Year 7 Curriculum Overview Maths 2023-24

Year 7	Term 1				
Unit Title	Sequences	Algebraic notation	Equality and equivalence	Place value and ordering	Fractions, decimals and percentages
Approximate Number of Lessons	6	6	6	6	6
Curriculum Content	• Describe and continue sequences • Represent in tables and graphs • Continue linear and non-linear sequences • Explain term-to-term rules • Find missing numbers within sequences • Use the terms arithmetic and geometric confidently	• Inputs and outputs • Function machines • Use inverse operations in function machines • Find function machines given an expression • Substitution • Generate sequences • Represent sequences graphically • Understand the difference between linear and non-linear expressions and how they look on a graph	• Understand the meaning of equality • Use fact families for finding equivalent equations • Solve linear equations involving any operation • Understand and simplify algebraic expressions by collecting like terms • Confidently use bar models to represent equations and to assist in solving • Recognise equivalent expressions when one is factorised	• Recognise the place value of any number up to one billion, including decimals • Write integers in words and figures • Use a number line to position integers and decimals • Round integers to the nearest power of ten • Compare two numbers using inequality signs • Order numbers up to one billion • Find the median and range • Round to one significant figure • Write 10, 100, 1000 etc as a power of ten • Investigate negative powers of ten • Write positive integers and decimals in the form $A \times 10^n$	• Represent tenths and hundredths as diagrams and on number lines • Represent percentages on a hundred square • Convert fluently between fractions, decimals and percentages • Use and interpret pie charts • Represent any fraction on a diagram or number line • Identify and use equivalent fractions • Understand fractions as division • Convert eighths and thousandths to decimals • Convert decimal percentages to decimals and fractions e.g. 42.7% • Explore fractions above one, decimals and percentages
Links to prior learning	• Sequences of evens, odds and multiples	• Letters used to represent unknown values • Four operations	• Use of the equals sign • Factors • Forming expressions	• Round to 10, 100 and 1000 • Compare and order numbers	• Understand place value • Represent fractions as diagrams
Cultural Capital Opportunities	Patterns in Fibonacci	What is the point of algebra?	Where do maths symbols come from?	The History of Zero	Maths at home
Assessment Focus	Formative assessment on the half term's content covering a full variety of fluency, application and problem-solving questions, lasting approximately 45 minutes.			Whiterose end of term assessment on the full term's content, lasting approximately 45 minutes-90 minutes depending on Maths set.	
Knowledge Organiser	Unit 01 -Sequences	Unit 02 - Algebraic notation	Unit 03 - Equality and Equivalence	Unit 04-Ordering integers and decimals	Unit 05-FDP equivalence

Year 7 Curriculum Overview Maths 2023-24

Year 7	Term 2				
Unit Title	Solving problems with addition and subtraction	Solving problems with multiplication and division	Fractions and percentages of amounts	Directed number	Addition and subtraction of fractions
Approximate Number of Lessons	6	9	3	9	9
Curriculum Content	• Explore properties of addition and subtraction • Use mental strategies for calculating • Use formal methods for addition and subtraction of integers and decimals • Choosing an appropriate method, be it mental, formal or calculator • Solve perimeter problems • Solve financial maths problems • Solve problems in tables, timetables and frequency trees • Use bar charts and line graphs • Add and subtract numbers given in standard form	• Explore properties of multiplication and division • Understand and use factors and multiples • Multiply and divide integers and decimals by powers of 10 • Convert metric units • Use formal methods for multiplying and dividing integers and decimals • Understand and use order of operations • Solve problems using the area of rectangles, parallelograms and triangles • Solve problems using the mean • Multiply by 0.1 and 0.01 • Calculate the area of trapezia • Explore multiplication and division in algebraic expressions	• Find a fraction of a given amount • Use a given fraction to find the whole or other fractions • Find a percentage of a given amount using mental methods or a calculator • Solve problems with fractions greater than 1 and percentages greater than 100%	• Understand and use representations of directed numbers • Order directed numbers using lines and symbols • Perform calculations that cross zero • Add, subtract, multiply and divide directed numbers • Use a calculator for directed number calculations • Evaluate algebraic expressions with directed number • Solve two-step linear equations • Use order of operations with directed number • Calculate the roots of positive numbers • Explore higher powers and roots	• Understand representations of fractions • Convert between mixed numbers and fractions • Add and subtract fractions with the same and different denominators • Understand and use equivalent fractions • Add and subtract improper fractions and mixed numbers • Use fractions in algebraic contexts • Use equivalence to add and subtract decimals and fractions • Add and subtract simple algebraic fractions
Links to prior learning	• Formal written methods for addition and subtraction	• Area of basic shapes • Recalling multiples • Units of measure	• Fractions as a form of division • Calculating one percent	• Counting across zero • Examples of negatives in real life e.g. temperature	• Addition of simple fractions
Cultural Capital Opportunities	Maths in the Victorian classroom	Can you divide by zero?	Would you rather?	Different number systems	How close can you get to 1?
Assessment Focus	Formative assessment on the half term's content covering a full variety of fluency, application and problem-solving questions, lasting approximately 45 minutes.			Whiterose end of term assessment on the full term's content, lasting approximately 45 minutes-90 minutes depending on Maths set.	
Knowledge Organiser	Unit 06 - Solving problems with addition and subtraction	Unit 07 - Solving problems with multiplication and division	Unit 08 - Fractions and percentages of amounts	Unit 09 - Operations with equations and directed numbers	Unit 10 - Addition and subtraction of fractions

Year 7 Curriculum Overview Maths 2023-24

Year 7	Term 3				
Unit Title	Constructing, measuring and geometry notation	Developing geometric reasoning	Developing number sense	Sets and probability	Prime numbers and proof
Approximate Number of Lessons	9	9	6	6	6
Curriculum Content	• Understand and use letter and labelling conventions • Draw and measure line segments • Understand angles as a measure of turn • Classify, measure and draw angles up to 360° • Identify parallel and perpendicular lines • Recognise types of triangles and quadrilaterals • Identify polygons up to a decagon • Construct triangles using SSS, SAS and ASA • Interpret pie charts using proportion and a protractor • Draw pie charts • Complete the table given a pie chart • Construct complex polygons	• Understand and use the sum of angles at a point • Understand and use the sum of angles on a straight line • Know and use the equality of vertically opposite angles • Know and apply the sum of angles in a triangle • Know and apply the sum of angles in a quadrilateral • Solve angle problems using properties of triangles and quadrilaterals • Solve complete angle problems • Use algebraic expressions to form equations and find the size of angles • Find and use the angle sum of polygons • Understand and use parallel line angle rules • Use known facts to obtain simple proofs	• Know and use mental addition, subtraction, multiplication and division strategies for integers and decimals • Use factors to simplify calculations • Use estimation as a method for checking mental calculations • Use known number and algebraic facts to derive other facts • Know when to use a mental strategy, formal written method or a calculator • Understand when to use estimation and how this relates to significant figures • Distinguish between an expression and an equation	• Identify and represent sets • Interpret and create Venn diagrams • Understand and use the intersection and union of sets • Know and use the vocabulary of probability • Generate sample spaces for single events • Calculate the probability of a single event • Understand the probability scale and the sum of possible outcomes sum to one • Understand and use the complement of a set • Use a combination of complements and unions/intersections to determine the elements in a set	• Find and use multiples • Identify factors of numbers and expressions • Recognise and identify prime, square and cube numbers • Find common factors and multiples • Find HCF and LCM • Write a number as a product of its prime factors • Make and test conjectures • Use counterexamples to disprove a conjecture • Use a Venn diagram to calculate the HCF and LCM • Understand why the product of two numbers is a multiple of the numbers
Links to prior learning	• Names of polygons • Read pie charts split into equal parts	• Basic angle facts • Vertically opposite angles	• Estimate by rounding to nearest whole number	• Probability terms in common parlance e.g. likely, certain, impossible	• Multiples and factors • Venn diagrams
Cultural Capital Opportunities	Construction ASA Construction SAS Construction SSS	Angle properties song	Significant figures Approximation	Find out about formal set notation	Venn diagrams.pdf
Assessment Focus	Formative assessment on the half term's content covering a full variety of fluency, application and problem-solving questions, lasting approximately 45 minutes.			Whiterose end of year assessment on the full term's content, lasting approximately 45 minutes-90 minutes depending on Maths set.	
Knowledge Organiser	Unit 11 - Constructing, measuring and using	Unit 12 - Geometric reasoning	Unit 13 - Developing number sense	Unit 14 - Sets and probability	Unit 15 - Prime numbers and Proof

YEAR 7 – ALGEBRAIC THINKING...

Sequences

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What do I need to be able to do?

