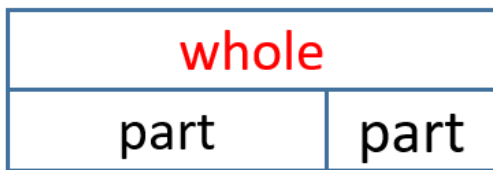
We can only add things with the same noun.

If you change the order of the addends, the sum remains the same.

In addition, we can add to one set to make it bigger . The total is the sum.

In addition, we can combine one or more sets. The total is the sum.

Subtraction



The whole can be split into parts.

The sum of the parts is equal to the whole.

Whole subtract a part equals a part.

Subtraction cannot be done in any order as we cannot swap the whole and the part.

Multiplication

A factor times a factor equals a product

When zero is a factor, the product is zero.

Multiples of 4 make equal groups of 4.

3 is a factor. 2 is a factor.

6 is the product.

factor x factor = product.

3	x	2	=	6
factor	x	factor	=	product



6	=	3	x	2
product	=	factor	x	factor



Multiples of ___ make equal groups of ___

A multiple of a number can be divided into equal groups of that number.

A multiple of __ is the product of __ and a whole number.

__ is a multiple of __ because you can make equal groups of __.

__ is not a multiple of __ because you can't make equal groups of __.

The factors of a number are all the numbers that divide into it exactly.

A factor is a number that can be divided into another number without leaving a remainder.

__ is a factor of __ because you can make __ equal groups of __.

__ is a factor of __ because you can make __ equal groups of __.

__ is not a factor of __ because you can't make equal groups of __, there will be some left over.

A number which has only two factors is a prime number.

2 is the first, and only even, prime number.

Fractions

The denominator is the number of equal parts

The numerator is the number of shaded parts

The denominator is ___ because the whole is divided into ___ equal parts. The numerator is __ because __ part is shaded.

When the whole is the same, the greater the number of equal parts, the smaller each equal part is.
When the whole is the same, the smaller the number of equal parts, the

When comparing unit fractions, the greater the denominator, the smaller the fraction.

When we compare fractions, the whole has to be the same.

Whatever you multiply or divide the denominator by, you multiply or divide by the numerator

The parts are equal, I know this because the number of ___ in each part is the same.

The parts are unequal, I know this because the number of ___ in each part is not the same.

Equal-sized parts do not have to look the same.

A unit fraction is any fraction where the numerator is one.

I have ___ one tenths. I have ___ tenths.

When the numerator and the denominator are the same the fraction is equivalent to one whole.

Each whole is divided into four equal parts. We have __ of these equal parts. | This represents ___ quarter(s)

Our unit is ___ so we will be thinking about groups of _____. There are _____ in one whole.

When two or more fractions have the same value. We call them equivalent fractions.

The numerator has been scaled up/down by _____. The denominator has been scaled up/down by _____. These fractions are /are not equivalent.

__ is equal to __ because both the numerator and denominator have been scaled by a factor of ___

When the numerator and denominator are multiplied or divided by the same number, the value of the fractions remains the same.

A fraction can be simplified when the numerator and denominator have a common factor other than one.

To write a fraction in its simplest form, divide both the numerator and denominator by their highest common factor.

When adding fractions with the same denominators, just add the numerators.

When subtracting fractions with the same denominators, just subtract the numerators.

Fractions must have the same denominator before they can be added or subtracted.

When fractions have the same denominator, we call this a common denominator.

To multiply a fraction and a whole number, we multiply the numerator by the whole number and keep the denominator the same.

To multiply fractions, we can multiply the numerators and multiply the denominators.

To divide a fraction by a whole number, we can change it to an equivalent multiplication. To divide by ____, we can multiply by ____.

A fraction can be converted into a decimal by dividing the numerator by the denominator

In order to convert a percentage to a fraction, first convert it to a fraction with a denominator of 100 then simplify.

To find 10% of a number, divide it by ten.

To find 1% of a number, divide it by hundred.

Reasoning sentences

_____ is similar/different to _____ because ...

Something I know about _____ is ...

Something I learned today was ...

I know this is the correct answer because...

How I solved this problem was ...

Something I can connect to this skills/ problem is ...

An example of this happening in real-life is when...

The answer is incorrect because...

I believe the best answer is...

It is better to _____ than _____ because...

This question is asking me to...

My answer means...

I already know that ... so ...
I checked by ...

I decided to ... because ...
I noticed that...

I wondered why ...

The pattern I noticed was ...

I used the inverse of ...

I used the fact that ...