Mathematics Year 11 Higher

Term	1			2			3		4		5	6
Topic	**Algebra 1**	**Geometry 1**	**Algebra 2**	**Number**	**Geometry 2**	**Algebra 3**	**Algebra 4**	**Top 14 topics to get a Grade 5**	**UNPACK Problem solving**	**Revision and Exam Practise**	**Revision and Exam Practise**	**Revision and Exam Practise**
Detail	Manipulate and solve quadratic equations by a variety of methods. Revise solving simultaneous equations.	Recall, apply and prove all the circle theorems	Manipulate algebra to change the subject and use and apply function notation	Manipulate surds and rationalise the denominator of a fraction containing a surd.	Know, use and apply vector notation to find the resultant of two vectors and prove that two lines can be parallel and/or collinear.	Represent direct and inverse proportion graphically and algebraically. Find an estimate for the area under a non-linear graph. Transform graphs of functions including trigonometric and other non-linear functions.	Use the form $y = mx + c$. Identify perpendicular lines Recognise and use the equation of a circle with centre at the origin Find the equation of a tangent to a circle at a given point	Unit 1: HCF, LCM, Primes, BIDMAS Unit 2: Area and Pythagoras Unit 3: Sequences and Forming Equations Unit 4: Brackets and Factorising Unit 5: Decimals Unit 6: Averages Unit 7: Scatter graphs Unit 8: Percentages and Ratio Unit 9: Probability Unit 10: Transformations Unit 11: Angles Unit 12: Formula Unit 13: Volume and Measure Unit 14: Best Buys	Problem solving questions on: Area and circumference of a circle Best Deal Comparing length and Area Compound Area and Perimeter Compound Measure problems Exchange rates Forming and Solving equations Fractions, Decimals and Percentages Frequency Tree Ratio Pie Chart Diagrams HCF, LCM Money Percentage increase and Decrease Percentages - Simple and Compound Interest Proportion Ratio of a Quantity Ratio Recipe Scale factor diagrams and Map Standard form Theoretical probability	Revision and exam practise to fill any knowledge gaps.	Revision and exam practise to fill any knowledge gaps.	Revision and exam practise to fill any knowledge gaps.
Grade 8-9	Solve quadratic equations by completing the square. Create and solve simultaneous equations with one quadratic equation.		Solving and simplifying algebraic fractions. Use function notation including composite and inverse functions. Algebraic proof	Expand and simplify expressions involving surds. Rationalise the denominator of a fraction which contains a surd.	Introductions to vector notation. Finding the magnitude of a vector, represent vectors graphically and vector notation. Solve problems involving resultant of two vectors. Solve problems involving vectors by using points as position vectors. Prove algebraically that lines are parallel and/or collinear. Solve geometric 2D problems using vector methods. Apply vector methods for simple geometric proofs.	Represent direct and inverse proportion graphically and algebraically. Estimate the area under a non-linear graph. Recognise and sketch graphs of the tangent as the rate of change. Link this to instantaneous rate of change	Identify the equations of a circle from its graph Use the equation of a circle to draw its graph Find the equation of a tangent to a circle at a given point Solve algebraic problems involving tangents to a circle			Revision and exam practise of appropriate topics	Revision and exam practise of appropriate topics	Revision and exam practise of appropriate topics
Grade 6-7	Solve quadratic equations using the quadratic formula. Solve simultaneous equations with one linear and one quadratic equation.	Identify, use, problem solve and prove circle theorems.				Recognise and sketch graphs of exponential functions. Calculate the gradient of a tangent at a point on a graph. Transforming graphs of functions.	Know that perpendicular lines have gradients with a product of -1. Identify perpendicular lines using algebraic methods.			Revision and exam practise of appropriate topics.	Revision and exam practise of appropriate topics.	Revision and exam practise of appropriate topics.
Grade 5	Factorise expressions up to quadratic expressions. Find the roots or solution of a quadratic function. Solve simultaneous equations		Change the subject of a formula where the subject appears twice.				Find the equation of a straight line given two coordinates on the line	Percentages - Compound Interest/depreciation Probability tree diagrams Enlargements	Percentages - Simple and Compound Interest	Revision and exam practise of appropriate topics.	Revision and exam practise of appropriate topics.	Revision and exam practise of appropriate topics.