By the end of this unit you should be able to:

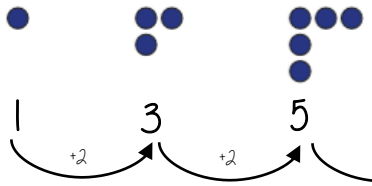
- Describe and continue both linear and non-linear sequences
- Explain term to term rules for linear sequence
- Find missing terms in a linear sequence

Keywords

Sequence: items or numbers put in a pre-decided order
Term: a single number or variable
Position: the place something is located
Rule: instructions that relate two variables
Linear: the difference between terms increases or decreases by the same value each time
Non-linear: the difference between terms increases or decreases in different amounts
Difference: the gap between two terms
Arithmetic: a sequence where the difference between the terms is constant
Geometric: a sequence where each term is found by multiplying the previous one by a fixed non zero number

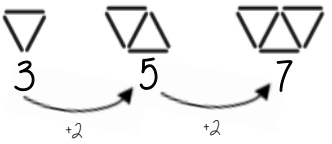
Describe and continue a sequence diagrammatically

Count the number of circles or lines in each image



What will the next number be? Can you draw this?

Predict and check terms



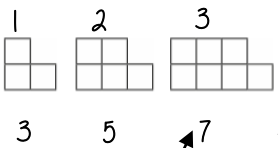
CHECK – draw the next terms

Predictions:
Look at your pattern and consider how it will increase.

e.g. How many lines in pattern 6?
Prediction - 13
If it is increasing by 2 each time - in 3 more patterns there will be 6 more lines

Sequence in a table and graphically

Position: the place in the sequence



"The **term** in **position** 3 has 7 squares"

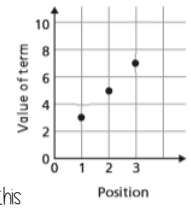
Term: the number or variable
(the number of squares in each image)

In a table

Position	1	2	3
Term	3	5	7

+2 +2

Graphically



Because the terms increase by the same addition each time this is **linear** – as seen in the graph

Linear and Non Linear Sequences

Linear Sequences – increase by addition or subtraction and the same amount each time
Non-linear Sequences – do not increase by a constant amount – quadratic, geometric and Fibonacci

- Do not plot as straight lines when modelled graphically
- The differences between terms can be found by addition, subtraction, multiplication or division.

Fibonacci Sequence – look out for this type of sequence

0 1 1 2 3 5 8 ...

Each term is the sum of the previous two terms.

Continue Linear Sequences

7, 11, 15, 19...

How do I know this is a linear sequence?
It increases by adding 4 to each term.
How many terms do I need to make this conclusion?
At least 4 terms – two terms only shows one difference not if this difference is constant (a common difference).
How do I continue the sequence?
You continue to repeat the same difference through the next positions in the sequence.

Continue non-linear Sequences

1, 2, 4, 8, 16 ...

How do I know this is a non-linear sequence?
It increases by multiplying the previous term by 2 – this is a geometric sequence because the constant is multiply by 2
How many terms do I need to make this conclusion?
At least 4 terms – two terms only shows one difference not if this difference is constant (a common difference).
How do I continue the sequence?
You continue to repeat the same difference through the next positions in the sequence

Explain term-to-term rule

How you get from term to term

Try to explain this in full sentences not just with mathematical notation
Use key maths language – doubles, halves, multiply by two, add four to the previous term etc.

To explain a whole sequence you need to include a term to begin at...

The next term is found by tripling the previous term. The sequence begins at 4.

4, 12, 36, 108...
x3 x3 x3
First term

YEAR 7 – ALGEBRAIC THINKING...

Algebraic notation

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Be able to use inverse operations and "operation families".
- Be able to substitute into single and two step function machines.
- Find functions from expressions.
- Form sequences from expressions
- Represent functions graphically.

Keywords

Function: a relationship that instructs how to get from an input to an output.
Input: the number/ symbol put into a function.
Output: the number/ expression that comes out of a function.
Operation: a mathematical process
Inverse: the operation that undoes what was done by the previous operation. (The opposite operation)
Commutative: the order of the operations do not matter.
Substitute: replace one variable with a number or new variable.
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)
Evaluate: work out
Linear: the difference between terms increases or decreases by the same value each time
Sequence: items or numbers put in a pre-decided order

Single function machines

INPUT → [ ] → OUTPUT

The number that goes IN — The number that comes out

This box gives the calculation instruction

To find the input from the output
Use the **INVERSE** operation

Using letters to represent numbers

5 + 5 + 5	y + y + y + y	20 ÷ h
3 x 5	y x 4	$\frac{20}{h}$
5 x 3	4 x y	
	4y	

Addition and multiplication can be done in any order
Commutative calculations

4 lots of 'y'

20 shared into 'h' number of groups

Single function machines (algebra)

INPUT → [x 10] → OUTPUT

a → 10a
3c → 30c

÷ 10

To find the input from the output
Use the **INVERSE** operation

Find functions from expressions

INPUT 7x → [?] → OUTPUT 14x

Find the relationship between the input and the output

Sometimes there can be a number of possible functions e.g. **+7x** or **x 2** could both be solutions to the above function machine

Substitution into expressions

4y ← 4 lots of 'y'

If y = 7 this means the expression is asking for 4 'lots of' 7

4 x 7 **OR** 7 + 7 + 7 + 7 **OR** 7 x 4 = 28

e.g. $y - 2$
$= 7 - 2 = 5$

Two step function machines

INPUT → [ ] → [ ] → OUTPUT

Calculate the value at the end of each operation

For the input use the **INVERSE** operations

Two step function machines (algebra)

b → [x 5] → 5b → [+ 4] → 5b + 4
[+ 5] [- 4]

IMPORTANT
Calculate the value at the end of each operation

c → [+ 4] → c+4 → [x 5] → 5(c + 4) = 5c + 20
[- 4] [÷ 5]

NOTE:
The whole first output is multiplied by 5

Find functions from expressions

f → [+ 5] → [÷ 3] → $\frac{f + 5}{3}$

f add 5 then divide by 3

f → [÷ 3] → [+ 5] → $\frac{f}{3} + 5$

f divided by then add 5

NOTE: the difference in the two expressions

Sometimes it helps to try to explain the expression in word – and consider what has happened to the input

Substitution into an expression

$2(x + 3)$

Add 3 to the input then times 2

Put the expression into a function machine

INPUT → [+ 3] → [x 2] → OUTPUT

If x = 10
10 + 3 = 13.... 13 x 2 = 26

Forming a sequence

$2(x + 3)$

INPUT	1	2	3
OUTPUT	8	10	12

← The substitution is the 'input' value
The OUTPUT becomes the sequence

Representing functions graphically

Take the function and generate a sequence $2(x + 3)$

INPUT → [+ 3] → [x 2] → OUTPUT

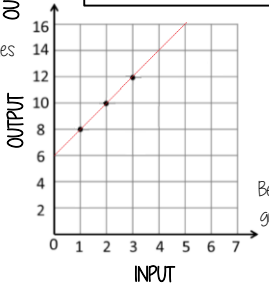
To represent graphically the input becomes x co-ordinates and the output becomes y co-ordinates

$y=2(x + 3)$

INPUT (x)	1	2	3
OUTPUT (y)	8	10	12

This becomes a co-ordinate pair (2, 10) to plot on a graph

Not all graphs will be linear only those with an integer value for x.
Powers and fractions generate differently shaped graphs.



NOTE:
Because this is a linear graph you can predict other values

YEAR 7 – ALGEBRAIC THINKING...

Equality and Equivalence

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What do I need to be able to do?

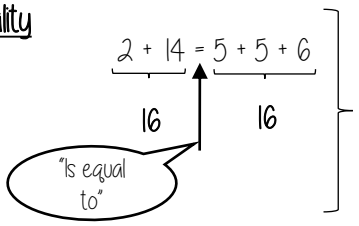
By the end of this unit you should be able to:

- Form and solve linear equations
- Understand like and unlike terms
- Simplify algebraic expressions

Keywords

Equality: two expressions that have the same value
Equation: a mathematical statement that two things are equal
Equals: represented by '=' symbol – means the same
Solution: the set or value that satisfies the equation
Solve: to find the solution
Inverse: the operation that undoes what was done by the previous operation. (The opposite operation)
Term: a single number or variable
Like: variables that are the same are 'like'
Coefficient: a multiplicative factor in front of a variable e.g. 5x (5 is the coefficient, x is the variable)
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

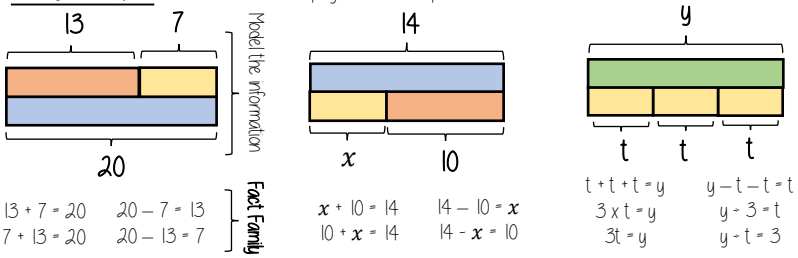
Equality



Saying it out loud sometimes helps you to understand equality

Fact Families

Use a bar model to display the relationships between terms and numbers



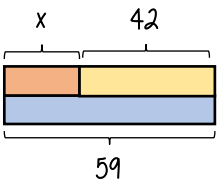
Solve one step equations (+/-)

There is more to this than just spotting the answer

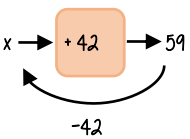
x + 42 = 59

x + 42 = 59
42 + x = 59

59 – x = 42
59 – 42 = x



Don't forget you know how to use function machines

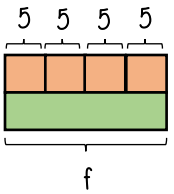


Solve one step equations (x/÷)

