**Mathematics overview: Stage 7 Star**

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| *Unit* | *Hrs* | *KNOWLEDGE* |
| [Numbers and the number system](#NANS) | **6** | * **use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor and lowest common multiple (6\*,7\*, 8\*)** * **use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 (7\*)** * **recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions (7\*)** * **appreciate the infinite nature of the sets of integers, real and rational numbers (7\*)** * **order positive and negative integers, decimals and fractions (6\*,7\*)** * **use the symbols =, ≠, <, >, ≤, ≥ (6\*,7\*)** * **identify the value of each digit in numbers given to three decimal places (7\*)** * **understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals) (7\*)** * **solve problems involving addition, subtraction, multiplication and division (6\*,7\*, 8\*)** * **multiply one-digit numbers with up to two decimal places by whole numbers (7\*, 8\*)** * **associate a fraction with division and calculate decimal fraction equivalents (for example 0.375) for a simple fraction (for example 3/8) (6\*,7\*)** * **use conventional notation for priority of operations, including brackets and powers (7\*, 8\*)** * **recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions) (7\*)** * **use conventional terms and notations: points, lines, vertices, edges, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries (6\*,7\*)** * **use the standard conventions for labelling and referring to the sides and angles of triangles (6\*,7\*)** * **draw diagrams from written description (6\*,7\*)** * **identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres (7\*)** * **find unknown angles in any triangles, quadrilaterals and regular polygons (7\*)** * **derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia (7\*)** * **identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference (6\*,7\*)** * **understand and use the concepts and vocabulary of expressions, equations, formulae, terms, identities and factors (6\*,7\*)** * **use and interpret algebraic notation, including: ab in place of a × b, 3y in place of y + y + y and 3 × y, a² in place of a × a, a³ in place of a × a × a, a/b in place of a ÷ b, brackets (6\*,7\*,8\*)** * **simplify and manipulate algebraic expressions by collecting like terms and multiplying a single term over a bracket (7\*)** * **simplify and manipulate algebraic expressions by taking out common factors and simplifying expressions involving sums, products and powers, including the laws of indices (7\*)** * **substitute numerical values into formulae and expressions (6\*,7\*)** * **express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1 (7\*)** * **recall and use equivalencies between simple fractions, decimals and percentages, including in different contexts (7\*)** * **define percentage as ‘number of parts per hundred’ (7\*)** * **use ratio notation, including reduction to simplest form (6\*,7\*)** * **divide a given quantity into two parts in a given part: part or part: whole ratio (6\*,7\*, 8\*)** * **identify and work with fractions in ratio problems (7\*,8\*)** * **generate terms of a sequence from a term-to-term rule or a position-to-term rule (7\*, 8\*)** * **deduce expressions to calculate the nth term of a linear sequence (7\*, 8\*)** * **use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimals places. (6\*, 7\*)** * **change freely between related standard units (e.g. time, length, area, volume/capacity, mass) in numerical contexts (7\*)** * **apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles, corresponding and alternate angles (6\*,7\*)** * **apply the four operations, including formal written methods, to simple fractions (proper and improper), and mixed numbers (7\*)** * **add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions (6\*,7\*)** * **multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, ¼ × ½ = 1/8] (6\*,7\*)** * **divide proper fractions by whole numbers (for example, 1/3 divided by 2 = 1/6 (6\*,7\*)** * **interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively (7\*, 8\*)** * **compare two quantities using percentages (6\*,7\*)** * **work with percentages greater than 100% (7\*, 8\*)** * **solve linear equations in one unknown algebraically (7\*)** * **solve linear equations with the unknown on both sides of the equation (7\*, 8\*)** * **round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures) (7\*)** * **estimate answers; check calculations using approximation and estimation, including answers obtained using technology (6\*,7\*)** * **solve problems which require answers to be rounded to specified degrees of accuracy (6\*,7\*)** * **work with coordinates in all four quadrants (6\*,7\*)** * **understand and use lines parallel to the axes, y = x and y = -x (7\*)** * **plot graphs of equations that correspond to straight-line graphs in the coordinate plane (7\*)** * **solve geometrical problems on coordinate axes (6\*,7\*)** * **identify, describe and construct congruent shapes including on coordinate axes, by considering rotation, reflection and translation (6\*,7\*)** * **relate relative expected frequencies to theoretical probability, using appropriate language and the 0 – 1 probability scale (7\*)** * **record describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees (7\*, 8\*)** * **construct theoretical possibility spaces for single and combined experiments with equally likely outcomes and use these to calculate theoretical probabilities trees (7\*, 8\*)** * **apply the property that the probabilities of an exhaustive set of outcomes sum to one (7\*)** * **apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments (7\*)** * **interpret and construct tables, charts and diagrams, including frequency tables, bar charts, frequency diagrams, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data and know their appropriate use (7\*, 9\*)** * **Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean and mode) and spread (range**) **(6\*,7\*)**   **Key Stage 4**   * **convert between miles and kilometres (KS4)** * **calculate surface area of cubes and cuboids (KS4)** * **calculate the surface area of a triangular prism when lengths are known (KS4)** * **describe translations as 2D vectors (KS4)** |
| [Counting and comparing](#CAC) | **3** |
| [Calculating](#C) | **9** |
| [Visualising and constructing](#VAC) | **6** |
| [Investigating properties of shapes](#IPOS) | **6** |
| [Algebraic proficiency: tinkering](#APT) |  |
| [Exploring fractions, decimals and percentages](#EFDP) | 6 |
| [Proportional reasoning](#PR) | 3 |
| [Pattern sniffing](#PS) | 3 |
| [Measuring space](#MS) | 3 |
| [Investigating angles](#IA) | 3 |
| [Calculating fractions, decimals and percentages](#CFDP) | 9 |
| [Solving equations and inequalities](#SEI) | 6 |
| [Calculating space](#CS) | 9 |
| [Checking, approximating and estimating](#CAE) | 3 |
| [Mathematical movement](#MM) | 6 |
| [Understanding Risk 1](#UR) | 3 |
| [Presentation of data](#PD) | 6 |
| [Measuring data](#MD) | 3 |

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| *[Numbers and the number system](\\\\SRV-FS2\\teacher$\\maths\\Teaching Plans\\2021 22 Teaching Plans and SOW\\Maths Links Topics\\Stage 7 Numbers and the number system.xlsx)* | | *6 hours* | | | | | |
| **KNOWLEDGE** | | |  | | | | |
| * **use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor and lowest common multiple (6\*,7\*, 8\*)** * **use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 (7\*)** * **recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions (7\*)** * **appreciate the infinite nature of the sets of integers, real and rational numbers (7\*)** | | | | | | | |
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| SKILLS | | | Suggested resources | | | | |
| * Recall prime numbers up to 50 * Know how to test if a number up to 150 is prime * Know the meaning of and find the ‘highest common factor’ and ‘lowest common multiple’ * Recognise when a problem involves using the highest common factor or lowest common multiple of two numbers * Be able to break a number into product of its prime factors * Be able to use a venn diagram to find the HCF/LCM * Understand and use the notation and rules of powers (laws of indices) * Know the meaning of the square root symbol (√) * Use a scientific calculator to calculate powers and roots * Make the connection between squares and square roots (and cubes and cube roots) * Recall the first 15 square numbers * Recall the first 5 cube numbers | | | White Rose Maths | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | Physical resources |
| [Prime Numbers and Proof (Y7)](../../../Resource%20Area/Resource%20Library/Resource%20Library/8)%20White%20Rose%20Maths/White%20Rose/Year%207/Teaching%20Slides/Prime%20Numbers%20And%20Proof) | [Prime Numbers and Proof (Y7)](../../../Resource%20Area/Resource%20Library/Resource%20Library/8)%20White%20Rose%20Maths/White%20Rose/Year%207/Worksheets/Prime%20Numbers%20And%20Proof) | | [Prime Numbers and Proof (Y7)](../../../Resource%20Area/Resource%20Library/Resource%20Library/8)%20White%20Rose%20Maths/White%20Rose/Year%207/Answers/Prime%20Numbers%20And%20Proof) | * Cuisenaire Rods |
| [Number Addition Subtraction Multiplication Division (Y6)](../../../Resource%20Area/Resource%20Library/Resource%20Library/8)%20White%20Rose%20Maths/White%20Rose/Year%206/Teaching%20Slides/Number%20Addition%20Subtraction%20Multiplication%20and%20Division) | [Number Addition Subtraction Multiplication Division (Y6)](../../../Resource%20Area/Resource%20Library/Resource%20Library/8)%20White%20Rose%20Maths/White%20Rose/Year%206/Worksheets/Number%20Addition%20Subtraction%20Multiplication%20and%20Division) | | [Number Addition Subtraction Multiplication Division (Y6)](../../../Resource%20Area/Resource%20Library/Resource%20Library/8)%20White%20Rose%20Maths/White%20Rose/Year%206/Answers/Number%20Addition%20Subtraction%20Multiplication%20and%20Division) | NCETM LINKS |
| [Developing Number Sense (Y7)](../../../Resource%20Area/Resource%20Library/Resource%20Library/8)%20White%20Rose%20Maths/White%20Rose/Year%207/Teaching%20Slides/Developing%20Number%20Sense) | [Developing Number Sense (Y7)](../../../Resource%20Area/Resource%20Library/Resource%20Library/8)%20White%20Rose%20Maths/White%20Rose/Year%207/Worksheets/Developing%20Number%20Sense) | | [Developing Number Sense (Y7)](../../../Resource%20Area/Resource%20Library/Resource%20Library/8)%20White%20Rose%20Maths/White%20Rose/Year%207/Answers/Developing%20Number%20Sense) | [Properties of Number](\\\\SRV-FS2\\teacher$\\maths\\Teaching Plans\\2022 23 Teaching Plans and SOW\\KS3 Schemes 2022\\NCETM Teaching Guidance\\KS3 Mastery\\ncetm_ks3_cc_1_2.pdf) |
| Prior & Future Learning | Mathematical language | | | | Agreed Common Teaching Approaches | | |
| [Properties of Number](../KS3%20Schemes%202022/NCETM%20Teaching%20Guidance/KS3%20Mastery/ncetm_ks3_cc_1_2.pdf)  [Stage 6\*](St6%20Star_sow.docx)  [Stage 8\*](St8%20Star_sow.docx) | [NCETM Glossary](file:///\\SRV-FS2\teacher$\maths\Teaching%20Plans\2022%2023%20Teaching%20Plans%20and%20SOW\KS3%20Schemes%202022\NCETM%20Teaching%20Guidance\Glossary.docx)  Cube number  Cube root  Factorise  Prime Number  Square Number | | | | Note that while the square root symbol (√) refers to the positive square root of a number, every positive number has a negative square root too. | | |
| SEND Support | PSHE, SIAMS & Cross Curricular Links | | | | Possible misconceptions | | |
|  |  | | | | * Many pupils believe that 1 is a prime number – a misconception which can arise if the definition is taken as ‘a number which is divisible by itself and 1’ * A common misconception is to believe that 53 = 5 × 3 = 15 * See pedagogical note about the square root symbol too | | |