Grade 4	Solve linear inequalities up to four steps, with both sides and including expanding brackets. Solve inequalities and represent the solution set on a number line.						Find the gradient and equation of a straight line from a graph or the gradient and a coordinate	Forming equations Real life graphs Interpreting Scatter graphs Percentages - Increase/Decrease Formula Volume and Measure Best Buys	Comparing length and area Compound Measure problems	Revision and exam practise of appropriate topics.	Revision and exam practise of appropriate topics.	Revision and exam practise of appropriate topics.
Grade 2-3	Solve equations with letters on one side. Factorising into one bracket.							HCF, LCM, Primes, BIDMAS Sets, Pythagoras Sequences Brackets and Factorising Decimals Averages Percentages and Ratio Graphs Transformations Angles Volume and Measure	Area and circumference of a circle Best Deal Compound Area and Perimeter Exchange rates Forming and Solving equations Fractions, Decimals and Percentages Frequency Tree Diagrams HCF, LCM Money Percentage increase and Decrease Percentages - Simple and Compound Interest Proportion Ratio of a Quantity Ratio Recipe Scale factor diagrams and map Standard form Theoretical probability			
Keywords	unknown, solve, solution of, inverse, iterative, simultaneous equations, substitution, elimination, equivalent, expression, expand, linear, quadratic, difference of two squares, binomial, factorise, trinomial, quadratic, deduce, root	Radius, math, tangent , chord, theorem, conjecture, derive, prove, proof, counterexample	expression, equation, expression, expand, linear, quadratic, algebraic fraction, difference of two squares, binomial, factorise	square, root, cube, indices, surd, simplify, rationalise	vector, scalar, component, magnitude	direct proportion, inverse proportion, multiplier, function, equation, linear, non-linear, quadratic, cubic, Reciprocal, exponential, parabola, asymptote, gradient, y-intercept, x-intercept, root, rate of change, sketch, plot	Function, equation, linear, non-linear, Parallel, Perpendicular, Gradient, y-intercept, x-intercept, root, Sketch, plot, Centre (of a circle), Radius, Tangent					
Resource Links	KM: Introduce interval notation to indicate inclusive/exclusive inequalities; Create number line from 1-10 and ask students to represent the inequality $x > 3$ on the number line; Ask students to represent the inequality $x \leq 5$ on the number line; Ask students to represent the inequality $-2 < x \leq 4$ on the number line; Ask students to represent the inequality $x \geq -1$ on the number line; Ask students to represent the inequality $-3 < x < 1$ on the number line; Ask students to represent the inequality $x \geq 2$ and $x < 5$ on the number line; Ask students to represent the inequality $-1 \leq x < 3$ on the number line; Ask students to represent the inequality $x > -4$ and $x \leq 0$ on the number line; Ask students to represent the inequality $-2 \leq x \leq 1$ on the number line; Ask students to represent the inequality $x < 3$ and $x \geq -2$ on the number line; Ask students to represent the inequality $-4 < x \leq -1$ on the number line; Ask students to represent the inequality $x \geq 0$ and $x < 2$ on the number line; Ask students to represent the inequality $-3 \leq x < 0$ on the number line; Ask students to represent the inequality $x > -1$ and $x \leq 3$ on the number line; Ask students to represent the inequality $-1 \leq x \leq 2$ on the number line; Ask students to represent the inequality $x < 4$ and $x \geq -3$ on the number line; Ask students to represent the inequality $-5 < x \leq -2$ on the number line; Ask students to represent the inequality $x \geq 1$ and $x < 3$ on the number line; Ask students to represent the inequality $-2 \leq x < 1$ on the number line; Ask students to represent the inequality $x > -3$ and $x \leq 2$ on the number line; Ask students to represent the inequality $-4 \leq x \leq -1$ on the number line; Ask students to represent the inequality $x < 5$ and $x \geq -4$ on the number line; Ask students to represent the inequality $-6 < x \leq -3$ on the number line; Ask students to represent the inequality $x \geq 2$ and $x < 4$ on the number line; Ask students to represent the inequality $-3 \leq x < 2$ on the number line; Ask students to represent the inequality $x > -2$ and $x \leq 1$ on the number