

Year 7 Maths Curriculum Overview (Pre setting)

Some chapters should be taught without the students using calculators. This will give more practice of numeracy skills in context. These chapters are marked **nc**. Some sections can easily incorporate elements of ICT these sections have ideas

WRITTEN IN THIS FONT. ALL INTERACTIVE AND BOARDWORKS SMP REFERENCED MATERIALS CAN BE FOUND BY GOING TO -STAFF - MATHS- INTERACTIVE WHITEBOARD RESOURCES-SMP REFERENCED.

BLP MUSCLES ARE WRITTEN IN BOLD AT THE END OF EACH CHAPTER.

At the end of each chapter students do What Progress Have You Made simultaneously. They should copy the statements into their books as well as answering the questions.

NUMERACY

Numeracy should be taught at least once every 2 weeks. An ICT room will be booked for your class, during this lesson students should be taught concepts, or given the opportunity to practise their skills by using soft ware such as Numeracy Passport. Students can also download Numeracy Passport from the school website to use at home. There are record sheets available and these should be filled in using the results from the first numeracy test. These can then be used to devise a programme of study for each student.

Financial Capability

This is a unit of work provided by Natwest. Time of teaching will be agreed in the year by the department.

The First Week

The first 2 or 3 lessons should start off with a mini investigation to give the teacher an idea of individual pupil's levels. The suggested investigations are: three 5s and the date investigation.

BLP – perseverance.

The Second Week

During the second week the first numeracy test is done. This is done simultaneously by the department on a date normally arranged in the first week of term.

The SMP Course

Spot The Mistake – This can be used as a lesson starter or a class activity. Each teacher should have an A3 copy of each picture.

4 Digits – This can be used as a lesson starter
BLP perseverance

Finding Your Way – This is good done as homework.
+ **PILOT ON DLK**. This is good for reinforcing compass directions. Give each student a compass stencil to use as they generally find it very useful.

LISTENING – listening to instructions

IMAGINING

Gridlock – Good as a lesson starter

Patterns – Good as a class activity. Patterns make good book covers or display work.

The Rangoli patterns can be done in November to celebrate Divali. They make a very good display.

Coordinate bingo, details can be found in the teacher's guide. Good lesson starter

Chapter 4 Oral Questions 1 nc

These can be done in chunks of 10, made up of a mixture of triangle, square and circle questions. **These make good lesson starters.**

Chapter 5 Brackets nc

Start with board work on BODMAS with examples to practice.

REASONING – showing working out step by step

RECYCLING – using 4 4's

QUESTIONING

PERSERVERANCE

ABSORBTION

Chapter 6 Oral Questions 2 nc

Same as for Oral Questions 1.

Chapter 7 - Growing Patterns nc

Do section A as a class activity to make sure that all students are exposed to algebra.

Aim to teach this chapter in a week.

NOTICING – patterns

MAKING LINKS – making jewellery

QUESTIONING – what happens when you have 10

REASONING

RECYCLING – making things in an organised way linked to systematic work e.g. Halloween

Game on computer:

http://www.fi.uu.nl/toepassing/00219/toepassing_wisweb.en.html

Chapter 8 Angle nc

+ Start with **ANGLES 90** and **ANGLES 360 ON SMILE ANGLE ESTIMATION.**

+ Give notes on Acute, Obtuse and Reflex angles. A good lesson starter is to get students to draw a variety of angles on the whiteboards.

+ Before section D students need to be taught how to use an angle measurer. This can be done as a class activity, possibly using an OHP. A good sheet to use for practice is Angles 1, which is in the year 8 homework draw. Students are to estimate and name angles as well as measuring them. On sheet 75,76,77 make sure that students also name the angles.

+ Section E is best done after some board work. This section is not meant for triangles but there is no harm in doing it as a class activity. It is useful to pair up the weaker girls with the more able girls prior to the lesson. Get girls to draw the triangles on the acetate provided in your Year 7 folder and then give one to each table so that they can mark their own work.

+ Before section G do some similar examples as lesson starters. These should be easy to start off with.

REASONING – calculating size of angles

COLLABORATION – when helping each other to use angle measurers

IMAGINING – the size of the angles and in triangles if the lines will meet

MAKING LINKS – estimating angles on a clock face

PERSERVERANCE – when using angle measurers

NOTICING

Game:

<http://www.mymaths.co.uk/gold/angles/Angler.html>

[http://www.mymaths.co.uk/tasks/library/loadLesson.asp?title=angles/anglesu
ms](http://www.mymaths.co.uk/tasks/library/loadLesson.asp?title=angles/anglesu
ms)

Chapter 9 Balancing

+ **BALANCE MATE ON DLK SOFTWARE**

+ **INTERACTIVE MATERIALS**

REASONING – showing working out

QUESTIONING – what should I take off

IMAGINATION – using scales

NOTICING – what happens when things are taken off.

Game:

http://www.fi.uu.nl/toepassingen/02018/toepassing_wisweb.en.html

**TEST ON BRACKETS, GROWING PATTERNS, ANGLES, BALANCING.
TEST DATA TO BE USED FOR REGROUPING.**