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| *[Counting and comparing](\\\\SRV-FS2\\teacher$\\maths\\Teaching Plans\\2021 22 Teaching Plans and SOW\\Maths Links Topics\\Stage 7 Counting and comparing.xlsx)* | | [Stage 8\*](\\\\sweep\\teacher$\\maths\\Teaching Plans (Linked)\\2017 18 Teaching Plans and SOW\\Schemes Of Work\\KS3 Stages\\St8 Star_sow.docx) | | | | | *3 hours* | |
| **KNOWLEDGE** | | | **The Big Picture**: [Number and Place Value progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_NumberPlaceValue.xlsx) | | | | | |
| * **order positive and negative integers, decimals and fractions (6\*,7\*)** * **use the symbols =, ≠, <, >, ≤, ≥ (6\*,7\*)** * **identify the value of each digit in numbers given to three decimal places (7\*)** | | | | | | | | |
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| SKILLS | | | Suggested resources | | | | | |
| * Place a set of mixed positive and negative numbers in order * Place a set of decimals in order * Identify a common denominator that can be used to order a set of fractions * Order fractions where the denominators are not multiples of each other * Convert between fractions, decimals and percentages * Order a set of numbers including a mixture of fractions, decimals and negative numbers * Use inequality symbols to compare numbers * Make correct use of the symbols = and ≠ | | | White Rose Maths | | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | | Physical resources |
| [Place Value And Ordering Integers And Decimals (Y7)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%207\Teaching%20Slides\Place%20Value%20And%20Ordering%20Integers%20And%20Decimals) | [Place Value And Ordering Integers And Decimals (Y7)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%207\Worksheets\Place%20Value%20And%20Ordering%20Integers%20And%20Decimals\Write%20On\Write%20On) | | [Place Value And Ordering Integers And Decimals (Y7)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%207\Answers\Place%20Value%20And%20Ordering%20Integers%20And%20Decimals\Answers) | |
| [Fraction, Decimal & Percentage Equivalence (Y7)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%207\Teaching%20Slides\Fraction%20Decimal%20And%20Percentage%20Equivalence) | [Fraction, Decimal & Percentage Equivalence (Y7)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%207\Worksheets\Fraction%20Decimal%20And%20Percentage%20Equivalence\Write%20On) | | [Fraction, Decimal & Percentage Equivalence (Y7)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%207\Answers\Fraction%20Decimal%20And%20Percentage%20Equivalence\Answers) | |
| [Fractions And Percentages (Y8)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%208\Teaching%20Slides\Fractions%20And%20Percentages\Y8-Spr-B4.zip) | [Fractions And Percentages (Y8)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%208\Worksheets\Fractions%20And%20Percentages\Write-On.zip) | | [Fractions And Percentages (Y8)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%208\Answers\Fractions%20And%20Percentages\Answers-41.zip) | |
| Prerequisites | Mathematical language | | | | Agreed Common Teaching Approaches | | | |
| * Understand that negative numbers are numbers less than zero * Order a set of decimals with a mixed number of decimal places (up to a maximum of three) * Order fractions where the denominators are multiples of each other * Order fractions where the numerator is greater than 1 * Know how to simplify a fraction by cancelling common factors | Positive number  Negative number  Integer  Numerator  Denominator  **Notation**  The ‘equals’ sign: =  The ‘not equal’ sign: ≠  The inequality symbols: < (less than), > (greater than), ≤ (less than or equal to), ≥ (more than or equal to) | | | | Zero is neither positive nor negative. The set of integers includes the natural numbers {1, 2, 3, …}, zero (0) and the ‘opposite’ of the natural numbers {-1, -2, -3, …}.  Pupil must use language correctly to avoid reinforcing misconceptions: for example, 0.45 should never be read as ‘zero point forty-five’; 5 > 3 should be read as ‘five is greater than 3’, not ‘5 is bigger than 3’.  Ensure that pupils read information carefully and check whether the required order is smallest first or greatest first.  The equals sign was designed by Robert Recorde in 1557 who also introduced the plus (+) and minus (-) symbols.  NCETM: [Glossary](https://www.ncetm.org.uk/public/files/17308038/National+Curriculum+Glossary.pdf)  **Common approaches**  *Teachers use the language ‘negative number’ to avoid future confusion with calculation that can result by using ‘minus number’*  *Every classroom has a* [*negative number washing line*](http://kangaroomaths.com/free_resources/display/number_line.docx) *on the wall* | | | |
| Reasoning opportunities and probing questions | Cross Curricular Links | | | | Possible misconceptions | | | |
| * Jenny writes down 0.400 > 0.58. Kenny writes down 0.400 < 0.58. Who do you agree with? Why? * Find a fraction which is greater than 3/5 and less than 7/8. And another. And another … * Convince me that -15 < -3 |  | | | | * Some pupils may believe that 0.400 is greater than 0.58 * Pupils may believe, incorrectly, that: * A fraction with a larger denominator is a larger fraction * A fraction with a larger numerator is a larger fraction * A fraction involving larger numbers is a larger fraction * Some pupils may believe that -6 is greater than -3. For this reason ensure pupils avoid saying ‘bigger than’ | | | |

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| *[Calculating](\\\\SRV-FS2\\teacher$\\maths\\Teaching Plans\\2021 22 Teaching Plans and SOW\\Maths Links Topics\\Stage 7 Calculating.xlsx)* | | [Stage 8\*](\\\\sweep\\teacher$\\maths\\Teaching Plans (Linked)\\2017 18 Teaching Plans and SOW\\Schemes Of Work\\KS3 Stages\\St8 Star_sow.docx) | | | | | *9 hours* | |
| **KNOWLEDGE** | | | **The Big Picture**: [Calculation progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_NumberCalculation.xlsx) | | | | | |
| * **understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals) (7\*)** * **solve problems involving addition, subtraction, multiplication and division (6\*,7\*, 8\*)** * **multiply one-digit numbers with up to two decimal places by whole numbers (7\*, 8\*)** * **associate a fraction with division and calculate decimal fraction equivalents (for example 0.375) for a simple fraction (for example 3/8) (6\*,7\*)** * **use conventional notation for priority of operations, including brackets and powers (7\*, 8\*)** * **recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions) (7\*)** | | | | | | | | |
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| SKILLS | | | Suggested resources | | | | | |
| * Be fluent at multiplying a three-digit or a two-digit number by a two-digit number * Be fluent when using the method of short division, including decimal answers * Be able to multiply and divide by powers of 10 * Use knowledge of place value to multiply with decimals * Use knowledge of place value to divide a decimal * Use knowledge of place value to divide by a decimal * Use knowledge of inverse operations when dividing with decimals * Be able to convert fractions to decimals by division * Know the order of operations for the four operations * Use brackets and powers in problems involving the order of operations * Understand and apply the fact that addition and subtraction have equal priority * Understand and apply the fact that multiplication and division have equal priority | | | White Rose Maths | | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | | Physical resources |
| [Solving Problems With Addition & Subtraction (Y7)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%207\Teaching%20Slides\Solving%20Problems%20With%20Addition%20and%20Subtraction) | [Solving Problems With Addition & Subtraction (Y7)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%207\Worksheets\Solving%20Problems%20With%20Addition%20and%20Subtraction\Write%20On) | | [Solving Problems With Addition & Subtraction (Y7)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%207\Answers\Solving%20Problems%20With%20Addition%20and%20Subtraction\Answers) | |
| [Solving Problems With Multiplication & Division (Y7)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%207\Teaching%20Slides\Solving%20Problems%20With%20Multiplication%20And%20Division\Y7%20Spr%20B2) | [Solving Problems With Multiplication & Division (Y7)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%207\Worksheets\Solving%20Problems%20With%20Multiplication%20And%20Division\Write%20On) | | [Solving Problems With Multiplication & Division (Y7)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%207\Answers\Solving%20Problems%20With%20Multiplication%20And%20Division\Answers) | |
| [Number Sense (Y8)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%208\Teaching%20Slides\Number%20Sense\Y8-Spr-B6.zip) | [Number Sense (Y8)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%208\Worksheets\Number%20Sense\Write-On-7.zip) | | [Number Sense (Y8)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%208\Answers\Number%20Sense\Answers-4.zip) | |
| Prerequisites | Mathematical language | | | | Agreed Common Teaching Approaches | | | |
| * Fluently recall multiplication facts up to 12 × 12 * Fluently apply multiplication facts when carrying out division * Know the formal written method of long multiplication * Know the formal written method of short division * Know the formal written method of long division * Convert between an improper fraction and a mixed number   **Bring on the Maths+: Moving on up!**  Calculating: v2, v3, v4, v5  Fractions, decimals & percentages: v6, v7  Solving problems: v2 | Improper fraction  Top-heavy fraction  Mixed number  Operation  Inverse  Long multiplication  Short division  Long division  Remainder | | | | Establish level of understanding and ability based on expectations of pupils at primary school  The grid method is promoted as a method that aids numerical understanding and later progresses to multiplying algebraic statements.  NCETM: [Departmental workshop: Place Value](https://www.ncetm.org.uk/resources/13232)  NCETM: [Subtraction](https://www.ncetm.org.uk/resources/40532)  NCETM: [Multiplication](https://www.ncetm.org.uk/resources/40530) and [division](https://www.ncetm.org.uk/resources/43589)  NCETM: [Glossary](https://www.ncetm.org.uk/public/files/17308038/National+Curriculum+Glossary.pdf)  **Common approaches**  *The use of long multiplication is to be promoted as the ‘most efficient method’.*  *Short division is promoted as the ‘most efficient method’.*  *If any acronym is promoted to help remember the order of operations, then BIDMAS is used as the I stands for indices.* | | | |
| Reasoning opportunities and probing questions | Cross Curricular Links | | | | Possible misconceptions | | | |
| * Jenny says that 2 + 3 × 5 = 25. Kenny says that 2 + 3 × 5 = 17. Who is correct? How do you know? * Find missing digits in otherwise completed long multiplication / short division calculations * Show me a calculation that is connected to 14 × 26 = 364. And another, and another … |  | | | | * The use of BIDMAS (or BODMAS) can imply that division takes priority over multiplication, and that addition takes priority over subtraction. This can result in incorrect calculations. * Pupils may incorrectly apply place value when dividing by a decimal for example by making the answer 10 times bigger when it should be 10 times smaller. | | | |

