

Levenshulme High School – Curriculum Map – Maths

		Term 1		Term 2		Term 3	
	No. of Weeks	Sense of number (8)	Addition (7)	Subtraction (6)	Multiplication (6)	Multiplication and division (5)	Division (7)
Year 7	Topic Title and NC link	N1, N2, N3, N8, N9, N14, N16, R3	N4	N4, N5, N6, G1, G2	N3, N4, N5, N7, G1, G2	N4, N11	N4, N5, N6, N9
	<i>Pupils should know...</i>	<ul style="list-style-type: none"> Understand place value Order positive values What is a factor/multiple/prime number Decimal place value How to round and estimate numbers Should know the never-ending nature of the number line How to write a fraction 	<ul style="list-style-type: none"> Standard procedures for addition Laws of arithmetic Partition numbers Complements How to make decision about calculating efficiently 	<ul style="list-style-type: none"> Standard procedures for subtraction Laws of arithmetic and re-ordering and adjustment strategies for subtraction 	<ul style="list-style-type: none"> Know what area is How to find the area of rectangles, triangles and parallelograms What is a factor/multiple/prime number The effect of multiplying by tens Standard procedures for multiplication Laws of arithmetic – including explicitly discussing the distributive law Hierarchy of multiplication within calculations How to use known facts to find unknown facts 	<ul style="list-style-type: none"> How to multiply fractions How to multiply mixed numbers How to find fractions of an amount Use different forms for multiplication (fractions x decimals) Inverse operations for multiplication What division means Key words for division How to use bus stop Divisibility tests Which laws of arithmetic 	<ul style="list-style-type: none"> Alternative strategies for dividing How to divide by decimals How to divide with negatives How to use BIDMAS How to find the reciprocal Divide an integer with a fraction Divide a fraction with a fraction Divide with mixed numbers

						work with division	
<i>Pupils should be able to do...</i>	<ul style="list-style-type: none">• Use place value• Order integers, fractions and decimals• Identify prime numbers• Prime factorisation (use index notation)• HCF and LCM• Write place value in terms of times 10 to the power of something• write decimals in terms of decimal fractions• estimate answers• show a representation of a fraction• express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1	<ul style="list-style-type: none">• Use addition, including formal written methods, with integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative	<ul style="list-style-type: none">• Use subtraction, including formal written methods, with integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative	<ul style="list-style-type: none">• Prime factorisation (use index notation)• HCF and LCM• Multiply all types of numbers by tens• Multiply negative numbers• Multiply decimals• Find areas of rectangles, triangles and parallelograms and compound shapes	<ul style="list-style-type: none">• Write mixed fractions as improper fractions• Commute when multiplying with fractions• Simplify fractions• Problem solve with fractions eg with area	<ul style="list-style-type: none">• Write decimals in terms of decimal fractions• Calculate using order of operations• Divide using different strategies• Divide fractions in a variety of forms	
<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge</i>	<p>This is being studied so that students have a strong sense of number and are able to manipulate number appropriately.</p> <p>Prior learning that pupils need to remember are:</p>	<p>This is being studied so that students have coherence and fluency with addition and are able to manipulate additions efficiently. This is completed with a variety of number forms such as decimals, fractions,</p>	<p>This is being studied so that students have coherence and fluency with subtraction and are able to manipulate subtractions efficiently. This is completed with a variety of number</p>	<p>This is being studied so that students have coherence and fluency with multiplication and are able to manipulate multiplications efficiently. This is completed with a variety of number forms such as decimals, fractions, integers to</p>	<p>Continued from HT4 with multiplication.</p> <p>Prior learning that pupils need to remember are:</p> <ul style="list-style-type: none">• Laws of arithmetic	<p>This is being studied so that students have coherence and fluency with division and are able to manipulate division calculations</p>	

	<p><i>and learning still to come?</i></p>	<ul style="list-style-type: none"> • Place value headings • The difference between an integer, fraction and decimal • Factors and multiples • Round to tens • Keywords for fractions 	<p>integers to strengthen understanding and to make inter-curricular links.</p> <p>Prior learning that pupils need to remember are:</p> <ul style="list-style-type: none"> • Place value • Adding integers • Adding decimals • Adding proper/improper fractions 	<p>forms such as decimals, fractions, integers to strengthen understanding and to make inter-curricular links.</p> <p>Prior learning that pupils need to remember are:</p> <ul style="list-style-type: none"> • Place value • Subtracting integers • Subtracting decimals • Subtracting proper/improper fractions 	<p>strengthen understanding and to make inter-curricular links.</p> <p>Prior learning that pupils need to remember are:</p> <ul style="list-style-type: none"> • Formulae for area • Factors and multiples • Times tables • Formal written methods 	<ul style="list-style-type: none"> • How to simplify fractions of amounts • Changing fractions to decimals and vice versa 	<p>efficiently. This is completed with a variety of number forms such as decimals, fractions, integers to strengthen understanding and to make inter-curricular links.</p> <p>Prior learning that pupils need to remember are:</p> <ul style="list-style-type: none"> • Equivalent fractions and decimals • Laws of arithmetic • How to simplify fractions of amounts
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