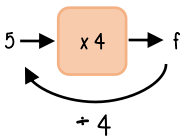
$\frac{f}{4} = 5$

f ÷ 4 = 5
f ÷ 5 = 4

5 x 4 = f
4 x 5 = f

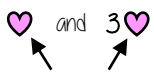


Don't forget you know how to use function machines



Like and unlike terms

Like terms are those whose variables are he same



are **like** terms

are **unlike** terms

Examples and non-examples

Like terms	Un-like terms
y, 7y	y, 7x
$2x^2$, x^2	$2x^2$, $2c^2$
ab, 10ba	ab, 10a
5, -2	5, -2t

Note here ab and ba are commutative operations, so are still like terms

Equivalence

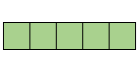
Check equivalence by substitution
e.g. m= 10

5m	2 x 2m	7m – 3m
5 x 10	2 x (2x 10)	(7x 10) – (3x 10)
= 50	= 2 x 20	= 70 – 30
	= 40	= 40

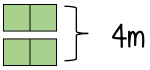
Equivalent expressions

Repeat this with various values for m to check

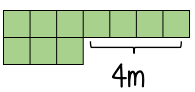
5m



2 x 2m



7m – 3m

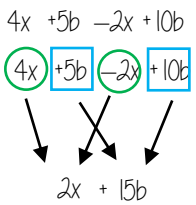


Collecting like terms ≡ symbol

The ≡ symbol means equivalent to.
It is used to identify equivalent expressions

Collecting like terms

Only **like terms** can be combined



Common misconceptions

$2x + 3x^2 + 4x \equiv 6x + 3x^2$

Although they both have the x variable, x2 and x terms are un-like terms so can not be collected

YEAR 7 — PLACE VALUE AND PROPORTION

Ordering integers and decimals

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Understand place value and the number system including decimals
- Understand and use place value for decimals, integers and measures of any size
- Order number and use a number line for positive and negative integers, fractions and decimals;
- use the symbols $=, \neq, <, >$
- Work with terminating decimals and their corresponding fractions
- Round numbers to an appropriate accuracy
- Describe, interpret and compare data distributions using the median and range

Keywords

Approximate: To estimate a number, amount or total often using rounding of numbers to make them easier to calculate with
Integer: a whole number that is positive or negative
Interval: between two points or values
Median: A measure of central tendency (middle, average) found by putting all the data values in order and finding the middle value of the list
Negative: Any number less than zero, written with a minus sign
Place holder: We use 0 as a place holder to show that there are none of a particular place in a number
Place value: The value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right
Range: The difference between the largest and smallest numbers in a set
Significant figure: A digit that gives meaning to a number. The most significant digit (figure) in an integer is the number on the left. The most significant digit in a decimal fraction is the first non-zero number after the decimal point

Integer Place Value

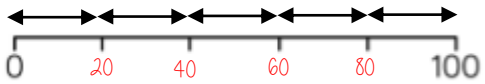
Billions			Millions			Thousands			Ones		
H	T	O	H	T	O	H	T	O	H	T	O
		3	1	4	8	0	3	3	0	2	9

Placeholder

Three billion, one hundred and forty eight million, thirty three thousand and twenty nine

1 billion 1, 000, 000, 000
1 million 1 000, 000

Intervals on a number line



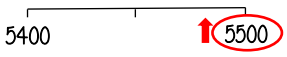
Divide the difference by the number of intervals (gaps).
E.g. 100 ÷ 5 = 20

Rounding to the nearest power of ten

If the number is halfway between we "round up"

5495 to the nearest 1000

5475 to the nearest 100



5475 to the nearest 10

Compare integers using $<, >, =, \neq$

$<$ less than
$>$ greater than
$=$ equal to
$\neq$ not equal to

Two and a half million ○ 2 500 000
300 000 000 ○ Three billion
Six thousand and eighty ○ 68 000

Range

Spread of the values

Difference between the biggest and smallest

3 9 8 12

Range: Biggest value – Smallest value
12 – 3 = 9

Range = 9

Median

The middle value

Example 1

4 3 9 8 12

Median: put the in order 3 4 8 9 12
find the middle number 3 4 (8) 9 12

Example 2

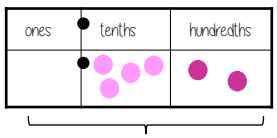
150 154 148
137 160 158

Median: put the in order
137 148 (150 154) 158 160
There are 2 middle numbers
Find the midpoint
152

Decimals

We say "nought point five two"

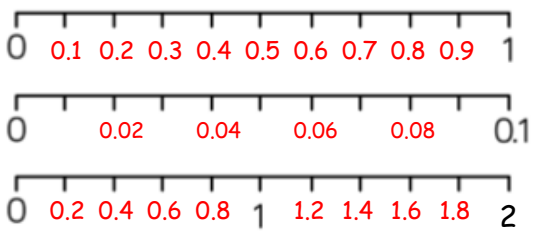
Five tenths and two hundredths



0 ones, 5 tenth and 2 hundredths
0 + 0.1 + 0.1 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01
= 0 + 0.5 + 0.02
= 0.52

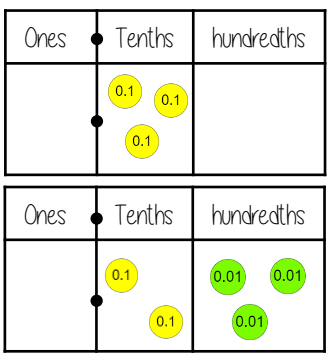
Decimal intervals on a number line

One whole split into 10 parts makes tenths = 0.1
One tenth split into 10 parts makes hundredths = 0.01



Comparing decimals

Which the largest of 0.3 and 0.23?



$0.3 > 0.23$

"There are more counters in the furthest column to the left"

0.30
0.23

Comparing the values both with the same number of decimal places is another way to compare the number of tenths and hundredths

Round to 1 significant figure

370 to 1 significant figure is 400
37 to 1 significant figure is 40
3.7 to 1 significant figure is 4
0.37 to 1 significant figure is 0.4
0.00000037 to 1 significant figure is 0.0000004

Round to the first non zero number

YEAR 7 – PLACE VALUE AND PROPORTION...

FDP equivalence

@whisto_maths

What do I need to be able to do?

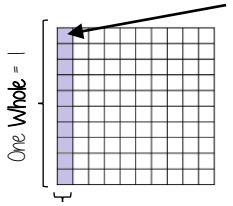
By the end of this unit you should be able to:

- Convert fluently between fractions, decimals & percentages

Keywords

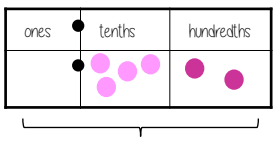
Fraction: how many parts of a whole we have
Decimal: a number with a decimal point used to separate ones, tenths, hundredths etc.
Percentage: a proportion of a whole represented as a number between 0 and 100
Place value: the numerical value that a digit has decided by its position in the number
Placeholder: a number that occupies a position to give value
Interval: a range between two numbers
Tenth: one whole split into 10 equal parts
Hundredth: one whole split into 100 equal parts
Sector: a part of a circle between two radius (often referred to as looking like a piece of pie)
Recurring: a decimal that repeats in a given pattern

Tenths and hundredths



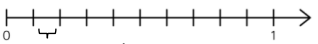
One **hundredth** (one whole split into 100 equal parts) = $\frac{1}{100}$ = 0.01

One **tenth** (one whole split into 10 equal parts) = $\frac{1}{10}$ = 0.1



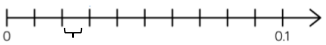
0 ones, 5 tenth and 2 hundredths
0 + 0.1 + 0.1 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01
= 0 + 0.5 + 0.02
= **0.52**

On a number line



One whole – split into 10 equal parts

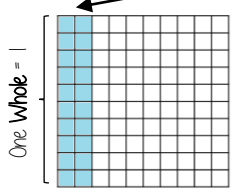
One tenth = $\frac{1}{10}$ = 0.1

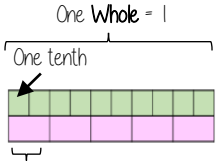


One tenth – split into 10 equal parts

One hundredth = $\frac{1}{100}$ = 0.01

Fifths

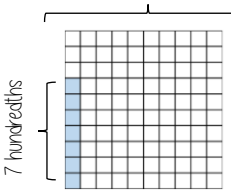




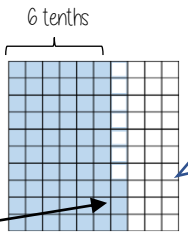
One **fifth** (one whole split into 5 equal parts) = $\frac{1}{5}$ = 0.2