line; Ask students to represent the inequality $-1 \leq x \leq 3$ on the number line; Ask students to represent the inequality $x < 6$ and $x \geq -5$ on the number line; Ask students to represent the inequality $-7 < x \leq -4$ on the number line; Ask students to represent the inequality $x \geq 3$ and $x < 5$ on the number line; Ask students to represent the inequality $-4 \leq x < 3$ on the number line; Ask students to represent the inequality $x > -3$ and $x \leq 2$ on the number line; Ask students to represent the inequality $-2 \leq x \leq 1$ on the number line; Ask students to represent the inequality $x < 7$ and $x \geq -6$ on the number line; Ask students to represent the inequality $-8 < x \leq -5$ on the number line; Ask students to represent the inequality $x \geq 4$ and $x < 6$ on the number line; Ask students to represent the inequality $-5 \leq x < 4$ on the number line; Ask students to represent the inequality $x > -4$ and $x \leq 3$ on the number line; Ask students to represent the inequality $-3 \leq x \leq 2$ on the number line; Ask students to represent the inequality $x < 8$ and $x \geq -7$ on the number line; Ask students to represent the inequality $-9 < x \leq -6$ on the number line; Ask students to represent the inequality $x \geq 5$ and $x < 7$ on the number line; Ask students to represent the inequality $-6 \leq x < 5$ on the number line; Ask students to represent the inequality $x > -5$ and $x \leq 4$ on the number line; Ask students to represent the inequality $-4 \leq x \leq 3$ on the number line; Ask students to represent the inequality $x < 9$ and $x \geq -8$ on the number line; Ask students to represent the inequality $-10 < x \leq -7$ on the number line; Ask students to represent the inequality $x \geq 6$ and $x < 8$ on the number line; Ask students to represent the inequality $-7 \leq x < 6$ on the number line; Ask students to represent the inequality $x > -6$ and $x \leq 5$ on the number line; Ask students to represent the inequality $-5 \leq x \leq 4$ on the number line; Ask students to represent the inequality $x < 10$ and $x \geq -9$ on the number line; Ask students to represent the inequality $-11 < x \leq -8$ on the number line; Ask students to represent the inequality $x \geq 7$ and $x < 9$ on the number line; Ask students to represent the inequality $-8 \leq x < 7$ on the number line; Ask students to represent the inequality $x > -7$ and $x \leq 6$ on the number line; Ask students to represent the inequality $-6 \leq x \leq 5$ on the number line; Ask students to represent the inequality $x < 11$ and $x \geq -10$ on the number line; Ask students to represent the inequality $-12 < x \leq -9$ on the number line; Ask students to represent the inequality $x \geq 8$ and $x < 10$ on the number line; Ask students to represent the inequality $-9 \leq x < 8$ on the number line; Ask students to represent the inequality $x > -8$ and $x \leq 7$ on the number line; Ask students to represent the inequality $-7 \leq x \leq 6$ on the number line; Ask students to represent the inequality $x < 12$ and $x \geq -11$ on the number line; Ask students to represent the inequality $-13 < x \leq -10$ on the number line; Ask students to represent the inequality $x \geq 9$ and $x < 11$ on the number line; Ask students to represent the inequality $-10 \leq x < 9$ on the number line; Ask students to represent the inequality $x > -9$ and $x \leq 8$ on the number line; Ask students to represent the inequality $-8 \leq x \leq 7$ on the number line; Ask students to represent the inequality $x < 13$ and $x \geq -12$ on the number line; Ask students to represent the inequality $-14 < x \leq -11$ on the number line; Ask students to represent the inequality $x \geq 10$ and $x < 12$ on the number line; Ask students to represent the inequality $-11 \leq x < 10$ on the number line; Ask students to represent the inequality $x > -10$ and $x \leq 9$ on the number line; Ask students to represent the inequality $-9 \leq x \leq 8$ on the number line; Ask students to represent the inequality $x < 14$ and $x \geq -13$ on the number line; Ask students to represent the inequality $-15 < x \leq -12$ on the number line; Ask students to represent the inequality $x \geq 11$ and $x < 13$ on the number line; Ask students to represent the inequality $-12 \leq x < 11$ on the number line; Ask students to represent the inequality $x > -11$ and $x \leq 10$ on the number line; Ask students to represent the inequality $-10 \leq x \leq 9$ on the number line; Ask students to represent the inequality $x < 15$ and $x \geq -14$ on the number line; Ask students to represent the inequality $-16 < x \leq -13$ on the number line; Ask students to represent the inequality $x \geq 12$ and $x < 14$ on the number line; Ask students to represent the inequality $-13 \leq x < 12$ on the number line; Ask students to represent the inequality $x > -12$ and $x \leq 11$ on the number line; Ask students to represent the inequality $-11 \leq x \leq 10$ on the number line; Ask students to represent the inequality $x < 16$ and $x \geq -15$ on the number line; Ask students to represent the inequality $-17 < x \leq -14$ on the number line; Ask students to represent the inequality $x \geq 13$ and $x < 15$ on the number line; Ask students to represent the inequality $-14 \leq x < 13$ on the number line; Ask students to represent the inequality $x > -13$ and $x \leq 12$ on the number line; Ask students to represent the inequality $-12 \leq x \leq 11$ on the number line; Ask students to represent the inequality $x < 17$ and $x \geq -16$ on the number line; Ask students to represent the inequality $-18 < x \leq -15$ on the number line; Ask students to represent the inequality $x \geq 14$ and $x < 16$ on the number line; Ask students to represent the inequality $-15 \leq x < 14$ on the number line; Ask students to represent the inequality $x > -14$ and $x \leq 13$ on the number line; Ask students to represent the inequality $-13 \leq x \leq 12$ on the number line; Ask students to represent the inequality $x < 18$ and $x \geq -17$ on the number line; Ask students to represent the inequality $-19 < x \leq -16$ on the number line; Ask students to represent the inequality $x \geq 15$ and $x < 17$ on the number line; Ask students to represent the inequality $-16 \leq x < 15$ on the number line; Ask students to represent the inequality $x > -15$ and $x \leq 14$ on the number line; Ask students to represent the inequality $-14 \leq x \leq 13$ on the number line; Ask students to represent the inequality $x < 19$ and $x \geq -18$ on the number line; Ask students to represent the inequality $-20 < x \leq -17$ on the number line; Ask students to represent the inequality $x \geq 16$ and $x < 18$ on the number line; Ask students to represent the inequality $-17 \leq x < 16$ on the number line; Ask students to represent the inequality $x > -16$ and $x \leq 15$ on the number line; Ask students to represent the inequality $-15 \leq x \leq 14$ on the number line; Ask students to represent the inequality $x < 20$ and $x \geq -19$ on the number line; Ask students to represent the inequality $-21 < x \leq -18$ on the number line; Ask students to represent the inequality $x \geq 17$ and $x < 19$ on the number line; Ask students to represent the inequality $-18 \leq x < 17$ on the number line; Ask students to represent the inequality $x > -17$ and $x \leq 16$ on the number line; Ask students to represent the inequality $-16 \leq x \leq 15$ on the number line; Ask students to represent the inequality $x < 21$ and $x \geq -20$ on the number line; Ask students to represent the inequality $-22 < x \leq -19$ on the number line; Ask students to represent the inequality $x \geq 18$ and $x < 20$ on the number line; Ask students to represent the inequality $-19 \leq x < 18$ on the number line; Ask students to represent the inequality $x > -18$ and $x \leq 17$ on the number line; Ask students to represent the inequality $-17 \leq x \leq 16$ on the number line; Ask students to represent the inequality $x < 22$ and $x \geq -21$ on the number line; Ask students to represent the inequality $-23 < x \leq -20$ on the number line; 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Ask students to represent the inequality $x \geq 33$ and $x < 35$ on the number line; Ask students to represent the inequality $-34 \leq x < 33$ on the number line; Ask students to represent the inequality $x > -33$ and $x \leq 32$ on the number line; Ask students to represent the inequality $-32 \leq x \leq 31$ on the number line; Ask students to represent the inequality $x < 37$ and $x \geq -36$ on the number line; Ask students to represent the inequality $-38 < x \leq -35$ on the number line; Ask students to represent the