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| *[Visualising and constructing](\\\\SRV-FS2\\teacher$\\maths\\Teaching Plans\\2021 22 Teaching Plans and SOW\\Maths Links Topics\\Stage 7 Visualising and Constructing.xlsx)* | | [Stage 8\*](\\\\sweep\\teacher$\\maths\\Teaching Plans (Linked)\\2017 18 Teaching Plans and SOW\\Schemes Of Work\\KS3 Stages\\St8 Star_sow.docx) | | | | | *6 hours* | |
| **KNOWLEDGE** | | | **The Big Picture**: [Properties of Shape progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_GeometryPropertiesShape.xlsx) | | | | | |
| * **use conventional terms and notations: points, lines, vertices, edges, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries (6\*,7\*)** * **use the standard conventions for labelling and referring to the sides and angles of triangles (6\*,7\*)** * **draw diagrams from written description (6\*, 7\*)** | | | | | | | | |
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| SKILLS | | | Suggested resources | | | | | |
| * Know the meaning of faces, edges and vertices * Use notation for parallel lines * Know the meaning of ‘perpendicular’ and identify perpendicular lines * Know the meaning of ‘regular’ polygons * Identify line and rotational symmetry in polygons * Use AB notation for describing lengths * Use ∠ABC notation for describing angles * Use a ruler to accurately measure line segments to the nearest millimetre * Use a protractor to accurately measure angles to the nearest degree * Use ruler and protractor to construct triangles from written descriptions * To be able to use a compass * Use ruler and compasses to construct triangles when all three sides known * Know and understand the vocabulary of plans and elevations * Interpret plans and elevations and planes of symmetry in 3D shapes | | | White Rose Maths | | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | | Physical resources |
| [Constructing Measuring And Using Geometric Notation (Y7)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%207\Teaching%20Slides\Constructing%20Measuring%20And%20Using%20Geomteric%20Notation\Y7%20Sum%20B1) | [Constructing Measuring And Using Geometric Notation (Y7)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%207\Worksheets\Constructing%20Measuring%20And%20Using%20Geomteric%20Notation\Write%20On) | | [Constructing Measuring And Using Geometric Notation (Y7)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%207\Answers\Constructing%20Measuring%20And%20Using%20Geomteric%20Notation\Answers) | |
| [Line Symmetry and Reflection (Y8)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%208\Teaching%20Slides\Line%20Symmetry%20And%20Reflection\Sum-Y8-B3.zip) | [Line Symmetry and Reflection (Y8)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%208\Worksheets\Line%20Symmetry%20And%20Reflection\Write-On-7.zip) | | [Line Symmetry and Reflection (Y8)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%208\Answers\Line%20Symmetry%20And%20Reflection\Answers-14.zip) | |
| Prerequisites | Mathematical language | | | | Agreed Common Teaching Approaches | | | |
| * Use a ruler to measure and draw lengths to the nearest millimetre * Use a protractor to measure and draw angles to the nearest degree | Edge, Face, Vertex (Vertices)  Plane  Parallel  Perpendicular  Regular polygon  Rotational symmetry  Plan, Elevation  **Notation**  The line between two points A and B is AB  The angle made by points A, B and C is ∠ABC  The angle at the point A is Â  Arrow notation for sets of parallel lines  Dash notation for sides of equal length | | | | NCETM: [Departmental workshop: Constructions](https://www.ncetm.org.uk/resources/10330)  The equals sign was designed (by Robert Recorde in 1557) based on two equal length lines that are equidistant  NCETM: [Glossary](https://www.ncetm.org.uk/public/files/17308038/National+Curriculum+Glossary.pdf)  **Common approaches**  *Dynamic geometry software to be used by all students to construct and explore dynamic diagrams of perpendicular and parallel lines.* | | | |
| Reasoning opportunities and probing questions | Cross Curricular Links | | | | Possible misconceptions | | | |
| * Given SSS, how many different triangles can be constructed? Why? Repeat for ASA, SAS, SSA, AAS, AAA. * Always / Sometimes / Never: to draw a triangle you need to know the size of three angles; to draw a triangle you need to know the size of three sides. * Convince me that a hexagon can have rotational symmetry with order 2. |  | | | | * Two line segments that do not touch are perpendicular if they would meet at right angles when extended * Pupils may believe, incorrectly, that: * perpendicular lines have to be horizontal / vertical * only straight lines can be parallel * all triangles have rotational symmetry of order 3 * all polygons are regular | | | |

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| *[Investigating properties of shapes](\\\\SRV-FS2\\teacher$\\maths\\Teaching Plans\\2021 22 Teaching Plans and SOW\\Maths Links Topics\\Stage 7 Investigating properties of Shapes.xlsx)* | | [Stage 8\*](\\\\sweep\\teacher$\\maths\\Teaching Plans (Linked)\\2017 18 Teaching Plans and SOW\\Schemes Of Work\\KS3 Stages\\St8 Star_sow.docx) | | | | | *6 hours* | |
| **KNOWLEDGE** | | | **The Big Picture**: [Properties of Shape progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_GeometryPropertiesShape.xlsx) | | | | | |
| * **identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres (7\*)** * **find unknown angles in any triangles and quadrilaterals (6\*,7\*)** * **find unknown angles in regular polygons (7\*)** * **derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia (7\*)** * **identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference (6\*,7\*)** | | | | | | | | |
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| SKILLS | | | Suggested resources | | | | | |
| * Know the vocabulary of 3D shapes * Know the connection between faces, edges and vertices in 3D shapes * Recall the names and shapes of special triangles and quadrilaterals * Know the properties of the special quadrilaterals (including diagonals) * Apply the properties of triangles to solve problems and calculate unknown angles * Apply the properties of quadrilaterals to solve problems and calculate unknown angles * Be able to find the interior angle sum and angle of a regular polygon * Know the total of the exterior angles in any polygon * Establish the size of an exterior angle in a regular polygon * Be able to label parts of a circle | | | White Rose Maths | | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | | Physical resources |
| [Angles In Parallel Lines And Polygons (Y8)](file:///T:\maths\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%208\Teaching%20Slides\Angles%20In%20Parallel%20Lines%20and%20polygons\Y8-Sum-B1.zip) | Angles In Parallel Lines And Polygons (Y8) | | Angles In Parallel Lines And Polygons (Y8) | |
| [Developing Geometric Reasoning (Y7)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%207\Teaching%20Slides\Developing%20Geometric%20Reasoning\Y7%20Sum%20B2) | Developing Geometric Reasoning (Y7) | | Developing Geometric Reasoning (Y7) | |
| [Geometric Properties Of Shape (Y6)](file:///C:\Users\Home\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\Resource%20Area\Resource%20Library\Resource%20Library\8)%20White%20Rose%20Maths\White%20Rose\Year%206\Teaching%20Slides\Geomtery%20Properties%20Of%20Shape\Summer%20Block%202) | Geometric Properties Of Shape (Y6) | | Geometric Properties Of Shape (Y6) | |
| Prerequisites | Mathematical language | | | | Agreed Common Teaching Approaches | | | |
| * Know the names of common 3D shapes * Know the meaning of face, edge, vertex * Understand the principle of a net * Know the names of special triangles * Know the names of special quadrilaterals * Know the meaning of parallel, perpendicular * Know the notation for equal sides, parallel sides, right angles   **Bring on the Maths+: Moving on up!**  Properties of shapes: v1, v2 | Face, Edge, Vertex (Vertices)  Cube, Cuboid, Prism, Cylinder, Pyramid, Cone, Sphere  Quadrilateral  Square, Rectangle, Parallelogram, (Isosceles) Trapezium, Kite, Rhombus  Delta, Arrowhead  Diagonal  Perpendicular  Parallel  Triangle  Scalene, Right-angled, Isosceles, Equilateral  **Notation**  Dash notation to represent equal lengths in shapes and geometric diagrams  Right angle notation | | | | Ensure that pupils do not use the word ‘diamond’ to describe a kite, or a square that is 45° to the horizontal. ‘Diamond’ is not the mathematical name of any shape.  A cube is a special case of a cuboid and a rhombus is a special case of a parallelogram  A prism must have a polygonal cross-section, and therefore a cylinder is not a prism. Similarly, a cone is not a pyramid.  NCETM: [Departmental workshop: 2D shapes](https://www.ncetm.org.uk/resources/12889)  NCETM: [Glossary](https://www.ncetm.org.uk/public/files/17308038/National+Curriculum+Glossary.pdf)  **Common approaches**  *Every classroom has a set of* [*triangle posters*](http://kangaroomaths.com/free_resources/display/triangles.pdf) *and* [*quadrilateral posters*](http://kangaroomaths.com/free_resources/display/quadrilaterals.pdf) *on the wall*  *Models of 3D shapes to be used by all students during this unit of work* | | | |
| Reasoning opportunities and probing questions | Cross Curricular Links | | | | Possible misconceptions | | | |
| * Show me an example of a trapezium. And another. And another … * Always / Sometimes / Never: The number of vertices in a 3D shape is greater than the number of edges * Which quadrilaterals are special examples of other quadrilaterals? Why? Can you create a ‘quadrilateral family tree’? * What is the same and what is different: Rhombus / Parallelogram? |  | | | | * Some pupils may think that all trapezia are isosceles * Some pupils may think that a diagonal cannot be horizontal or vertical * Two line segments that do not touch are perpendicular if they would meet at right angles when extended. Therefore the diagonals of an arrowhead (delta) are perpendicular despite what some pupils may think * Some pupils may think that a square is only square if ‘horizontal’, and even that a ‘non-horizontal’ square is called a diamond * The equal angles of an isosceles triangle are not always the ‘base angles’ as some pupils may think | | | |