Percentages on a hundred grid

100% = a whole = 100 hundredths



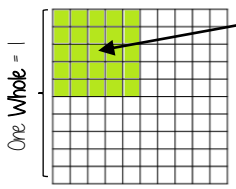
7 hundredths
7 out of 100
7%

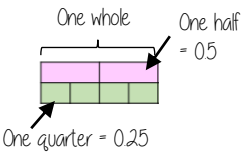


6 tenths and 3 hundredths
63 hundredths
63%

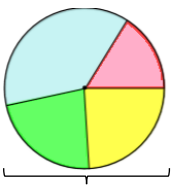
Quarters

One **quarter** (one whole split into 4 equal parts) = $\frac{1}{4}$ = 0.25





Simple pie charts



A pie chart has 360° so all FDP calculations are out of 360

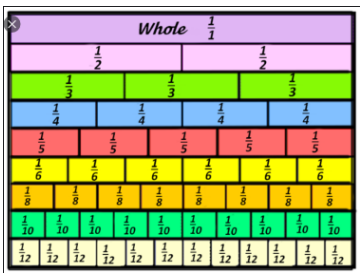
Split into 10 parts = 10% = 36°

Split into 2 parts = 50% = 180°

Split into 5 parts = 20% = 72°

Equivalent fractions

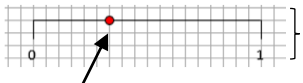
Represent equivalence with fraction walls



Fractions – on a diagram

The denominator is represented by EQUALLY sized parts – this is split into quarters

Fractions – on a number line



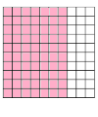
This point is at the 6th part
6 is the **numerator**

One whole split into 18 equal parts
18 is the **denominator**

$\frac{6}{18} \leftarrow \frac{3}{9} \leftarrow \frac{1}{3}$

Convert FDP

$\frac{70}{100}$ → This also means 70 ÷ 100 → 70 out of 100 squares → 70 "hundredths" = 7 "tenths" = 0.7



→ 70 hundredths = 70%

Using a **calculator**

→ S⇌D → Convert to a decimal

This will give you the answer in the simplest form

× 100 converts to a percentage

Be careful of recurring decimals
e.g $\frac{1}{3}$ = 0.3333333 = $0.\dot{3}$
The dot above the 3

YEAR 7 — APPLICATION OF NUMBER

Solving problems with addition and subtraction

@whisto_maths

What do I need to be able to do?

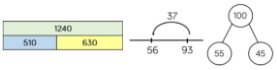
By the end of this unit you should be able to:

- Understand properties of addition/ subtraction
- Use mental strategies for addition/subtraction
- Use formal methods of addition/Subtraction for integers
- Use formal methods of addition/Subtraction for decimals
- Solve problems in context of perimeter
- Solve problems with finance, tables and timetables
- Solve problems with frequency trees
- Solve problems with bar charts and line charts

Keywords

Commutative: changing the order of the operations does not change the result
Associative: when you add or multiply you can do so regardless of how the numbers are grouped
Inverse: the operation that undoes what was done by the previous operation. (The opposite operation)
Placeholder: a number that occupies a position to give value
Perimeter: the distance/ length around a 2D object
Polygon: a 2D shape made with straight lines
Balance: in financial questions – the amount of money in a bank account
Credit: money that goes into a bank account
Debit: money that leaves a bank account

Addition/ Subtraction with integers



Modelling methods for addition/ subtraction
- Bar models
- Number lines
- Part/ Whole diagrams

Addition is commutative

6 + 3 = 3 + 6

The order of addition does not change the result

Subtraction the order has to stay the same

360 – 147 = 360 – 100 – 40 – 7

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction
- Show your relationships by writing fact families

Formal written methods

	H	T	O
	1	8	7
+	5	4	2

	H	T	O
	4	2	7
–	2	4	9

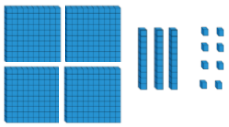
Remember the place value of each column. You may need to move 10 ones to the ones column to be able to subtract

Addition/ Subtraction with decimals

4	.	3	8	
7	.	9	0	+

0 can be used to fill empty places with value

The decimal place acts as the placeholder and aligns the other values



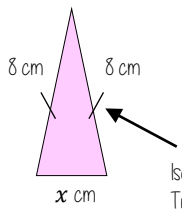
If  represents 1 instead of 100

$5.43 + \frac{8}{10}$

Revisit Fraction – Decimal equivalence
543 ÷ 0.8

Solve problems with perimeter

Perimeter is the length around the outside of a polygon



Isosceles Triangle notation

The triangle has a perimeter of 25cm
Find the length of x

8cm + 8cm + $x$cm = 25cm
16cm + $x$cm = 25cm
$x$cm = 9cm

Solve problems with finance

Profit= Income - Costs

Credit – Money coming into an account

Debit – Money leaving an account

Money uses a two decimal place system.
14.2 on a calculator represents £14.20

Check the units of currency – work in the same unit

Tables and timetables

Distance tables

	London		
211	Cardiff		
556	493	Glasgow	
518	392	177	Belfast

This shows the distance between Glasgow and London.
It is where their row and column intersects

Bus/ Train timetables

Harton	1005	1045	1130
Bridge	1024	1106	1147
Aville	1051	1133	1205
Ware	1117	1202	1233

Each column represents a journey, each row represents the time the 'bus' arrives at that location

TIME CALCUALTIONS – use a number line

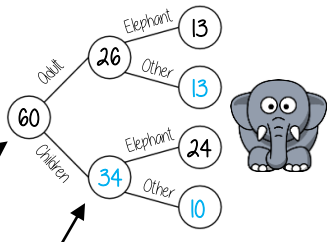
Two-way tables

	H	T
H	HH	HT
T	TH	TT

Where rows and columns intersect is the outcome of that action

Frequency trees

60 people visited the zoo one Saturday morning.
26 of them were adults. 13 of the adult's favourite animal was an elephant. 24 of the children's favourite animal was an elephant.

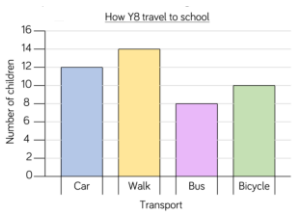


The overall total "60 people"

A frequency tree is made up from part-whole models.
One piece of information leads to another

Probabilities or statements can be taken from the completed trees
e.g. 34 children visited the zoo

Bar and line charts



Use addition/ subtraction methods to extract information from bar charts.

e.g. Difference between the number of students who walked and took the bus.
Walk frequency – bus frequency

When describing changes or making predictions:
- Extract information from your data source
- Make comparisons of difference or sum of values
- Put into the context of the scenario

YEAR 7 – APPLICATION OF NUMBER

Solving problems with multiplication and division

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Understand and use factors
- Understand and use multiples
- Multiply/ Divide integers and decimals by powers of 10
- Use formal methods to multiply
- Use formal methods to divide
- Understand and use order of operations
- Solve area problems
- Solve problems using the mean

Keywords

Array: an arrangement of items to represent concepts in rows or columns
Multiples: found by multiplying any number by positive integers
Factor: integers that multiply together to get another number.
Milli: prefix meaning one thousandth
Centi: prefix meaning one hundredth
Kilo: prefix meaning multiply by 1000
Quotient: the result of a division
Dividend: the number being divided
Divisor: the number we divide by.

Factors

Arrays can help represent factors

5 x 2 or 2 x 5

Factors of 10
1, 2, 5, 10

10 x 1 or 1 x 10

The number itself is always a factor

Square numbers have an **ODD number** of factors

Factors of 4
1, 2, 4

Factors of 36
1, 2, 3, 4, 6, 9, 12, 18, 36

Be strategic - Lay factors out in pairs can help you not to miss any

Multiples

Bar models can represent by something is a multiple. E.g. 20 is a multiple of 4

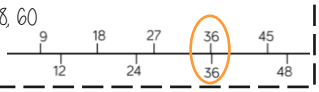
Lowest Common Multiples

LCM of 9 and 12

The first time their multiples match

LCM = 36

9	9, 18, 27, 36, 45, 54
12	12, 24, 36, 48, 60



Multiply/ Divide by powers of 10

3 x 100 = 300

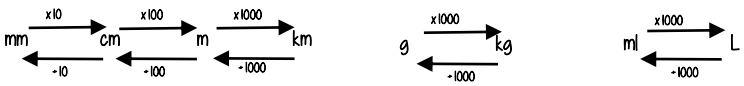
0.03 x 100 = 3

Repeated multiplication and division by powers of 10 is commutative

÷ 10 then ÷ 10 → ÷ 100

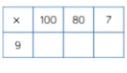
Metric conversions

Useful Conversions

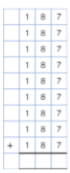


Multiplication methods

Long multiplication (column)



Grid method



Repeated addition

Less effective method especially for bigger multiplication

Estimations: Using estimations allows a 'check' if your answer is reasonable

Multiplication with decimals

Perform multiplications as integers
e.g. 0.2 x 0.3 → 2 x 3

Make **adjustments** to your answer to match the question: 0.2 x 10 = 2
0.3 x 10 = 3
Therefore 6 ÷ 100 = **0.6**

Division methods

3584 ÷ 7 = 512

Short division

$$7 \overline{)\, 3\,{}^{3}5\;8\;{}^{1}4} \quad 5\;1\;2$$

Complex division

÷ 24 = ÷ 6 ÷ 4

Break up the divisor using factors

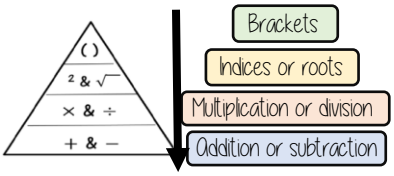
Division with decimals

The placeholder in division methods is essential – the decimal lines up on the dividend and the quotient