inequality $x \geq 34$ and $x < 36$ on the number line; Ask students to represent the inequality $-35 \leq x < 34$ on the number line; Ask students to represent the inequality $x > -34$ and $x \leq 33$ on the number line; Ask students to represent the inequality $-33 \leq x \leq 32$ on the number line; Ask students to represent the inequality $x < 38$ and $x \geq -37$ on the number line; Ask students to represent the inequality $-39 < x \leq -36$ on the number line; Ask students to represent the inequality $x \geq 35$ and $x < 37$ on the number line; Ask students to represent the inequality $-36 \leq x < 35$ on the number line; Ask students to represent the inequality $x > -35$ and $x \leq 34$ on the number line; Ask students to represent the inequality $-34 \leq x \leq 33$ on the number line; Ask students to represent the inequality $x < 39$ and $x \geq -38$ on the number line; Ask students to represent the inequality $-40 < x \leq -37$ on the number line; Ask students to represent the inequality $x \geq 36$ and $x < 38$ on the number line; Ask students to represent the inequality $-37 \leq x < 36$ on the number line; Ask students to represent the inequality $x > -36$ and $x \leq 35$ on the number line; Ask students to represent the inequality $-35 \leq x \leq 34$ on the number line; Ask students to represent the inequality $x < 40$ and $x \geq -39$ on the number line; Ask students to represent the inequality $-41 < x \leq -38$ on the number line; Ask students to represent the inequality $x \geq 37$ and $x < 39$ on the number line; Ask students to represent the inequality $-38 \leq x < 37$ on the number line; Ask students to represent the inequality $x > -37$ and $x \leq 36$ on the number line; Ask students to represent the inequality $-36 \leq x \leq 35$ on the number line; Ask students to represent the inequality $x < 41$ and $x \geq -40$ on the number line; Ask students to represent the inequality $-42 < x \leq -39$ on the number line; Ask students to represent the inequality $x \geq 38$ and $x < 40$ on the number line; Ask students to represent the inequality $-39 \leq x < 38$ on the number line; Ask students to represent the inequality $x > -38$ and $x \leq 37$ on the number line; Ask students to represent the inequality $-37 \leq x \leq 36$ on the number line; Ask students to represent the inequality $x < 42$ and $x \geq -41$ on the number line; Ask students to represent the inequality $-43 < x \leq -40$ on the number line; Ask students to represent the inequality $x \geq 39$ and $x < 41$ on the number line; Ask students to represent the inequality $-40 \leq x < 39$ on the number line; Ask students to represent the inequality $x > -39$ and $x \leq 38$ on the number line; Ask students to represent the inequality $-38 \leq x \leq 37$ on the number line; Ask students to represent the inequality $x < 43$ and $x \geq -42$ on the number line; Ask students to represent the inequality $-44 < x \leq -41$ on the number line; Ask students to represent the inequality $x \geq 40$ and $x < 42$ on the number line; Ask students to represent the inequality $-41 \leq x < 40$ on the number line; Ask students to represent the inequality $x > -40$ and $x \leq 39$ on the number line; Ask students to represent the inequality $-39 \leq x \leq 38$ on the number line; Ask students to represent the inequality $x < 44$ and $x \geq -43$ on the number line; Ask students to represent the inequality $-45 < x \leq -42$ on the number line; Ask students to represent the inequality $x \geq 41$ and $x < 43$ on the number line; Ask students to represent the inequality $-42 \leq x < 41$ on the number line; Ask students to represent the inequality $x > -41$ and $x \leq 40$ on the number line; Ask students to represent the inequality $-40 \leq x \leq 39$ on the number line; Ask students to represent the inequality $x < 45$ and $x \geq -44$ on the number line; Ask students to represent the inequality $-46 < x \leq -43$ on the number line; Ask students to represent the inequality $x \geq 42$ and $x < 44$ on the number line; Ask students to represent the inequality $-43 \leq x < 42$ on the number line; Ask students to represent the inequality $x > -42$ and $x \leq 41$ on the number line; Ask students to represent the inequality $-41 \leq x \leq 40$ on the number line; Ask students to represent the inequality $x < 46$ and $x \geq -45$ on the number