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| *[Algebraic proficiency: tinkering](\\\\SRV-FS2\\teacher$\\maths\\Teaching Plans\\2021 22 Teaching Plans and SOW\\Maths Links Topics\\Stage 7 Algebraic Proficiency Tinkering.xlsx)* | | [Stage 8\*](\\\\sweep\\teacher$\\maths\\Teaching Plans (Linked)\\2017 18 Teaching Plans and SOW\\Schemes Of Work\\KS3 Stages\\St8 Star_sow.docx) | | | | | *9 hours* | |
| **KNOWLEDGE** | | | **The Big Picture**: [Algebra progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_Algebra.xlsx) | | | | | |
| * **understand and use the concepts and vocabulary of expressions, equations, formulae, terms, identities and factors (6\*,7\*)** * **use and interpret algebraic notation, including: ab in place of a × b, 3y in place of y + y + y and 3 × y, a² in place of a × a, a³ in place of a × a × a, a/b in place of a ÷ b, brackets (6\*,7\*,8\*)** * **simplify and manipulate algebraic expressions by collecting like terms and multiplying a single term over a bracket (7\*)** * **simplify and manipulate algebraic expressions by taking out common factors and simplifying expressions involving sums, products and powers, including the laws of indices (7\*)** * **substitute numerical values into formulae and expressions (6\*, 7\*)** | | | | | | | | |
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| SKILLS | | | Suggested resources | | | | | |
| * Know the meaning of expression, term, formula, equation, identity, inequality and factor * Know basic algebraic notation (the rules of algebra) * Use letters to represent variables * Identify like terms in an expression * Simplify an expression by collecting like terms (including powers) * Know how to multiply a (positive) single term over a bracket (including powers) * Know how to factorise a linear expression by identifying a common factor (including powers) * Substitute positive and negative numbers into expressions and formulae * Be able to write an expression | | | White Rose Maths | | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | | Physical resources |
| Understand And Use Algebraic Notation (Y7) | Understand And Use Algebraic Notation (Y7) | | Understand And Use Algebraic Notation (Y7) | |
| Indices (Y8) | Indices (Y8) | | Indices (Y8) | |
| Brackets, Equations And Inequalities (Y8) | Brackets, Equations And Inequalities (Y8) | | Brackets, Equations And Inequalities (Y8) | |
|  | | | Equality And Equivalence (Y7) | Equality And Equivalence (Y7) | | Equality And Equivalence (Y7) | |  |
| Prerequisites | Mathematical language | | | | Agreed Common Teaching Approaches | | | |
| * Use symbols (including letters) to represent missing numbers * Substitute numbers into worded formulae * Substitute numbers into simple algebraic formulae * Know the order of operations   **Bring on the Maths+: Moving on up!**  Algebra: v1 | Algebra  Expression, Term, Formula (formulae), Equation, Function, Variable  Mapping diagram, Input, Output  Represent  Substitute  Evaluate  Like terms  Simplify / Collect  Identity  Factor  Notation  See key concepts above | | | | Pupils will have experienced some algebraic ideas previously. Ensure that there is clarity about the distinction between representing a variable and representing an unknown.  Note that each of the statements 4x, 42 and 4½ involves a different operation after the 4, and this can cause problems for some pupils when working with algebra.  NCETM: [Algebra](https://www.ncetm.org.uk/resources/43649)  NCETM: [Glossary](https://www.ncetm.org.uk/public/files/17308038/National+Curriculum+Glossary.pdf)  **Common approaches**  *All pupils are expected to learn about the connection between mapping diagrams and formulae (to represent functions) in preparation for future representations of functions graphically.* | | | |
| Reasoning opportunities and probing questions | Cross Curricular Links | | | | Possible misconceptions | | | |
| * Show me an example of an expression / formula / equation * Always / Sometimes / Never: 4(g+2) = 4g+8, 3(d+1) = 3d+1, a2 = 2a, ab = ba * [What is wrong?](http://kangaroomaths.com/free_resources/teaching/algebra/multiplying_brackets_wrong.pptx) * Jenny writes 2a + 3b + 5a – b = 7a + 3. Kenny writes 2a + 3b + 5a – b = 9ab. What would you write? Why? |  | | | | * Some pupils may think that it is always true that a=1, b=2, c=3, etc. * A common misconception is to believe that a2 = a × 2 = a2 or 2a (which it can do on rare occasions but is not the case in general) * When working with an expression such as 5a, some pupils may think that if a=2, then 5a = 52. * Some pupils may think that 3(g+4) = 3g+4 * The convention of not writing a coefficient of 1 (i.e. ‘1x’ is written as ‘x’ may cause some confusion. In particular some pupils may think that 5h – h = 5 | | | |

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| *[Exploring fractions, decimals and percentages](\\\\SRV-FS2\\teacher$\\maths\\Teaching Plans\\2021 22 Teaching Plans and SOW\\Maths Links Topics\\Stage 7 Exploring fractions, decimals and percentages.xlsx)* | | [Stage 8\*](\\\\sweep\\teacher$\\maths\\Teaching Plans (Linked)\\2017 18 Teaching Plans and SOW\\Schemes Of Work\\KS3 Stages\\St8 Star_sow.docx) | | | | | *6 hours* | |
| **KNOWLEDGE** | | | **The Big Picture**: [Fractions, decimals and percentages progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_NumberFDP.xlsx) | | | | | |
| * **express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1 (7\*)** * **recall and use equivalencies between simple fractions, decimals and percentages, including in different contexts (7\*)** * **define percentage as ‘number of parts per hundred’ (7\*)** | | | | | | | | |
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| SKILLS | | | Suggested resources | | | | | |
| * Write one quantity as a fraction of another where the fraction is less than 1 * Write one quantity as a fraction of another where the fraction is greater than 1 * Write a fraction in its lowest terms by cancelling common factors * Convert between mixed numbers and improper fractions * Find a fraction of an amount * Be able to convert between fractions, decimals and percentages * Understand that a percentage means ‘number of parts per hundred’ * Write a quantity as a percentage of another * Find a percentage of an amount * Be able to identify whether a decimal is terminating or recurring | | | White Rose Maths | | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | | Physical resources |
| Fractions And Percentages Of Amounts (Y7) | Fractions And Percentages Of Amounts (Y7) | | Fractions And Percentages Of Amounts (Y7) | |
| Fraction, Decimal & Percentage Equivalence (Y7) | Fraction, Decimal & Percentage Equivalence (Y7) | | Fraction, Decimal & Percentage Equivalence (Y7) | |
|  | | | Fractions And Percentages (Y8) | Fractions And Percentages (Y8) | | Fractions And Percentages (Y8) | |  |
| Prerequisites | Mathematical language | | | | Agreed Common Teaching Approaches | | | |
| * Understand the concept of a fraction as a proportion * Understand the concept of equivalent fractions * Understand the concept of equivalence between fractions and percentages   **Bring on the Maths+: Moving on up!**  Fractions, decimals & percentages: v1, v2 | Fraction  Improper fraction  Proper fraction  Vulgar fraction  Percentage  Proportion  Terminating  Recurring  **Notation**  Diagonal fraction bar / horizontal fraction bar | | | | NRICH: [Teaching fractions with understanding](http://nrich.maths.org/2550)  NCETM: [Teaching fractions](https://www.ncetm.org.uk/resources/44490)  NCETM: [Departmental workshop: Fractions](https://www.ncetm.org.uk/resources/13230)  NCETM: [Glossary](https://www.ncetm.org.uk/public/files/17308038/National+Curriculum+Glossary.pdf)  **Common approaches**  *All pupils are made aware that ‘per cent’ is derived from Latin and means ‘out of one hundred’* | | | |
| Reasoning opportunities and probing questions | Cross Curricular Links | | | | Possible misconceptions | | | |
| * Jenny says ‘1/10 is the same as proportion as 10% so 1/5 is the same proportion as 5%.’ What do you think? Why? * What is the same and what is different: 1/10 and 10% … 1/5 and 20%? * Show this fraction as part of a square / rectangle / number line / … |  | | | | * A fraction can be visualised as divisions of a shape (especially a circle) but some pupils may not recognise that these divisions must be equal in size, or that they can be divisions of any shape. * Pupils may not make the connection that a percentage is a different way of describing a proportion * Pupils may think that it is not possible to have a percentage greater than 100% | | | |