24 ÷ 0.02 → 24 ÷ 0.2 → 240 ÷ 2

All give the same solution as represent the same proportion
Multiply the values in proportion until the divisor becomes an integer

Order of operations



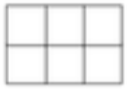
If you have multiple operations from the same tier work from left to right

e.g. 10 – 3 + 5 → 10 - 3 → 7 + 5

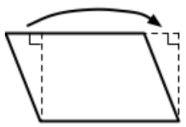
6 x 4 + 8 x 2
24 + 16 = 40

Area problems

Rectangle
Base x Perpendicular height

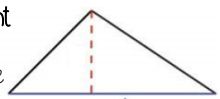


Parallelogram/ Rhombus
Base x Perpendicular height



Triangle
½ x Base x Perpendicular height

A triangle is half the size of the rectangle it would fit in

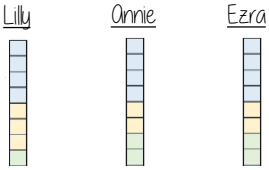


Mean problems

Mean – a measure of average
It gives an idea of the central value

Lilly, Annie and Ezra have the following cubes

Finding the mean amount is the average amount each person would have if shared out equally



The mean number of blocks would be 8 each

YEAR 7 – APPLICATION OF NUMBER

Fractions and percentages of amounts

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Find a fraction of a given amount
- Use a given fraction to find the whole or other fractions
- Find the percentage of an amount using mental methods
- Find the percentage of a given amount using a calculator

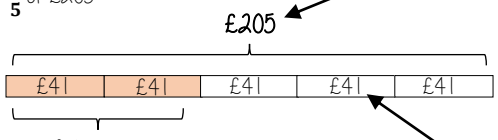
Keywords

Fraction: how many parts of a whole we have
Equivalent: of equal value
Whole: a number with no fractional or decimal part
Percentage: parts per 100 (uses the % symbol)
Place Value: the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right
Convert: change into an equivalent representation, often fraction to decimal to a percentage cycle

Fraction of a given amount

Find $\frac{2}{5}$ of £205

The bar represents the whole amount

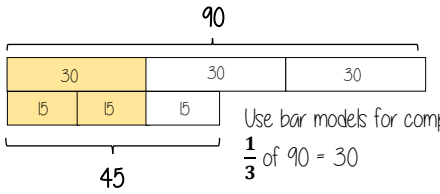


2 out of the 5 equal parts

2 x £41 = **£82**

£205 ÷ 5 = £41

Each part of the bar model represents £41



Use bar models for comparisons

$\frac{1}{3}$ of 90 = 30

$\frac{2}{3}$ of 45 = 30

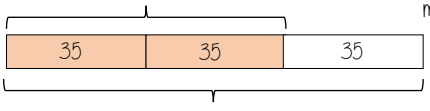
$\therefore \frac{1}{3}$ of 90 = $\frac{2}{3}$ of 45

Use a fraction of amount

$\frac{2}{3}$ of a value is 70. What is the whole number?

70 ÷ 2 = 35

Each part of the bar model represents 35.

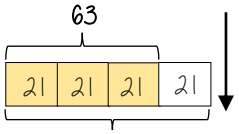


35 x 3 = 105

The whole number is 105

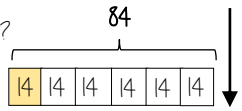
The wording of the question is important to setting up the bar model

$\frac{3}{4}$ of a number is 63.



Find the whole

What is $\frac{1}{6}$ of the number?



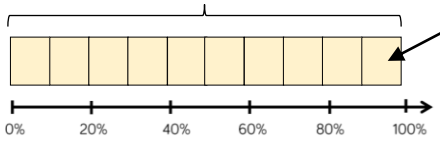
Use the whole to find a given part

= 14

Find the percentage of an amount (Mental methods)

The **whole** represents 100%

10% = $\frac{1}{10}$ of the whole



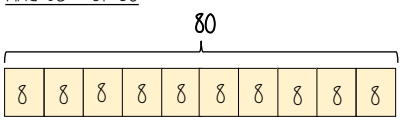
10% = $\frac{1}{10}$ of the whole

50% = $\frac{5}{10}$ = $\frac{1}{2}$ of the whole

20% = $\frac{2}{10}$ = $\frac{1}{5}$ of the whole

5% = $\frac{1}{20}$ of the whole

Find 65% of 80



For bigger percentages it is sometimes easier to take away from 100%

Method 1
65% = 10% x 6 + 5%
= (8 x 6) + 4
= 52

Method 2
65% = 50% + 10% + 5%
= 40 + 8 + 4
= 52

Find the percentage of an amount (Calculator methods)

Using a multiplier

Find 65% of 80

Fraction, decimal, percentage conversion

65% = $\frac{65}{100}$ = 0.65 ← The multiplier

0.65 x 80 = **52**

Using the percent button

Find 65% of 80

This brings up the % button on screen
You will see 65%

Type 65

Press SHIFT ((%)

Press × 80 and then press =

You can also use the calculator to support non calculator methods and find 1% or 10% then add percentages together

"of" can represent 'x' in calculator methods

YEAR 7 — DIRECTED NUMBER

Operations with equations and directed numbers

@whisto_maths

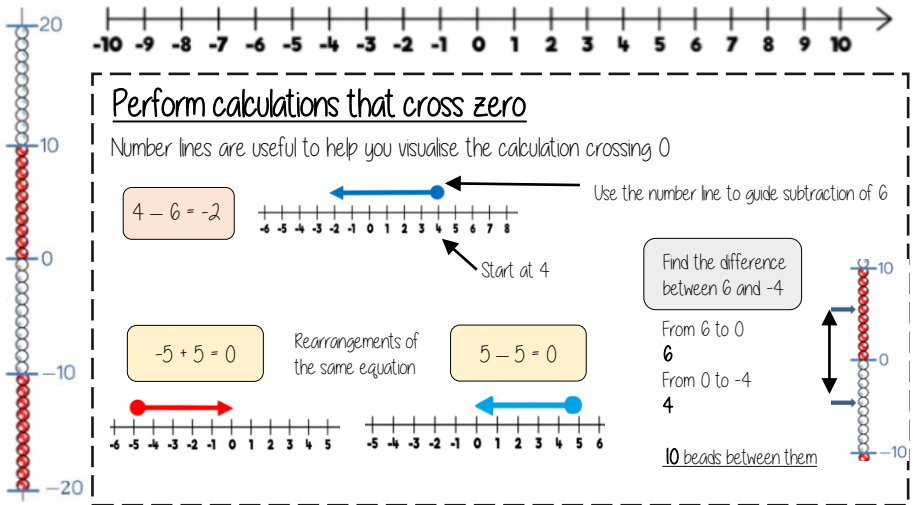
What do I need to be able to do?

By the end of this unit you should be able to:

- Perform calculations that cross zero
- Add/ Subtract directed numbers
- Multiply/ Divide directed numbers
- Evaluate algebraic expressions
- Solve two-step equations
- Use order of operations with directed number

Keywords

Subtract: taking away one number from another.
Negative: a value less than zero.
Commutative: changing the order of the operations does not change the result
Product: multiply terms
Inverse: the opposite function
Square root: a square root of a number is a number when multiplied by itself gives the value (symbol $\sqrt{}$)
Square: a term multiplied by itself.
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)



Perform calculations that cross zero

Number lines are useful to help you visualise the calculation crossing 0

4 – 6 = -2

Use the number line to guide subtraction of 6

Start at 4

Find the difference between 6 and -4

From 6 to 0
6
From 0 to -4
4

10 beads between them

-5 + 5 = 0

Rearrangements of the same equation

5 – 5 = 0

Add directed numbers

= −1
= 1
Representations

2 + - 4 = -2

Zero pair
(-1 + 1 = 0)

Two " – 1 " left
= -2

8 + -3 = 5

Partitioning

8 + -3 = 5

5 + 3 + - 3 = 5

Partition the value to create a zero pair calculation

Generalisation
+ – = –

Subtract directed numbers

= −1
= 1
Representations

=

Representation for calculation

2

"Subtract" – means take away or remove

2 - - 1 = 3

Take away one

Start with the representation of 2

= 3

2 - - 3 = 5

= 5

Generalisation
– – = +

Multiply/ Divide directed numbers

-3 -3

Two representations of the same calculation

2 x -3 = -6

Negative, Negative calculation

-2 x -3

This is the negative of 2 x -3

The act of making counters into their negative is turning them over

-2 x -3 = 6

Divisions are the inverse operations

Evaluate algebraic expressions

a = 5

b = -4

$a^2 = 5^2$
$a^2 = 25$

$b^2 = (-4)^2$
$b^2 = 16$

With negative numbers the brackets are important so that it performs -4 x -4.

