Pattern and Algebra 5: Finding all possibilities and investigating a general statement.

| Key Vocabulary |  | Mathematical Skills <br> - Plan how to start an investigation. <br> - Reason that it is helpful to start their work systematically e.g. to find all combinations, notice patterns, make predictions. <br> - Develop ways to record systematically. <br> - Check results. <br> - Understand a general statement. <br> - Make a generalisation i.e. noticing a rule emerging and explaining why something will always happen. |
| :---: | :---: | :---: |
| Combination | Different ways to group numbers. |  |
| Consecutive numbers | Numbers that follow each other immediately in a sequence e.g. 2, 3, 4, 5, 6, 7 etc. |  |
| Estimate | An educated guess, close to the actual. |  |
| Systematic | Solving a problem in a structured way. |  |

## Mathematical Methods

- Finding all possibilities e.g. with three colours or two shapes (no bigger than 5).

- Finding all possibilities with coins e.g. if you have the following: $50 p, 20 p, 10 p, 5 p, 2 p, 1 p$.

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50+20=70
50+10=60 20+10=30
50+5=55 20+5=25 10+5=15
50+2=52
*50+2=52
```

- Investigating a general statement about consecutive numbers e.g. Is the total of 3 consecutive numbers always a multiple of 3 ?
- Investigate a general statement about odd and even numbers e.g. two odd numbers added together always totals an even number.


## Can you..?

- Find all the ways Tia could make 20p with these coins.


200

- If Tia buys a sticker for 26 p, how could she pay with the fewest coins?
- Ben is thinking of 3 consecutive numbers. The largest is 12 . What are the other two?
- Can you find the total of these consecutive numbers: 11, 12 and 13.