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| *[Proportional reasoning](\\\\SRV-FS2\\teacher$\\maths\\Teaching Plans\\2021 22 Teaching Plans and SOW\\Maths Links Topics\\Stage 7 Proportional reasoning.xlsx)* | | [Stage 8\*](file:///\\sweep\teacher$\maths\Teaching%20Plans%20(Linked)\2017%2018%20Teaching%20Plans%20and%20SOW\Schemes%20Of%20Work\KS3%20Stages\St8%20Star_sow.docx) | | | | | *3 hours* | |
| **KNOWLEDGE** | | | **The Big Picture**: [Ratio and Proportion progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_RatioProportion.xlsx) | | | | | |
| * **use ratio notation, including reduction to simplest form (6\*,7\*)** * **divide a given quantity into two parts in a given part: part or part: whole ratio (6\*,7\*, 8\*)** * **identify and work with fractions in ratio problems (7\*,8\*)** | | | | | | | | |
| [Return to overview](#Overview) | | | | | | | | |
| SKILLS | | | Suggested resources | | | | | |
| * Describe a comparison of measurements or objects using the language ‘a to b’ * Describe a comparison of measurements or objects using ratio notation a:b * Use ratio notation to describe a comparison of more than two measurements or objects * Use fractions fluently in situations involving ratio and proportion * Convert between different units of measurement * State a ratio of measurements in the same units and different units * Simplify a ratio by cancelling common factors * Identify when a ratio is written in its lowest terms * Find the value of a ‘unit’ in a division in a ratio problem * Divide a quantity in two parts in a given part:part ratio * Divide a quantity in two parts in a given part:whole ratio | | | White Rose Maths | | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | | Physical resources |
| Ratio And Scale (Y8) | Ratio And Scale (Y8) | | Ratio And Scale (Y8) | |
| Number: Ratio (Y6) | Number: Ratio (Y6) | | Number: Ratio (Y6) | |
| Prerequisites | Mathematical language | | | | Agreed Common Teaching Approaches | | | |
| * Find common factors of pairs of numbers * Convert between standard metric units of measurement * Convert between units of time * Recall multiplication facts for multiplication tables up to 12 × 12 * Recall division facts for multiplication tables up to 12 × 12 * Solve comparison problems   **Bring on the Maths+: Moving on up!**  Ratio and proportion: #1 | Ratio  Proportion  Compare, comparison  Part  Simplify  Common factor  Cancel  Lowest terms  Unit  **Notation**  Ratio notation a:b for part:part or part:whole | | | | Note that ratio notation is first introduced in this stage.  When solving division in a ratio problems, ensure that pupils express their solution as two quantities rather than as a ratio.  NCETM: [The Bar Model](https://www.ncetm.org.uk/resources/44568)  NCETM: [Multiplicative reasoning](https://www.ncetm.org.uk/resources/43669)  NCETM: [Glossary](https://www.ncetm.org.uk/public/files/17308038/National+Curriculum+Glossary.pdf)  **Common approaches**  *All pupils are explicitly taught to use the bar model as a way to represent a division in a ratio problem* | | | |
| Reasoning opportunities and probing questions | Cross Curricular Links | | | | Possible misconceptions | | | |
| * Show me a set of objects that demonstrates the ratio 3:2. And another, and another … * Convince me that the ratio 120mm:0.3m is equivalent to 2:5 * Always / Sometimes / Never: the smaller number comes first when writing a ratio * Using Cuisenaire rods: If the red rod is 1, explain why d (dark green) is 3. Can you say the value for all the rods? (w, r, g, p, y, d, b, t, B, o). Extend this understanding of proportion by changing the unit rod   e.g. if r = 1, p = ?; b = ?; o + 2B=? If B = 1; y = ? 3y = ?; o = ? o + p = ? If o + r = 6/7; t = ? |  | | | | * Some pupils may think that a:b always means part:part * Some pupils may try to simplify a ratio without first ensuring that the units of each part are the same * Many pupils will want to identify an additive relationship between two quantities that are in proportion and apply this to other quantities in order to find missing amounts | | | |

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| *[Pattern sniffing](\\\\SRV-FS2\\teacher$\\maths\\Teaching Plans\\2021 22 Teaching Plans and SOW\\Maths Links Topics\\Stage 7 Pattern Sniffing.xlsx)* | | [Stage 8\*](file:///\\sweep\teacher$\maths\Teaching%20Plans%20(Linked)\2017%2018%20Teaching%20Plans%20and%20SOW\Schemes%20Of%20Work\KS3%20Stages\St8%20Star_sow.docx) | | | | | *3 hours* | |
| **KNOWLEDGE** | | | **The Big Picture**: [Algebra progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_Algebra.xlsx) | | | | | |
| * **generate terms of a sequence from a term-to-term rule or a position-to-term rule (7\*, 8\*)** * **deduce expressions to calculate the nth term of a linear sequence (7\*, 8\*)** | | | | | | | | |
| [Return to overview](#Overview) | | | | | | | | |
| SKILLS | | | Suggested resources | | | | | |
| * Use a term-to-term rule to generate a linear sequence * Use a term-to-term rule to generate a non-linear sequence * Find the term-to-term rule for a sequence * Describe a number sequence * Solve problems involving the term-to-term rule for a sequence * Solve problems involving the term-to-term rule for a non-numerical sequence * Understand the meaning of a position to term rule * Use algebra to describe the position-to-term rule of a linear sequence * Use the nth term of a sequence to deduce if a given number is in a sequence * Use linear number patterns to solve problems * Identify the first 10 triangular numbers | | | White Rose Maths | | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | | Physical resources |
| Sequences (Y7) | Sequences (Y7) | | Sequences (Y7) | |
| Sequences (Y8) | Sequences (Y8) | | Sequences (Y8) | |
| Prerequisites | Mathematical language | | | | Agreed Common Teaching Approaches | | | |
| * Know the vocabulary of sequences * Find the next term in a linear sequence * Find a missing term in a linear sequence * Generate a linear sequence from its description   **Bring on the Maths+: Moving on up!**  Number and Place Value: #4, #5 | Pattern  Sequence  Linear  Term  Term-to-term rule  Ascending  Descending  Expression | | | | ‘Term-to-term rule’ is the only new vocabulary for this unit.  Position-to-term rule, and the use of the nth term, are not developed until later stages.  NRICH: [Go forth and generalise](http://nrich.maths.org/2338)  NCETM: [Algebra](https://www.ncetm.org.uk/resources/43649)  **Common approaches**  *All students are taught to describe the term-to-term rule for both numerical and non-numerical sequences* | | | |
| Reasoning opportunities and probing questions | Cross Curricular Links | | | | Possible misconceptions | | | |
| * Show me a (non-)linear sequence. And another. And another. * What’s the same, what’s different: 2, 5, 8, 11, 14, … and 4, 7, 10, 13, 16, …? * Create a (non-linear/linear) sequence with a 3rd term of ‘7’ * Always/ Sometimes /Never: The 10th term of is double the 5th term of the (linear) sequence * Kenny thinks that the 20th term of the sequence 5, 9, 13, 17, 21, … will be 105. Do you agree with Kenny? Explain your answer. |  | | | | * When describing a number sequence some students may not appreciate the fact that the starting number is required as well as a term-to-term rule * Some pupils may think that all sequences are ascending * Some pupils may think the (2n)th term of a sequence is double the nth term of a (linear) sequence | | | |

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| *[Measuring space](\\\\SRV-FS2\\teacher$\\maths\\Teaching Plans\\2021 22 Teaching Plans and SOW\\Maths Links Topics\\Stage 7 Measuring Data.xlsx)* | | [Stage 8\*](file:///\\sweep\teacher$\maths\Teaching%20Plans%20(Linked)\2017%2018%20Teaching%20Plans%20and%20SOW\Schemes%20Of%20Work\KS3%20Stages\St8%20Star_sow.docx) | | | | | *3 hours* | |
| **KNOWLEDGE** | | | **The Big Picture**: [Measurement and mensuration progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_GeometryMeasurementMensuration.xlsx) | | | | | |
| * **use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimals places. (6\*, 7\*)** * **change freely between related standard units (e.g. time, length, area, volume/capacity, mass) in numerical contexts (7\*)** * **convert between miles and kilometres (KS4)** | | | | | | | | |
| [Return to overview](#Overview) | | | | | | | | |
| SKILLS | | | Suggested resources | | | | | |
| * Convert fluently between metric units of length * Convert fluently between metric units of mass * Convert fluently between metric units of volume / capacity * Convert fluently between units of time * Convert fluently between units of money * Solve practical problems that involve converting between units * State conclusions clearly using the units correctly | | | White Rose Maths | | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | | Physical resources |
| Measurement: Converting Units (Y6) | Measurement: Converting Units (Y6) | | Measurement: Converting Units (Y6) | |
| Number sense (Y8) | Number sense (Y8) | | Number sense (Y8) | |
| Prerequisites | Mathematical language | | | | Agreed Common Teaching Approaches | | | |
| * Convert between metric units * Use decimal notation up to three decimal places when converting metric units * Convert between common Imperial units; e.g. feet and inches, pounds and ounces, pints and gallons * Convert between units of time * Use 12- and 24-hour clocks, both analogue and digital   **Bring on the Maths+: Moving on up!**  Measures: #3 | Length, distance  Mass, weight  Volume  Capacity  Metre, centimetre, millimetre  Tonne, kilogram, gram, milligram  Litre, millilitre  Hour, minute, second  Inch, foot, yard  Pound, ounce  Pint, gallon  Line segment  **Notation**  Abbreviations of units in the metric system: m, cm, mm, kg, g, l, ml  Abbreviations of units in the Imperial system: lb, oz | | | | Weight and mass are distinct though they are often confused in everyday language. Weight is the force due to gravity, and is calculated as mass multiplied by the acceleration due to gravity. Therefore weight varies due to location while mass is a constant measurement.  The prefix ‘centi-‘ means one hundredth, and the prefix ‘milli-‘ means one thousandth. These words are of Latin origin.  The prefix ‘kilo-‘ means one thousand. This is Greek in origin.  Classify/Estimate angle first  NCETM: [Glossary](https://www.ncetm.org.uk/public/files/17308038/National+Curriculum+Glossary.pdf)  **Common approaches**  *Every classroom has a sack of sand (25 kg), a bag of sugar (1 kg), a cheque book (1 cheque is 1 gram), a bottle of water (1 litre, and also 1 kg of water) and a teaspoon (5 ml)* | | | |
| Reasoning opportunities and probing questions | Cross Curricular Links | | | | Possible misconceptions | | | |
| * Show me another way of describing 2.5km. And another. And another. * Show me another way of describing 3.4 litres. And another. And another. * Show me another way of describing3.7kg. And another. And another. * Kenny thinks that 14:30 is the same time as 2.30 p.m. Do you agree with Kenny? Explain your answer. * What’s the same, what’s different: 2 hours 30 minutes, 2.5 hours, 2⅓ hours and 2 hours 20 minutes? |  | | | | * Some pupils may write amounts of money incorrectly; e.g. £3.5 for £3.50, especially if a calculator is used at any point * Some pupils may apply an incorrect understanding that there are 100 minutes in a hour when solving problems * Some pupils may struggle when converting between 12- and 24-hour clock notation; e.g. thinking that 15:00 is 5 o’ clock * Some pupils may use the wrong scale of a protractor. For example, they measure an obtuse angle as 60° rather than 120°. | | | |