Brackets around negative substitutions helps remove calculation errors

2a – b = 2 x 5 – (-4) = 10 + 4 = 14

3b – 2a = 3(-4) – 2(5) = -12 – 10 = -22

Two-step equations

Bar Model

10

x x x x 2

10

4x + 2 = 10

10 – 4x = 2

Representing the same question (use fact families)

Function machine

x → x4 → +2 → 10

Inverse operations to find x

x x x x

8

x

2

Use order or operations

( )
² & √
× & ÷
+ & –

Brackets
Indices or roots
Multiplication or division
Addition or subtraction

Brackets around negative substitutions helps remove calculation errors

Remember square roots have a positive and negative value

×	-3	-2	-1	0	1	2	3
-3	9	6	3	0	-3	-6	-9
-2	6	4	2	0	-2	-4	-6
-1	3	2	1	0	-1	-2	-3
0	0	0	0	0	0	0	0
1	-3	-2	-1	0	1	2	3
2	-6	-4	-2	0	2	4	6
3	-9	-6	-3	0	3	6	9

YEAR 7 – FRACTIONAL THINKING

Addition and subtraction of fractions

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Convert between mixed numbers and fractions
- Add/Subtract unit fractions (same denominator)
- Add/Subtract fractions (same denominator)
- Add/Subtract fractions from integers
- Use equivalent fractions
- Add/Subtract any fractions
- Add/Subtract improper fractions and mixed numbers
- Use fractions in algebraic contexts

Keywords

Numerator : the number above the line on a fraction. The top number. Represents how many parts are taken

Denominator: the number below the line on a fraction. The number represent the total number of parts

Equivalent: of equal value

Mixed numbers: a number with an integer and a proper fraction

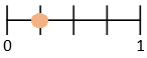
Improper fractions: a fraction with a bigger numerator than denominator

Substitute: replace a variable with a numerical value

Place value: the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right

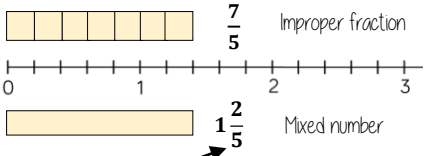
Representing Fractions

$\frac{1}{4}$ is represented in all the images



$1 \div 4$

Mixed numbers and fractions



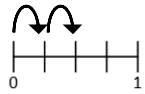
In this model 5 parts make up a whole

Fractions can be bigger than a whole

Add/Subtract unit fractions

Same denominator

$\frac{1}{12} + \frac{1}{12} - \frac{1}{12} = \frac{2}{12}$



$\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$

With the same denominator ONLY the numerator is added or subtracted

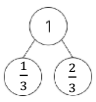
Add/Subtract fractions

Same denominator

$\frac{2}{7} + \frac{3}{7} = \frac{5}{7}$

Sequences

$\frac{1}{3}, 1, 1\frac{2}{3}, 2\frac{1}{3}, 3, \ldots$

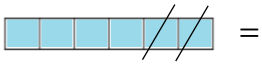


$+\frac{2}{3}$ $+\frac{2}{3}$

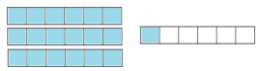
Represent this on a number line to help

Add/Subtract from integers

$1 - \frac{2}{6} = \frac{4}{6}$



$3 + \frac{1}{6} = 3\frac{1}{6}$

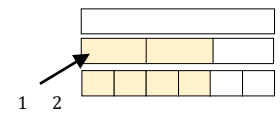


The denominator indicates the number of parts a whole is made up of

Equivalent fractions

Numerator and denominator have the same multiplier

$\frac{2}{3} = \frac{4}{6}$



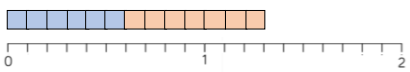
$\frac{1}{3} = \frac{2}{6}$

Add/Subtraction fractions (common multiples)

$\frac{3}{5} + \frac{7}{10}$

$\frac{6}{10} + \frac{7}{10}$

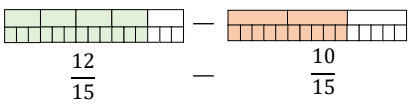
Addition/Subtraction needs a common denominator



$\frac{13}{10}$

Add/Subtraction any fractions

$\frac{4}{5} - \frac{2}{3}$



$= \frac{2}{15}$

$\frac{12}{15} - \frac{10}{15}$

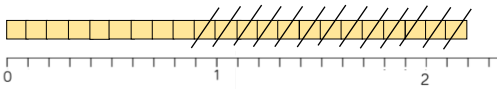
Use equivalent fractions to find a common multiple for both denominators

Add/Subtraction fractions (improper and mixed)

$2\frac{1}{5} - 1\frac{3}{10}$

$2\frac{2}{10}$

$\frac{22}{10} - \frac{13}{10} = \frac{9}{10}$



- Convert to an improper fraction
- Calculate with common denominator

Partitioning method

$2\frac{1}{5} - 1\frac{3}{10} = 2\frac{2}{10} - 1\frac{3}{10} = 2\frac{2}{10} - 1 - \frac{3}{10} = 1\frac{2}{10} - \frac{3}{10} = \frac{9}{10}$

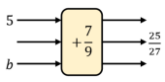
Fractions in algebraic contexts

$p = 5 \quad m = 2$

$k - \frac{5}{8} = 2$

Apply inverse operations

$k = 2 + \frac{5}{8}$



Form expressions with fractions

$b + \frac{7}{9} \rightarrow b + \frac{7}{9}$

$\frac{p}{8} + \frac{1}{m}$

Substitution

$\frac{5}{8} + \frac{1}{2}$

Fractions and decimals

$\frac{1}{10} = 0.1$

$\frac{1}{100} = 0.01$

Example $\frac{6}{10} + 0.3 \rightarrow 0.6 + 0.3$

$\frac{6}{10} + \frac{3}{10}$

Remember to use equivalent fractions and common denominators

YEAR 7 – LINES AND ANGLES

Constructing, measuring and using geometric notation

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

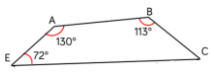
- Use letter and labelling conventions
- Draw and measure line segments and angles
- Identify parallel and perpendicular lines
- Recognise types of triangle
- Recognise types of quadrilateral
- Identify polygons
- Construct triangles (SAS, SSS, ASA)
- Draw Pie charts

Keywords

Polygon: a 2D shape made with straight lines
Scalene triangle: a triangle with all different sides and angles
Isosceles triangle: a triangle with two angles the same size and two angles the same size
Right-angled triangle: a triangle with a right angle
Frequency: the number of times a data value occurs
Sector: part of a circle made by two radii touching the centre
Rotation: turn in a given direction
Protractor: equipment used to measure angles
Compass: equipment used to draw arcs and circles.

Letter and labelling convention

The letter in the middle is the angle
The arc represents the angle

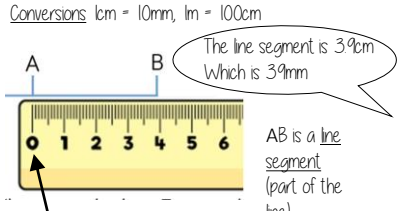


Angle Notation: three letters ABC
This is the angle at B = 113 °

Line Notation: two letters EC
The line that joins E to C

Draw and measure line segments

Conversions 1cm = 10mm, 1m = 100cm



AB is a line segment (part of the line)

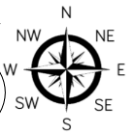
Make sure the start of the line is at 0.

Angles as measures of turn

Clockwise

Anti-Clockwise

East to South is a quarter turn clockwise



Quarter Turn
90°
Clockwise

Half Turn
180°

Three-quarter Turn
270°
Anti-Clockwise

Full Turn
360°

Classify angles

Acute Angles
0°< angle <90°

Right Angles
90°

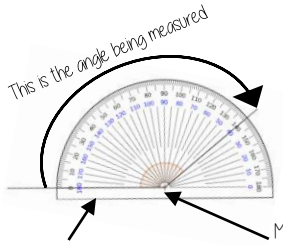
Right angle notation

Obtuse
90°< angle <180°

Reflex
180°< angle <360°

Straight Line
180°

Measure angles to 180°



The base line follows the line segment

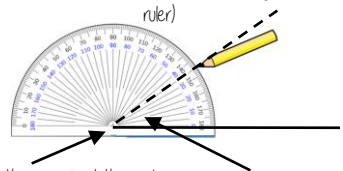
Make sure the cross is at the point the two lines meet

Read from 0° on the base line.
Remember to use estimation.
This is an obtuse angle so between 90 ° and 180 °

Draw angles up to 180°

Draw a 35° angle

Make a mark at 35° with a pencil
And join to the angle point (use a ruler)

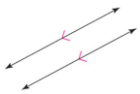


Make sure the cross is at the end of the line (where you want the angle)

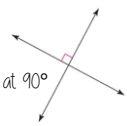
The angle

Parallel and Perpendicular lines

Parallel lines
Straight lines that never meet
(Have the same gradient)



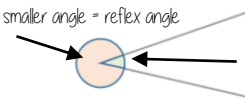
Perpendicular lines
Straight lines that meet at 90°



Angles over 180°

Use your knowledge of straight lines
180 ° and angles around a point
360 °

360 ° - smaller angle = reflex angle



Measure the smaller angle first (less than 180 °

Properties of Quadrilaterals

Square
All sides equal size
All angles 90°
Opposite sides are parallel

Parallelogram
Opposite sides are parallel
Opposite angles are equal
Co-interior angles

