Use, read and write, spelling correctly:
integer, positive, negative, minus, above/below zero…

Recognise negative numbers on a calculator.
Use the constant function to generate sequences of negative numbers.

Count back through zero, for example:
seven, three, negative one, negative five…

Respond to questions such as:

• Put these numbers in order, least first:
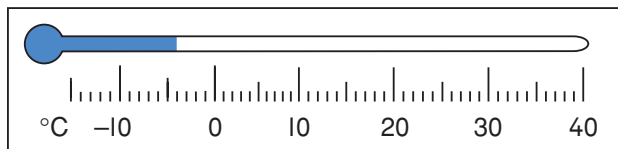 –2, –8, –1, –6, –4.

• What number is the arrow pointing to?
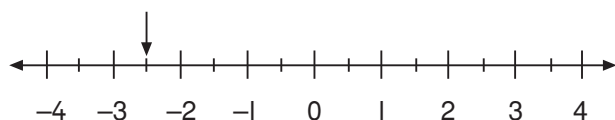
• Here is a row of six cards. Three cards are blank. Write a whole number on each blank card so that the six numbers are in order.

• If $-7 < \square < -4$, what integer could $\square$ be?

Use negative numbers in the context of temperature. For example:
• What temperature does this thermometer show?

• The temperature rises by 15 degrees. Mark the new temperature reading on the thermometer.
• The temperature falls from 11 °C to –2 °C. How many degrees does the temperature fall?
• The temperature is 6 °C. It falls by 8 degrees. What is the temperature now?
• The temperature is –3 °C. How much must it rise to reach 5 °C?
• What is the difference in temperature between –4 °C and 14 °C?

Use negative numbers in other contexts such as:

• A diver is below the surface of the water at –30 m. He goes up 12 metres, then down 4 metres. Where is he now?

Use, read and write, spelling correctly:
integer, positive, negative, minus, above/below zero…

Respond to questions such as:

• Put these integers in order, least first:
  –37, 4, 29, –4, –28.

• In this equation, $\square$ and $\triangle$ represent whole numbers.

$$\square + \triangle = 17$$

Make a table of their possible values. Is there a pattern?

• Plot these points on a co-ordinate grid:
  (5, 4) (5, 8) (–3, 4) (–3, 8)
  What shape do they make?
  What is the length of its perimeter?

See also plotting co-ordinates (page 109).

Use negative numbers in the context of temperature. For example:
• The temperature is –5 °C. It falls by 6 degrees. What is the temperature now?
• The temperature is –11 °C. It rises by 2 degrees. What is the temperature now?
• The temperature at the North Pole is –20 °C. How much must it rise to reach –5 °C?
• Draw a line graph to show these temperatures at 9:00 am each day for a week:
  –2 °C, +3 °C, –1 °C…

Use negative numbers in other contexts such as:

• Lena set herself a target of 1 metre for her high jump. She recorded each attempt in centimetres above and below her target.

+2	–3	+2	–2	0	–1

What was her highest (best) jump?
What was her lowest jump?
What was her average jump?