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| *[Investigating angles](\\\\SRV-FS2\\teacher$\\maths\\Teaching Plans\\2021 22 Teaching Plans and SOW\\Maths Links Topics\\Stage 7 Investigating Angles.xlsx)* | | [Stage 8\*](file:///\\sweep\teacher$\maths\Teaching%20Plans%20(Linked)\2017%2018%20Teaching%20Plans%20and%20SOW\Schemes%20Of%20Work\KS3%20Stages\St8%20Star_sow.docx) | | | | | *3 hours* | |
| **KNOWLEDGE** | | | **The Big Picture**: [Position and direction progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_GeometryPositionDirection.xlsx) | | | | | |
| * **apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles, corresponding and alternate angles (6\*, 7\*)** | | | | | | | | |
| [Return to overview](#Overview) | | | | | | | | |
| SKILLS | | | Suggested resources | | | | | |
| * Identify fluently angles at a point, angles at a point on a line and vertically opposite angles * Identify known angle facts in more complex geometrical diagrams * Use knowledge of angles to calculate missing angles in geometrical diagrams * Explain reasoning using vocabulary of angles * Identify alternate angles and know that they are equal * Identify corresponding angles and know that they are equal | | | White Rose Maths | | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | | Physical resources |
| Developing Geometric Reasoning (Y7) | Developing Geometric Reasoning (Y7) | | Developing Geometric Reasoning (Y7) | |
| Angles In Parallel Lines and polygons (Y8) | Angles In Parallel Lines and polygons (Y8) | | Angles In Parallel Lines and polygons (Y8) | |
| Prerequisites | Mathematical language | | | | Agreed Common Teaching Approaches | | | |
| * Identify angles that meet at a point * Identify angles that meet at a point on a line * Identify vertically opposite angles * Know that vertically opposite angles are equal | Angle  Degrees  Right angle  Acute angle  Obtuse angle  Reflex angle  Protractor  Vertically opposite  Geometry, geometrical, alternate, corresponding, interior, exterior  **Notation**  Right angle notation  Arc notation for all other angles  The degree symbol (°) | | | | It is important to make the connection between the total of the angles in a triangle and the sum of angles on a straight line by encouraging pupils to draw any triangle, rip off the corners of triangles and fitting them together on a straight line. However, this is not a proof and this needs to be revisited in Stage 8 using alternate angles to prove the sum is always 180°.  The word ‘isosceles’ means ‘equal legs’. What do you have at the bottom of equal legs? Equal ankles!  NCETM: [Glossary](https://www.ncetm.org.uk/public/files/17308038/National+Curriculum+Glossary.pdf)  **Common approaches**  *Teachers convince pupils that the sum of the angles in a triangle is 180° by ripping the corners of triangles and fitting them together on a straight line.* | | | |
| Reasoning opportunities and probing questions | Cross Curricular Links | | | | Possible misconceptions | | | |
| * Show me possible values for a and b.   a  b  40°  And another. And another.   * Convince me that the angles in a   triangle total 180°   * Convince me that the angles in a quadrilateral must total 360° * What’s the same, what’s different: Vertically opposite angles, angles at a point, angles on a straight line and angles in a triangle? * Kenny thinks that a triangle cannot have two obtuse angles. Do you agree? Explain your answer. * Jenny thinks that the largest angle in a triangle is a right angle? Do you agree? Explain your thinking. |  | | | | * Some pupils may think it’s the ‘base’ angles of an isosceles that are always equal. For example, they may think that a = b rather than a = c.   a  b  c   * Some pupils may make conceptual mistakes when adding and subtracting mentally. For example, they may see that one of two angles on a straight line is 127° and quickly respond that the other angle must be 63°. * Avoid using the terms ‘F and Z angles’ to represent corresponding and alternate angles. | | | |

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| *[Calculating fractions, decimals and percentages](\\\\SRV-FS2\\teacher$\\maths\\Teaching Plans\\2021 22 Teaching Plans and SOW\\Maths Links Topics\\Stage 7 Calculating Fractions, Decimals and Percentages.xlsx)* | | [Stage 8\*](file:///\\sweep\teacher$\maths\Teaching%20Plans%20(Linked)\2017%2018%20Teaching%20Plans%20and%20SOW\Schemes%20Of%20Work\KS3%20Stages\St8%20Star_sow.docx) | | | | | *9 hours* | |
| **KNOWLEDGE** | | | **The Big Picture**: [Fractions, decimals and percentages progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_NumberFDP.xlsx) | | | | | |
| * **apply the four operations, including formal written methods, to simple fractions (proper and improper), and mixed numbers (7\*)** * **add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions (6\*,7\*)** * **multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × 1/2 = 1/8] (6\*,7\*)** * **divide proper fractions by whole numbers (for example, 1/3 divided by 2 = 1/6 (6\*,7\*)** * **interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively (7\*, 8\*)** * **compare two quantities using percentages (6\*,7\*)** * **work with percentages greater than 100% (7\*, 8\*)** | | | | | | | | |
| [Return to overview](#Overview) | | | | | | | | |
| SKILLS | | | Suggested resources | | | | | |
| * Apply addition to proper fractions, improper fractions and mixed numbers * Apply subtraction to proper fractions, improper fractions and mixed numbers * Multiply proper and improper fractions * Multiply mixed numbers * Divide a proper fraction by a proper fraction * Apply division to improper fractions and mixed numbers * Use calculators to find a percentage of an amount using multiplicative methods * Identify the multiplier for a percentage increase or decrease * Use calculators to increase (decrease) an amount by a percentage using multiplicative methods * Compare two quantities using percentages * Know that percentage change = actual change ÷ original amount * Calculate the percentage change in a given situation, including percentage increase / decrease * Solve problems involving simple and compound interest * Solve problems involving percentage change, including original value problems | | | White Rose Maths | | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | | Physical resources |
| Fractions and Percentages (Y8) | Fractions and Percentages (Y8) | | Fractions and Percentages (Y8) | |
| Multiplying and Dividing Fractions (Y8) | Multiplying and Dividing Fractions (Y8) | | Multiplying and Dividing Fractions (Y8) | |
| Addition and Subtraction Of Fractions (Y7) | Addition and Subtraction Of Fractions (Y7) | | Addition and Subtraction Of Fractions (Y7) | |
| Prerequisites | Mathematical language | | | | Agreed Common Teaching Approaches | | | |
| * Add and subtract fractions with different denominators * Add and subtract mixed numbers with different denominators * Multiply a proper fraction by a proper fraction * Divide a proper fraction by a whole number * Simplify the answer to a calculation when appropriate * Use non-calculator methods to find a percentage of an amount * Convert between fractions, decimals and percentages   **Bring on the Maths+: Moving on up!**  Fractions, decimals & percentages: #3, #4, #5  Ratio and proportion: #2 | Mixed number  Equivalent fraction  Simplify, cancel, lowest terms  Proper fraction, improper fraction, top-heavy fraction, vulgar fraction  Percent, percentage  Multiplier  Increase, decrease  Compound  **Notation**  Mixed number notation  Horizontal / diagonal bar for fractions | | | | It is important that pupils are clear that the methods for addition and subtraction of fractions are different to the methods for multiplication and subtraction. A fraction wall is useful to help isualize and re-present the calculations.  NCETM: [The Bar Model](https://www.ncetm.org.uk/resources/44568)  NCETM: [Teaching fractions](https://www.ncetm.org.uk/resources/44490)  NCETM: [Fractions videos](https://www.ncetm.org.uk/resources/43609)  NCETM: [Glossary](https://www.ncetm.org.uk/public/files/17308038/National+Curriculum+Glossary.pdf)  **Common approaches**  *When multiplying a decimal by a whole number pupils are taught to use the corresponding whole number calculation as a general strategy*  *When adding and subtracting mixed numbers pupils are taught to convert to improper fractions as a general strategy*  *Teachers use the horizontal fraction bar notation at all times* | | | |
| Reasoning opportunities and probing questions | Cross Curricular Links | | | | Possible misconceptions | | | |
| * Show me a proper (improper) fraction. And another. And another. * Show me a mixed number fraction. And another. And another. * Jenny thinks that you can only multiply fractions if they have the same common denominator. Do you agree with Jenny? Explain your answer. * Benny thinks that you can only divide fractions if they have the same common denominator. Do you agree with Jenny? Explain. * Kenny thinks that Do you agree with Kenny? Explain. * Always/Sometimes/Never: To reverse an increase of x%, you decrease by x% * Lenny calculates the % increase of £6 to £8 as 25%. Do you agree with Lenny? Explain your answer. |  | | | | * Some pupils may think that you simply can simply add/subtract the whole number part of mixed numbers and add/subtract the fractional art of mixed numbers when adding/subtracting mixed numbers, e.g. 3 – 2 * Some pupils may make multiplying fractions over complicated by applying the same process for adding and subtracting of finding common denominators. * Some pupils may think the multiplier for, say, a 20% decrease is 0.2 rather than 0.8 * Some pupils may think that percentage change = actual change ÷ new amount | | | |