Rectangle
All angles 90°
Opposite sides are parallel

Trapezium
One pair of parallel lines

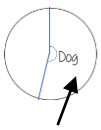
Rhombus
All sides equal size
Opposite angles are equal

Kite
No parallel lines
Equal lengths on top sides
Equal lengths on bottom sides
One pair of equal angles

Draw Pie Charts

Type of pet	Dog	Cat	Hamster
Frequency	32	25	3

$\frac{32}{60}$ "32 out of 60 people had a dog"



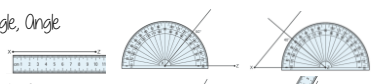
This fraction of the 360 degrees represents dogs

$\frac{32}{60} \times 360 = 192°$

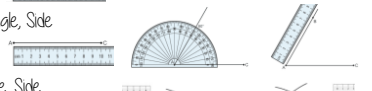
Use a protractor to draw
This is 192°

SAS, SSS, ASA constructions

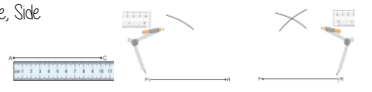
Side, Angle, Angle



Side, Angle, Side



Side, Side, Side



Polygons

3	- Triangle	5	- Pentagon	8	- Octagon
4	- Quadrilateral	6	- Hexagon	9	- Nonagon
		7	- Heptagon	10	- Decagon

If all the sides and angles are the same, it is a **regular** polygon

YEAR 7 — LINES AND ANGLES

@whisto_maths

Geometric reasoning

What do I need to be able to do?

By the end of this unit you should be able to:

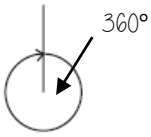
- Understand/use the sum of angles at a point
- Understand/use the sum of angles on a straight line
- Understand/use equality of vertically opposite angles
- Know and apply the sum of angles in a triangle
- Know and apply the sum of angles in a quadrilateral

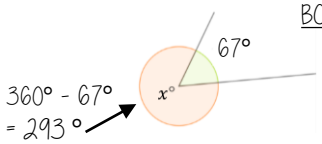
Keywords

Vertically Opposite: angles formed when two or more straight lines cross at a point
Interior Angles: angles inside the shape
Sum: total, add all the interior angles together
Convex Quadrilateral: a four-sided polygon where every interior angle is less than 180°
Concave Quadrilateral: a four-sided polygon where one interior angle exceeds 180°
Polygon: a 2D shape made with straight lines
Scalene triangle: a triangle with all different sides and angles
Isosceles triangle: a triangle with two angles the same size and two angles the same size
Right-angled triangle: a triangle with a right angle

Sum of angles at a point

The sum of angles around a point is 360°



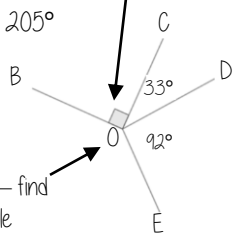


360° - 67°
= 293 °

Find angle BOE

90° + 33° + 92° = 205°
360° - 205°
BOE = **155°**

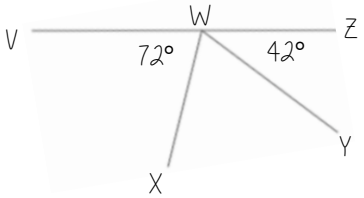
Angle notation — 90°



Angle notation — find this missing angle

Sum of angles on a straight line

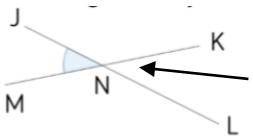
Adjacent angles that share a common point on a line add up to 180°



Find angle XWY

72° + 42° = 114°
180° - 114° = **66°**

Vertically opposite angles

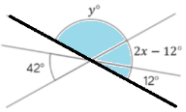


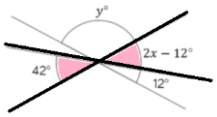
Angle JNM is vertically opposite to angle KNL

JNM = KNL

Vertically opposite angles are the same

Other angle rules still apply.
Look for straight line sums and angles around a point.

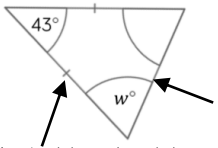




Form equations with information from diagrams:
$2x - 12 = 42$
$2x = 54$
$x = 27°$

Sum of angles in triangles

Sum of interior angles in a triangle = 180°



The two base angles will be the same size

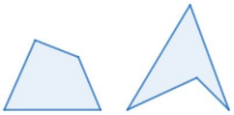
Look at triangle notation. This indicates an isosceles triangle
∴ 180 - 43 = 137
137 ÷ 2 = 68.5°

A triangle can only have ONE right angle

Have a go!
Tearing the corners from triangles forms a straight line which is therefore 180°

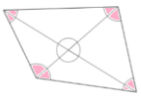
Sum of angles in quadrilaterals

Sum of interior angles in a quadrilateral = 360°

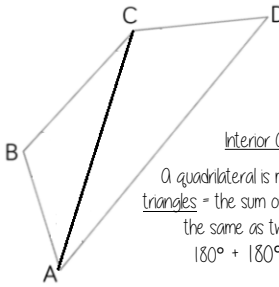


Convex Quadrilateral

Concave Quadrilateral



Interior angles are those that make up the perimeter (outline) of the shape

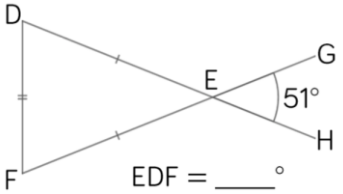


Interior Angles

A quadrilateral is made up of two triangles - the sum of interior angles is the same as two triangles:
180° + 180° = 360°

Angle Problems

Split up the problem into chunks and explain your reasoning at each point using angle notation



Keep working out clear and notes together

1. Angle DEF = 51° because it is a vertically opposite angle DEF = GEH
2. Triangle DEF is isosceles (triangle notation) ∴ EDF = EFD and the sum of interior angles is 180°
   180° - 51° = 129° 129° ÷ 2 = 64.5°
3. Angle EDF = 64.5°

YEAR 7 – REASONING WITH NUMBER

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Developing number sense

What do I need to be able to do?

By the end of this unit you should be able to:

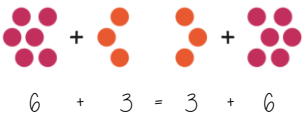
- Know and use mental addition/ subtraction
- Know and use mental multiplication/ division
- Know and use mental arithmetic for decimals
- Know and use mental arithmetic for fractions
- Use factors to simplify calculations
- Use estimation to check mental calculations
- Use number facts
- Use algebraic facts

Keywords

Commutative: changing the order of the operations does not change the result
Associative: when you add or multiply you can do so regardless of how the numbers are grouped
Dividend: the number being divided
Divisor: the number we divide by
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign
Equation: a mathematical statement that two things are equal
Quotient: the result of a division

Mental methods for addition/ subtraction

Addition is commutative



6 + 3 = 3 + 6

The order of addition does not change the result

Subtraction the order has to stay the same

360 – 147 = 360 – 100 – 40 – 7

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction

Mental methods for multiplication/ division

Multiplication is commutative

2 × 4 = 4 × 2

The order of multiplication does not change the result

Partitioning can help multiplication

24 x 6 = 20 x 6 + 4 x 6
= 120 + 24
= 144

Division is not associative

Chunking the division can help 4000 ÷ 25
"How many 25's in 100" then how many chunks of that in 4000.

Mental methods for decimals

Multiplying by a decimal < 1 will make the original value smaller e.g x 0.1 = ÷ 10

Methods for multiplication 1.2 x 0.03

12 × 3 = 36
1.2 × 3 = 3.6
1.2 × 0.3 = 0.36
1.2 × 0.03 = 0.036

12 × 3 = 36
÷ 10 ÷ 100 ÷ 1000
1.2 × 0.03 = 0.036

Methods for addition 2.3+2.4

2 + 2 = 4
0.3 + 0.4 = 0.7
4 + 0.7 = 4.7

Methods for division 1.5 ÷ 0.05

Multiply by powers of 10 until the divisor becomes an integer

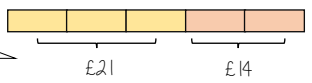
1.5 ÷ 0.05
x100 x100
150 ÷ 5 = 30

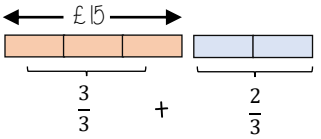
Mental methods for fractions

Use bar models where possible

I've spent $\frac{2}{5}$ of my money. I have £21 left

How much did they have to begin with?





What is $\frac{5}{3}$ of £15?

Using factors to simplify calculations

30 x 16

10 x 3 x 4 x 4
2 x 5 x 3 x 2 x 2 x 2 x 2
10 x 3 x 2 x 8
16 x 10 x 3

Multiplication is commutative
Factors can be multiplied in any order

Estimation

Estimations are useful – especially when using fractions and decimals to check if your solution is possible.

Most estimations round to 1 significant figure

Estimations are useful – especially when using fractions and decimals to check if your solution is possible.

210 + 899 < 1200

This is true because even if both numbers were rounded up, they would reach 300 + 900.

The correct estimation would be 200 + 900 = 1100.