line; Ask students to represent the inequality $-47 < x \leq -44$ on the number line; Ask students to represent the inequality $x \geq 43$ and $x < 45$ on the number line; Ask students to represent the inequality $-44 \leq x < 43$ on the number line; Ask students to represent the inequality $x > -43$ and $x \leq 42$ on the number line; Ask students to represent the inequality $-42 \leq x \leq 41$ on the number line; Ask students to represent the inequality $x < 47$ and $x \geq -46$ on the number line; Ask students to represent the inequality $-48 < x \leq -45$ on the number line; Ask students to represent the inequality $x \geq 44$ and $x < 46$ on the number line; Ask students to represent the inequality $-45 \leq x < 44$ on the number line; Ask students to represent the inequality $x > -44$ and $x \leq 43$ on the number line; Ask students to represent the inequality $-43 \leq x \leq 42$ on the number line; Ask students to represent the inequality $x < 48$ and $x \geq -47$ on the number line; Ask students to represent the inequality $-49 < x \leq -46$ on the number line; Ask students to represent the inequality $x \geq 45$ and $x < 47$ on the number line; Ask students to represent the inequality $-46 \leq x < 45$ on the number line; Ask students to represent the inequality $x > -45$ and $x \leq 44$ on the number line; Ask students to represent the inequality $-44 \leq x \leq 43$ on the number line; Ask students to represent the inequality $x < 49$ and $x \geq -48$ on the number line; Ask students to represent the inequality $-50 < x \leq -47$ on the number line; Ask students to represent the inequality $x \geq 46$ and $x < 48$ on the number line; Ask students to represent the inequality $-47 \leq x < 46$ on the number line; Ask students to represent the inequality $x > -46$ and $x \leq 45$ on the number line; Ask students to represent the inequality $-45 \leq x \leq 44$ on the number line; Ask students to represent the inequality $x < 50$ and $x \geq -49$ on the number line; Ask students to represent the inequality $-51 < x \leq -48$ on the number line; Ask students to represent the inequality $x \geq 47$ and $x < 49$ on the number line; Ask students to represent the inequality $-48 \leq x < 47$ on the number line; Ask students to represent the inequality $x > -47$ and $x \leq 46$ on the number line; Ask students to represent the inequality $-46 \leq x \leq 45$ on the number line; Ask students to represent the inequality $x < 51$ and $x \geq -50$ on the number line; Ask students to represent the inequality $-52 < x \leq -49$ on the number line; Ask students to represent the inequality $x \geq 48$ and $x < 50$ on the number line; Ask students to represent the inequality $-49 \leq x < 48$ on the number line; Ask students to represent the inequality $x > -48$ and $x \leq 47$ on the number line; Ask students to represent the inequality $-47 \leq x \leq 46$ on the number line; Ask students to represent the inequality $x < 52$ and $x \geq -51$ on the number line; Ask students to represent the inequality $-53 < x \leq -50$ on the number line; Ask students to represent the inequality $x \geq 49$ and $x < 51$ on the number line; Ask students to represent the inequality $-50 \leq x < 49$ on the number line; Ask students to represent the inequality $x > -49$ and $x \leq 48$ on the number line; Ask students to represent the inequality $-48 \leq x \leq 47$ on the number line; Ask students to represent the inequality $x < 53$ and $x \geq -52$ on the number line; Ask students to represent the inequality $-54 < x \leq -51$ on the number line; Ask students to represent the inequality $x \geq 50$ and $x < 52$ on the number line; Ask students to represent the inequality $-51 \leq x < 50$ on the number line; Ask students to represent the inequality $x > -50$ and $x \leq 49$ on the number line; Ask students to represent the inequality $-49 \leq x \leq 48$ on the number line; Ask students to represent the inequality $x < 54$ and $x \geq -53$ on the number line; Ask students to represent the inequality $-55 < x \leq -52$ on the number line; Ask students to represent the inequality $x \geq 51$ and $x < 53$ on the number line; Ask students to represent the inequality $-52 \leq x < 51$ on the number line; Ask students to represent the inequality $x > -51$ and $x \leq 50$ on the number line; Ask students to represent the inequality $-50 \leq x \leq 49$ on the number line; Ask students to represent the inequality $x < 55$ and $x \geq -54$ on the number line; Ask students to represent the inequality $-56 < x \leq -53$ on the number line; Ask students to represent the inequality $x \geq 52$ and $x < 54$ on the number line; Ask students to represent the inequality $-53 \leq x < 52$ on the number line; Ask students to represent the inequality $x > -52$ and $x \leq 51$ on the number line; Ask students to represent the inequality $-51 \leq x \leq 50$ on the number line; Ask students to represent the inequality $x < 56$ and $x \geq -55$ on the number line; Ask students to represent the inequality $-57 < x \leq -54$ on the number line; Ask students to represent the inequality $x \geq 53$ and $x < 55$ on the number line; Ask students to represent the inequality $-54 \leq x < 53$ on the number line; Ask students to represent the inequality $x > -53$ and $x \leq 52$ on the number line; Ask students to represent the inequality $-52 \leq x \leq 51$ on the number line; Ask students to represent the inequality $x < 57$ and $x \geq -56$ on the number line; Ask students to represent the inequality $-58 < x \leq -55$ on the number line; Ask students to represent the inequality $x \geq 54$ and $x < 56$ on the number line; Ask students to represent the inequality $-55 \leq x < 54$ on the number line; Ask students to represent the inequality $x > -54$ and $x \leq 53$ on the number line; Ask students to represent the inequality $-53 \leq x \leq 52$ on the number line; Ask students to represent the inequality $x < 58$ and $x \geq -57$ on the number line; Ask students to represent the inequality $-59 < x \leq -56$ on the number line; Ask students to represent the inequality $x \geq 55$ and $x < 57$ on the number line; Ask students to represent the inequality $-56 \leq x < 55$ on the number line; Ask students to represent the inequality $x > -55$ and $x \leq 54$ on the number line; Ask students to represent the inequality $-54 \leq x \leq 53$ on the number line; Ask students to represent the inequality $x < 59$ and $x \geq -58$ on the number line; Ask students to represent the inequality $-60 < x \leq -57$ on the number line; Ask students to represent the inequality $x \geq 56$ and $x < 58$ on the number line; Ask students to represent the inequality $-57 \leq x < 56$ on the number line; Ask students to represent the inequality $x > -56$ and $x \leq 55$ on the number line; Ask students to represent the inequality $-55 \leq x \leq 54$ on the number line; Ask students to represent the inequality $x < 60$ and $x \geq -59$ on the number line; Ask students to represent the inequality $-61 < x \leq -58$ on the number line; Ask students to represent the inequality $x \geq 57$ and $x < 59$ on the number line; Ask students to represent the inequality $-58 \leq x < 57$ on the number line; Ask students to represent the inequality $x > -57$ and $x \leq 56$ on the number line; Ask students to represent the inequality $-56 \leq x \leq 55$ on the number line; Ask students to represent the inequality $x < 61$ and $x \geq -60$ on the number line; Ask students to represent the inequality $-62 < x \leq -59$ on the number line; Ask students to represent the inequality $x \geq 58$ and $x < 60$ on the number line; Ask students to represent the inequality $-59 \leq x < 58$ on the number line; Ask students to represent the inequality $x > -58$ and $x \leq 57$ on the number line; Ask students to represent the inequality $-57 \leq x \leq 56$ on the number line; Ask students to represent the inequality $x < 62$ and $x \geq -61$ on the number line; Ask students to represent the inequality $-63 < x \leq -60$ on the number line; Ask students to represent the inequality $x \geq 59$ and $x < 61$ on the number line; Ask students to represent the inequality $-60 \leq x < 59$ on the number line; Ask students to represent the inequality $x > -59$ and $x \leq 58$ on the number line; Ask students to represent the inequality $-58 \leq x \leq 57$ on the number line; Ask students to represent the inequality $x < 63$ and $x \geq -62$ on the number line; Ask students to represent the inequality $-64 < x \leq -61$ on the number line; Ask students to represent the inequality $x \geq 60$ and $x < 62$ on the number line; Ask students to represent the inequality $-61 \leq x < 60$ on the number line; Ask