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| *[Solving equations and inequalities](\\\\SRV-FS2\\teacher$\\maths\\Teaching Plans\\2021 22 Teaching Plans and SOW\\Maths Links Topics\\Stage 7 Solving Equations and Inequalities.xlsx)* | | [Stage 8\*](file:///\\sweep\teacher$\maths\Teaching%20Plans%20(Linked)\2017%2018%20Teaching%20Plans%20and%20SOW\Schemes%20Of%20Work\KS3%20Stages\St8%20Star_sow.docx) | | | | | *6 hours* | |
| **KNOWLEDGE** | | | **The Big Picture**: [Algebra progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_Algebra.xlsx) | | | | | |
| * **solve linear equations in one unknown algebraically (7\*)** * **solve linear equations with the unknown on both sides of the equation (7\*, 8\*)** | | | | | | | | |
| [Return to overview](#Overview) | | | | | | | | |
| SKILLS | | | Suggested resources | | | | | |
| * Choose the required inverse operation when solving an equation or inequality * Identify the correct order of undoing the operations in an equation or inequality * Solve one-step equations and inequalities when the solution is a whole number (fraction) * Solve two-step equations and inequalities (including the use of brackets) when the solution is a whole number * Solve two-step equations and inequalities (including the use of brackets) when the solution is a fraction * Solve three-step equations and inequalities (including the use of brackets) when the solution is a whole number * Solve three-step equations and inequalities (including the use of brackets) when the solution is a fraction * Check the solution to an equation by substitution * Know how to show a range of values that solve an inequality on a number line * Know when to use an open and filled circle to represent a solution to an inequality on a number line | | | White Rose Maths | | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | | Physical resources |
| Equality and Equivalence (Y7) | Equality and Equivalence (Y7) | | Equality and Equivalence (Y7) | |
| Understand and use Algebraic Notation (Y7) | Understand and use Algebraic Notation (Y7) | | Understand and use Algebraic Notation (Y7) | |
| Brackets, Equations and Inequalities (Y8) | Brackets, Equations and Inequalities (Y8) | | Brackets, Equations and Inequalities (Y8) | |
| Operations And Equations With Directed Number (Y7) | Operations And Equations With Directed Number (Y7) | | Operations And Equations With Directed Number (Y7) | |
| Prerequisites | Mathematical language | | | | Agreed Common Teaching Approaches | | | |
| * Know the basic rules of algebraic notation * Express missing number problems algebraically * Solve missing number problems expressed algebraically   **Bring on the Maths+: Moving on up!**  Algebra: #2 | Algebra, algebraic, algebraically  Unknown  Equation  Operation  Solve  Solution  Brackets  Symbol  Substitute  **Notation**  The lower case and upper case of a letter should not be used interchangeably when worked with algebra  Juxtaposition is used in place of ‘×’. 2a is used rather than a2.  Division is written as a fraction | | | | This unit focuses on solving linear equations with unknowns on one side. Although linear equations with the unknown on both sides are addressed in Stage 8, pupils should be encouraged to think how to solve these equations by exploring the equivalent family of equations such as if 2x = 8 then 2x + 2 = 10, 2x – 3 = 5, 3x = x + 8,  3x + 2 = x + 10, etc.  Encourage pupils to re-present the equations such as 2x + 8 = 23 using the Bar Model.  NCETM: [The Bar Model](https://www.ncetm.org.uk/resources/44568)  NCETM: [Algebra](https://www.ncetm.org.uk/resources/43649),  NCETM: [Glossary](https://www.ncetm.org.uk/public/files/17308038/National+Curriculum+Glossary.pdf)  **Common approaches**  *Pupils should explore solving equations by applying inverse operations, but the expectation is that all pupils should solve by balancing:*   |  |  |  | | --- | --- | --- | | x | x | 8 | | 23 | | |  |  |  | | --- | --- | | x | x | | 15 | |      |  | | --- | | x | | 7.5 |  |  |  |  | | --- | --- | --- | | *2x + 8* | *=* | *23* | | *- 8* |  | *- 8* | | *2x* | *=* | *15* | | *÷ 2* |  | *2* | | *x* | *=* | *7.5 (or 15/2)* |   *Pupils are expected to multiply out the brackets before solving an equation involving brackets. This makes the connection with two step equations such as 2x + 6 = 22* | | | |
| Reasoning opportunities and probing questions | Cross Curricular Links | | | | Possible misconceptions | | | |
| * Show me an (one-step, two-step) equation with a solution of 14 (positive, fractional solution). And another. And another … * Kenny thinks if 6x = 3 then x = 2. Do you agree with Kenny? Explain * Jenny and Lenny are solving: 3(x – 2) = 51. Who is correct? Explain  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | ***Jenny’s solution*** | | | ***Lenny’s solution*** | | | | *3(x – 2)* | *=* | *15* | *3(x – 2)* | *=* | *15* | | *÷ 3* |  | *÷ 3* | *Mulitplying* | *out* | *brackets* | | *x – 2* | *=* | *5* | *3x – 6* | *=* | *15* | | *÷ 2* |  | *÷ 2* | *+2* |  | *+2* | | *x* | *=* | *7* | *3x* | *=* | *21* | |  |  |  | *÷ 3* |  | *÷ 3* | |  |  |  | *x =* | *=* | *7* | |  | | | | * Some pupils may think that equations always need to be presented in the form ax + b = c rather than c = ax + b. * Some pupils may think that the solution to an equation is always positive and/or a whole number. * Some pupils may get the use the inverse operations in the wrong order, for example, to solve 2x + 18 = 38 the pupils divide by 2 first and then subtract 18. | | | |

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| *[Calculating space](\\\\SRV-FS2\\teacher$\\maths\\Teaching Plans\\2021 22 Teaching Plans and SOW\\Maths Links Topics\\Stage 7 Calculating Space.xlsx)* | | [Stage 8\*](file:///\\sweep\teacher$\maths\Teaching%20Plans%20(Linked)\2017%2018%20Teaching%20Plans%20and%20SOW\Schemes%20Of%20Work\KS3%20Stages\St8%20Star_sow.docx) | | | | | *9 hours* | |
| **KNOWLEDGE** | | | **The Big Picture**: [Measurement and mensuration progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_GeometryMeasurementMensuration.xlsx) | | | | | |
| * **calculate surface area of cubes and cuboids (KS4)** * **calculate the surface area of a triangular prism when lengths are known (KS4)** | | | | | | | | |
| [Return to overview](#Overview) | | | | | | | | |
| SKILLS | | | Suggested resources | | | | | |
| * Recognise that the value of the perimeter can equal the value of area * Use standard formulae for area and volume * Find missing lengths in 2D shapes when the area is known * Find the area and perimeter of squares, rectangles, parallelograms and triangles * Find the area and perimeter of compound shapes * Know that the area of a trapezium is given by the formula area = ½ × (a + b) × h = = * Calculate the area of a trapezium * Understand the meaning of surface area * Find the surface area and volume of cuboids (including cubes) when lengths are known * Find the surface area and volume of a triangular prism when lengths are known * Find missing lengths in 3D shapes when the volume or surface area is known | | | White Rose Maths | | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | | Physical resources |
| Area of Trapezia and Circles (Y8) | Area of Trapezia and Circles (Y8) | | Area of Trapezia and Circles (Y8) | |
| Measurement: Perimeter, Area and Volume (Y6) | Measurement: Perimeter, Area and Volume (Y6) | | Measurement: Perimeter, Area and Volume (Y6) | |
| Three-Dimensional Shapes (Y9) | Three-Dimensional Shapes (Y9) | | Three-Dimensional Shapes (Y9) | |
| Prerequisites | Mathematical language | | | | Agreed Common Teaching Approaches | | | |
| * Understand the meaning of area, perimeter, volume and capacity * Know how to calculate areas of rectangles, parallelograms and triangles using the standard formulae * Know that the area of a triangle is given by the formula area = ½ × base × height = base × height ÷ 2 = * Know appropriate metric units for measuring area and volume   **Bring on the Maths+: Moving on up!**  Measures: #4, #5, #6 | Perimeter, area, volume, capacity, surface area  Square, rectangle, parallelogram, triangle, trapezium (trapezia)  Polygon  Cube, cuboid  Square isualize, square isualize, square metre, square isualize  Cubic isualize, isualize cube  Formula, formulae  Length, breadth, depth, height, width  **Notation**  Abbreviations of units in the metric system: km, m, cm, mm, mm2, cm2, m2, km2, mm3, cm3, km3 | | | | Ensure that pupils make connections with the area and volume work in Stage 6 and below, in particular the importance of the perpendicular height.  NCETM: [Glossary](https://www.ncetm.org.uk/public/files/17308038/National+Curriculum+Glossary.pdf)  **Common approaches**  *Pupils have already derived the formula for the area of a parallelogram. They use this to derive the formula for the area of a trapezium as by copying and rotating a trapezium as shown above.*  *Pupils use the area of a triangle as given by the formula area = .*  *Every classroom has a set of* [*area posters*](http://kangaroomaths.com/free_resources/display/areas.pdf) *on the wall.* | | | |
| Reasoning opportunities and probing questions | Cross Curricular Links | | | | Possible misconceptions | | | |
| * Always / Sometimes / Never: The value of the volume of a cuboid is greater than the value of the surface area * Convince me that the area of a triangle = ½ × base × height = base × height ÷ 2 = * (Given a right-angled trapezium with base labelled 8 cm, height 5 cm, top 6 cm) Kenny uses the formula for the area of a trapezium and Benny splits the shape into a rectangle and a triangle. What would you do? Why? * Find me a cuboid with a surface area of 120cm2 |  | | | | * Some pupils may use the sloping height when finding the areas of parallelograms, triangles and trapezia * Some pupils may think that the area of a triangle is found using area = base × height * Some pupils may think that you multiply all the numbers to find the area of a shape * Some pupils may confuse the concepts of surface area and volume * Some pupils may only find the area of the three ‘distinct’ faces when finding surface area | | | |

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| Checking, approximating and estimating | | [Stage 8\*](\\\\sweep\\teacher$\\maths\\Teaching Plans (Linked)\\2017 18 Teaching Plans and SOW\\Schemes Of Work\\KS3 Stages\\St8 Star_sow.docx) | | | | | *3 hours* | |
| **KNOWLEDGE** | | | **The Big Picture**: [Number and Place Value progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_NumberPlaceValue.xlsx) | | | | | |
| * **round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures) (7\*)** * **estimate answers; check calculations using approximation and estimation, including answers obtained using technology (6\*, 7\*)** * **solve problems which require answers to be rounded to specified degrees of accuracy (6\*,7\*)** | | | | | | | | |
| [Return to overview](#Overview) | | | | | | | | |
| SKILLS | | | Suggested resources | | | | | |
| * Approximate by rounding to any number of decimal places or significant figures * Know how to identify the first significant figure in any number * Approximate by rounding to the first significant figure in any number * Understand estimating as the process of finding a rough value of an answer or calculation * Use estimation to predict the order of magnitude of the solution to a (decimal) calculation * Estimate calculations by rounding numbers to one significant figure | | | White Rose Maths | | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | | Physical resources |
| Number Sense (Y8) | Number Sense (Y8) | | Number Sense (Y8) | |
| Developing Number Sense (Y7) | Developing Number Sense (Y7) | | Developing Number Sense (Y7) | |
| Prerequisites | Mathematical language | | | | Agreed Common Teaching Approaches | | | |
| * Approximate any number by rounding to the nearest 10, 100 or 1000, 10 000, 100 000 or 1 000 000 * Approximate any number with one or two decimal places by rounding to the nearest whole number * Approximate any number with two decimal places by rounding to the one decimal place * Simplify a fraction by cancelling common factors | Approximate (noun and verb)  Round  Decimal place  Check  Solution  Answer  Estimate (noun and verb)  Order of magnitude  Accurate, Accuracy  Significant figure  Cancel  Inverse  Operation  **Notation**  The approximately equal symbol (≈)  Significant figure is abbreviated to ‘s.f.’ or ‘sig fig’ | | | | This unit is an opportunity to develop and practice calculation skills with a particular emphasis on checking, approximating or estimating the answer. Pupils should be able to estimate calculations involving integers and decimals.  Also see big pictures: [Calculation progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_NumberCalculation.xlsx) and [Fractions, decimals and percentages progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_NumberFDP.xlsx)  NCETM: [Glossary](https://www.ncetm.org.uk/public/files/17308038/National+Curriculum+Glossary.pdf)  **Common approaches**  *All pupils are taught to isualize rounding through the use a number line* | | | |
| Reasoning opportunities and probing questions | Cross Curricular Links | | | | Possible misconceptions | | | |
| * Convince me that 39 652 rounds to 40 000 to one significant figure * Convince me that 0.6427 does not round to 1 to one significant figure * What is wrong: . How can you correct it? |  | | | | * Some pupils may truncate instead of round * Some pupils may round down at the half way point, rather than round up. * Some pupils may think that a number between 0 and 1 rounds to 0 or 1 to one significant figure * Some pupils may divide by 2 when the denominator of an estimated calculation is 0.5 | | | |