Number facts

Use 124 x 5 = 620

For multiplication, each value that is multiplied or divided by powers of 10 needs to happen to the result

620 ÷ 124 = 50

For division you must consider the impact of the divisor becoming smaller or bigger.
Smaller – the answer will be bigger
(It is being shared into less parts)
Bigger – the answer will be smaller
(It is being shared into more parts)

Algebraic facts

2a + 2b = 10 — Everything x 2

0.1a + 0.1b = 0.5 — Everything ÷ 10

a + b = 5

Add 2 to the total

a + b + 2 = 7

The unknown quantity isn't changing but the variables change what is done to give the result

YEAR 7 — REASONING WITH NUMBER

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Sets and probability

What do I need to be able to do?

By the end of this unit you should be able to:

- Identify and represent sets
- Interpret and create Venn diagrams
- Understand and use the intersection of sets
- Understand and use the union of sets
- Generate sample spaces for single events
- Calculate the probability of a single event
- Understand and use the probability scale

Keywords

Set: collection of things
Element: each item in a set is called an element
Intersection: the overlapping part of a Venn diagram (AND ∩)
Union: two ellipses that join (OR ∪)
Mutually Exclusive: events that do not occur at the same time
Probability: likelihood of an event happening
Bias: a built-in error that makes all values wrong (unequal) by a certain amount, e.g. a weighted dice
Fair: there is zero bias, and all outcomes have an equal likelihood
Random: something happens by chance and is unable to be predicted

Identify and represent sets

The **universal set** has this symbol ξ — this means EVERYTHING in the Venn diagram is in this set

A set is a collection of things — you write sets inside curly brackets { }

ξ = {the numbers between 1 and 50 inclusive}

My sets can include every number between 1 and 50 including those numbers

A = {Square numbers}

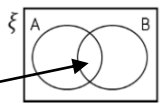
A = {1, 4, 9, 16, 25, 36, 49}

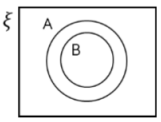
All the numbers in set A are square number and between 1 and 50

Interpret and create Venn diagrams

Mutually exclusive sets
The two sets have nothing in common
No overlap

Union of sets
The two sets have some elements in common — they are placed in the intersection

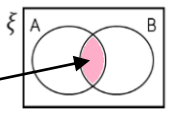




Subset
All of set B is also in Set A so the ellipse fits inside the set

The box
Around the outside of every Venn diagram will be a box. If an element is not part of any set it is placed outside an ellipse but inside the box

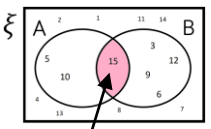
Intersection of sets



Elements in the intersection are in set A AND set B

The notation for this is $A \cap B$

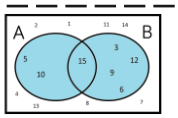
ξ = {the numbers between 1 and 15 inclusive}
A = {Multiples of 5} B = {Multiples of 3}



The element in $A \cap B$ is 15

In this example there is only one number that is both a multiple of 3 and a multiple of 5 between 1 and 15

Union of sets



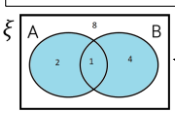
ξ = {the numbers between 1 and 15 inclusive}
A = {Multiples of 5} B = {Multiples of 3}

Elements in the union could be in set A OR set B

The elements in $A \cup B$ are 5, 10, 15, 3, 9, 6, 12

The notation for this is $A \cup B$

There are 7 elements that are either a multiple of 5 OR a multiple of 3 between 1 and 15



This Venn shows the **number of elements** in each set

Sample space — for single events

A sample space for rolling a six-sided dice is S = {1, 2, 3, 4, 5, 6}

A sample space for this spinner is S = {Pink, Blue, Yellow}

You only need to write each element once in a sample space diagram

- A Sample space represents a possible outcome from an event
- They can be interpreted in a variety of ways because they do not tell you the probability

Probability of a single event

Probability = number of times event happens / total number of possible outcomes

P(Blue) = 4/10 = 2/5

There are 4 blue sectors
There are 10 sectors overall

Probability notation
P (event)

Probability can be a fraction, decimal or percentage value

$\frac{4}{10} = \frac{40}{100} = 0.40 = 40\%$

Probability is always a value between 0 and 1

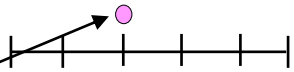
The probability scale

Impossible
0 or 0%

Even chance
0.5, $\frac{1}{2}$ or 50%

Certain
1 or 100%

The more likely an event the further up the probability it will be in comparison to another event
(It will have a probability closer to 1)



There are 2 pink and 2 yellow balls, so they have the same probability

There are 5 possible outcomes
So 5 intervals on this scale, each interval value is $\frac{1}{5}$

Sum of probabilities

Probability is always a value between 0 and 1

The probability of getting a blue ball is $\frac{1}{5}$
∴The probability of NOT getting a blue ball is $\frac{4}{5}$

The sum of the probabilities is 1

The table shows the probability of selecting a type of chocolate

Dark	Milk	White
0.15	0.35	

P(white chocolate) = 1 − 0.15 − 0.35
= 0.5

YEAR 7 – REASONING WITH NUMBER

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Prime numbers and Proof

What do I need to be able to do?

By the end of this unit you should be able to:

- Find and use multiples
- Identify factors of numbers and expressions
- Recognise and identify prime numbers
- Recognise square and triangular numbers
- Find common factors including HCF
- Find common multiples including LCM

Keywords

Multiples: found by multiplying any number by positive integers
Factor: integers that multiply together to get another number.
Prime: an integer with only 2 factors.
Conjecture: a statement that might be true (based on reasoning) but is not proven.
Counterexample: a special type of example that disproves a statement.
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)
HCF: highest common factor (biggest factor two or more numbers share)
LCM: lowest common multiple (the first time the times table of two or more numbers match)

Multiples

The "times table" of a given number

All the numbers in this lists below are multiples of 3.

3, 6, 9, 12, 15…

This list continues and doesn't end

$3x$, $6x$, $9x$ …

x could take any value and as the variable is a multiple of 3 the answer will also be a multiple of 3

Non example of a multiple

4.5 is not a multiple of 3 because it is 3 x 1.5

Not an integer

Factors

Arrays can help represent factors

5 x 2 or 2 x 5

Factors of 10
1, 2, 5, 10

10 x 1 or 1 x 10

The number itself is always a factor

Factors and expressions

x x x x x x

$6x \times 1$ OR $6 \times x$

Factors of $6x$
6, x, 1, $6x$, $2x$, 3, $3x$, 2

x x / x x — $2x \times 3$

x x x / x x x — $3x \times 2$

Prime numbers

- Integer
- Only has 2 factors
- and itself

2
The first prime number
The only even prime number

Learn or how-to quick recall…

2, 3, 5, 7, 11, 13, 17, 19, 23, 29…

Square and triangular numbers

Square numbers

odd even odd

Representations are useful to understand a square number n^2

1, 4, 9, 16, 25, 36, 49, 64 …

Triangular numbers

Representations are useful – an extra counter is added to each new row

Add two consecutive triangular numbers and get a square number

1, 3, 6, 10, 15, 21, 28, 36, 45…

Common factors and HCF

1 is a common factor of all numbers

Common factors are factors two or more numbers share

HCF – Highest common factor

HCF of 18 and 30

18: 1, 2, 3, 6, 9, 18

30: 1, 2, 3, 5, 6, 10, 15, 30

Common factors (factors of both numbers)
1, 2, 3, 6

HCF = 6

6 is the biggest factor they share

Common multiples and LCM

Common multiples are multiples two or more numbers share

LCM – Lowest common multiple

LCM of 9 and 12

9: 9, 18, 27, 36, 45, 54

12: 12, 24, 36, 48, 60

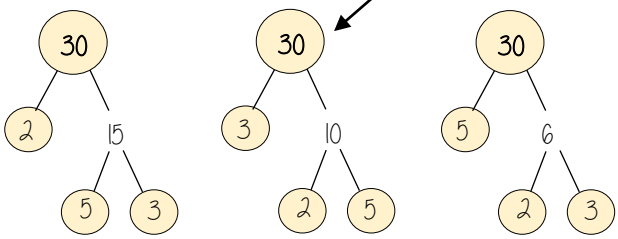
LCM = 36
The first time their multiples match

Comparing fractions

$\frac{3}{5}$ and $\frac{7}{10}$ ← Compare fractions using a LCM denominator → $\frac{6}{10}$ and $\frac{7}{10}$

Product of prime factors

Multiplication part-whole models



All three prime factor trees represent the same decomposition

Multiplication is commutative

30 = 2 x 3 x 5 ← Multiplication of prime factors

Using prime factors for predictions

e.g. 60: 30 x 2, 2 x 3 x 5 **x 2**

150: 30 x 5, 2 x 3 x 5 **x 5**

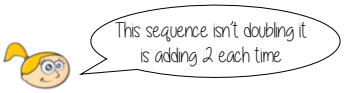
Conjectures and counterexamples

Conjecture

1, 2, 4, …
The numbers in the sequence are doubling each time.

A pattern that is noticed for many cases

Counterexamples



Only **one** counterexample is needed to disprove a conjecture