students to represent the inequality $x > -60$ and $x \leq 59$ on the number line; Ask students to represent the inequality $-59 \leq x \leq 58$ on the number line; Ask students to represent the inequality $x < 64$ and $x \geq -63$ on the number line; Ask students to represent the inequality $-65 < x \leq -62$ on the number line; Ask students to represent the inequality $x \geq 61$ and $x < 63$ on the number line; Ask students to represent the inequality $-62 \leq x < 61$ on the number line; Ask students to represent the inequality $x > -61$ and $x \leq 60$ on the number line; Ask students to represent the inequality $-60 \leq x \leq 59$ on the number line; Ask students to represent the inequality $x < 65$ and $x \geq -64$ on the number line; Ask students to represent the inequality $-66 < x \leq -63$ on the number line; Ask students to represent the inequality $x \geq 62$ and $x < 64$ on the number line; Ask students to represent the inequality $-63 \leq x < 62$ on the number line; Ask students to represent the inequality $x > -62$ and $x \leq 61$ on the number line; Ask students to represent the inequality $-61 \leq x \leq 60$ on the number line; Ask students to represent the inequality $x < 66$ and $x \geq -65$ on the number line; Ask students to represent the inequality $-67 < x \leq -64$ on the number line; Ask students to represent the inequality $x \geq 63$ and $x < 65$ on the number line; Ask students to represent the inequality $-64 \leq x < 63$ on the number line; Ask students to represent the inequality $x > -63$ and $x \leq 62$ on the number line; Ask students to represent the inequality $-62 \leq x \leq 61$ on the number line; Ask students to represent the inequality $x < 67$ and $x \geq -66$ on the number line; Ask students to represent the inequality $-68 < x \leq -65$ on the number line; Ask students to represent the inequality $x \geq 64$ and $x < 66$ on the number line; Ask students to represent the inequality $-65 \leq x < 64$ on the number line; Ask students to represent the inequality $x > -64$ and $x \leq 63$ on the number line; Ask students to represent the inequality $-63 \leq x \leq 62$ on the number line; Ask students to represent the inequality $x < 68$ and $x \geq -67$ on the number line; Ask students to represent the inequality $-69 < x \leq -66$ on the number line; Ask students to represent the inequality $x \geq 65$ and $x < 67$ on the number line; Ask students to represent the inequality $-66 \leq x < 65$ on the number line; Ask students to represent the inequality $x > -65$ and $x \leq 64$ on the number line; Ask students to represent the inequality $-64 \leq x \leq 63$ on the number line; Ask students to represent the inequality $x < 69$ and $x \geq -68$ on the number line; Ask students to represent the inequality $-70 < x \leq -67$ on the number line; Ask students to represent the inequality $x \geq 66$ and $x < 68$ on the number line; Ask students to represent the inequality $-67 \leq x < 66$ on the number line; Ask students to represent the inequality $x > -66$ and $x \leq 65$ on the number line; Ask students to represent the inequality $-65 \leq x \leq 64$ on the number line; Ask students to represent the inequality $x < 70$ and $x \geq -69$ on the number line; Ask students to represent the inequality $-71 < x \leq -68$ on the number line; Ask students to represent the inequality $x \geq 67$ and $x < 69$ on the number line; Ask students to represent the inequality $-68 \leq x < 67$ on the number line; Ask students to represent the inequality $x > -67$ and $x \leq 66$ on the number line; Ask students to represent the inequality $-66 \leq x \leq 65$ on the number line; Ask students to represent the inequality $x < 71$ and $x \geq -70$ on the number line; Ask students to represent the inequality $-72 < x \leq -69$ on the number line; Ask students to represent the inequality $x \geq 68$ and $x < 70$ on the number line; Ask students to represent the inequality $-69 \leq x < 68$ on the number line; Ask students to represent the inequality $x > -68$ and $x \leq 67$ on the number line; Ask students to represent the inequality $-67 \leq x \leq 66$ on the number line; Ask students to represent the inequality $x < 72$ and $x \geq -71$ on the number line; Ask students to represent the inequality $-73 < x \leq -70$ on the number line; Ask students to represent the inequality $x \geq 69