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| Mathematical movement | | [Stage 8\*](\\\\sweep\\teacher$\\maths\\Teaching Plans (Linked)\\2017 18 Teaching Plans and SOW\\Schemes Of Work\\KS3 Stages\\St8 Star_sow.docx) | | | | | *6 hours* | |
| **KNOWLEDGE** | | | **The Big Picture**: [Position and direction progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_GeometryPositionDirection.xlsx) | | | | | |
| * **work with coordinates in all four quadrants (6\*,7\*)** * **understand and use lines parallel to the axes, y = x and y = -x (7\*)** * **plot graphs of equations that correspond to straight-line graphs in the coordinate plane (7\*)** * **solve geometrical problems on coordinate axes (6\*,7\*)** * **identify, describe and construct congruent shapes including on coordinate axes, by considering rotation, reflection and translation (6\*,7\*)** * **describe translations as 2D vectors (KS4)** | | | | | | | | |
| [Return to overview](#Overview) | | | | | | | | |
| SKILLS | | | Suggested resources | | | | | |
| * Plot co-ordinates in all four quadrants * Draw axis and scale them correctly * Write the equation of a line parallel to the x-axis or the y-axis * Draw a line parallel to the x-axis or the y-axis given its equation * Identify the lines y = x and y = -x * Draw the lines y = x and y = -x * Draw simple straight lines e.g. y = 2x + 1 * Carry out a reflection in a given equation (e.g. y = 3 and y = x) * Find and name the equation of the mirror line for a given reflection * Describe a translation as a 2D vector * Carry out a translation using a vector * Understand the concept and language of rotations * Describe a rotation using a centre, a direction and an angle of turn * Carry out a rotation using a given angle, direction and centre of rotation * Describe a rotation using mathematical language | | | White Rose Maths | | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | | Physical resources |
| Working In the Cartesian Plane (Y8) | Working In the Cartesian Plane (Y8) | | Working In the Cartesian Plane (Y8) | |
| Geometry: Position And Direction (Y6) | Geometry: Position And Direction (Y6) | | Geometry: Position And Direction (Y6) | |
| Prerequisites | Mathematical language | | | | Agreed Common Teaching Approaches | | | |
| * Work with coordinates in all four quadrants * Carry out a reflection in a given vertical or horizontal mirror line * Carry out a translation   **Bring on the Maths+: Moving on up!**  Position and direction: #1, #2 | (Cartesian) coordinates  Axis, axes, x-axis, y-axis  Origin  Quadrant  Translation, Reflection, Rotation  Transformation  Object, Image  Congruent, congruence  Mirror line  Vector  Centre of rotation  **Notation**  Cartesian coordinates should be separated by a comma and enclosed in brackets (x, y)  Vector notation where a = movement right and b = movement up | | | | Pupils should be able to use a centre of rotation that is outside, inside, or on the edge of the object  Pupils should be encouraged to see the line x = a as the complete (and infinite) set of points such that the x-coordinate is a.  The French mathematician Rene Descartes introduced Cartesian coordinates in the 17th century. It is said that he thought of the idea while watching a fly moving around on his bedroom ceiling.  NCETM: [Glossary](https://www.ncetm.org.uk/public/files/17308038/National+Curriculum+Glossary.pdf)  **Common approaches**  *Pupils use ICT to explore these transformations*  *Teachers do not use the phrase ‘along the corridor and up the stairs’ as it can encourage a mentality of only working in the first quadrant. Later, pupils will have to use coordinates in all four quadrants. A more helpful way to remember the order of coordinates is ‘x is a cross, wise up!’*  *Teachers use the language ‘negative number’, and not ‘minus number’, to avoid future confusion with calculations.* | | | |
| Reasoning opportunities and probing questions | Cross Curricular Links | | | | Possible misconceptions | | | |
| * Always / Sometimes / Never: The centre of rotation is in the centre of the object * Convince me that y = 0 is the x-axis * Always / Sometimes / Never: The line x = a is parallel to the x-axis |  | | | | * Some pupils will wrestle with the idea that a line x = a is parallel to the y-axis * When describing or carrying out a translation, some pupils may count the squares between the two shapes rather than the squares that describe the movement between the two shapes. * When reflecting a shape in a diagonal mirror line some students may draw a translation * Some pupils may think that the centre of rotation is always in the centre of the shape * Some pupils will confuse the order of x- and y-coordinates * When constructing axes, some pupils may not realise the importance of equal divisions on the axes | | | |

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| *[Understanding risk I](\\\\SRV-FS2\\teacher$\\maths\\Teaching Plans\\2021 22 Teaching Plans and SOW\\Maths Links Topics\\Stage 8 Understanding Risk 1.xlsx)* | | [Stage 8\*](\\\\sweep\\teacher$\\maths\\Teaching Plans (Linked)\\2017 18 Teaching Plans and SOW\\Schemes Of Work\\KS3 Stages\\St8 Star_sow.docx) | | | | | *3 hours* | |
| **KNOWLEDGE** | | | **The Big Picture**: [Probability progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_Probability.xlsx) | | | | | |
| * **relate relative expected frequencies to theoretical probability, using appropriate language and the 0 – 1 probability scale (7\*)** * **record describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees (7\*, 8\*)** * **construct theoretical possibility spaces for single and combined experiments with equally likely outcomes and use these to calculate theoretical probabilities trees (7\*, 8\*)** * **apply the property that the probabilities of an exhaustive set of outcomes sum to one (7\*)** * **apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments (7\*)** | | | | | | | | |
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| SKILLS | | | Suggested resources | | | | | |
| * Know that probability is a way of measuring likeliness and know and use the vocabulary of probability * Understand the use of the 0-1 scale to measure probability (FDP) * Assess likeliness and place events on a probability scale * List all the outcomes for an experiment * Identify equally likely outcomes * Use sample spaces to work out theoretical probabilities for events with equally likely outcomes * Recognise when it is not possible to work out a theoretical probability for an event * Know that the sum of probabilities for all outcomes is 1 * Apply the fact that the sum of probabilities for all outcomes is 1 * Calculate expected outcomes of future experiments with equally likely events * Use a tree diagram to calculate the probability of two events | | | White Rose Maths | | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | | Physical resources |
| Sets And Probability (Y7) | Sets And Probability (Y7) | | Sets And Probability (Y7) | |
| Tables and Probability (Y8) | Tables and Probability (Y8) | | Tables and Probability (Y8) | |
| Prerequisites | Mathematical language | | | | Agreed Common Teaching Approaches | | | |
| * Understand the equivalence between fractions, decimals and percentages * Compare fractions, decimals or percentages * Simplify a fraction by cancelling common factors | Probability, Theoretical probability  Event  Outcome  Impossible, Unlikely, Evens chance, Likely, Certain  Equally likely  Mutually exclusive  Exhaustive  Possibility space  Experiment  **Notation**  Probabilities are expressed as fractions, decimals or percentage. They should not be expressed as ratios (which represent odds) or as words | | | | It is not immediately apparent how to use words to label the middle of the probability scale. ‘Evens chance’ is a common way to do so, although this can be misleading as it could be argued that there is an even chance of obtaining any number when rolling a fair die.  NRICH: [Introducing probability](http://nrich.maths.org/9647) NRICH: [Why Do People Find Probability Unintuitive and Difficult?](http://nrich.maths.org/7326) NCETM: [Glossary](https://www.ncetm.org.uk/public/files/17308038/National+Curriculum+Glossary.pdf)  **Common approaches**  *Every classroom has a display of a probability scale labeled with words and numbers. Pupils create events and outcomes that are placed on this scale.* | | | |
| Reasoning opportunities and probing questions | Cross Curricular Links | | | | Possible misconceptions | | | |
| * Show me an example of an event and outcome with a probability of 0. And another. And another… * Always / Sometimes / Never: if I pick a card from a pack of playing cards then the probability of picking a club is ¼ * Label this (eight-sided) spinner so that the probability of scoring a 2 is ¼. |  | | | | * Some pupils will initially think that, for example, the probability of it raining tomorrow is ½ as it either will or it won’t. * Some students may write a probability as odds (e.g. 1:6 or ‘1 to 6’). There is a difference between probability and odds, and therefore probabilities must only be written as fractions, decimals or percentages. * Some pupils may think that, for example, if they flip a fair coin three times and obtain three heads, then it must be more than likely they will obtain a head next. | | | |

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| Presentation of data | | [Stage 8\*](\\\\sweep\\teacher$\\maths\\Teaching Plans (Linked)\\2017 18 Teaching Plans and SOW\\Schemes Of Work\\KS3 Stages\\St8 Star_sow.docx) | | | | | *6 hours* | |
| **KNOWLEDGE** | | | **The Big Picture**: [Statistics progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_Statistics.xlsx) | | | | | |
| * **interpret and construct tables, charts and diagrams, including frequency tables, bar charts, frequency diagrams and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data and know their appropriate use (7\*, 9\*)** * **interpret and construct pie charts (6\*,7\*)** | | | | | | | | |
| [Return to overview](#Overview) | | | | | | | | |
| SKILLS | | | Suggested resources | | | | | |
| * Know the meaning of categorical and numerical data * Know the meaning of discrete and continuous data * Interpret and construct frequency tables * Construct and interpret pictograms (bar charts, tables) and know their appropriate use * Construct and interpret comparative bar charts * Interpret pie charts and know their appropriate use * Construct pie charts when the total frequency is not a factor of 360 * Choose appropriate graphs or charts to represent data * Construct and interpret vertical line charts | | | White Rose Maths | | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | | Physical resources |
| Representing Data (Y8) | Representing Data (Y8) | | Representing Data (Y8) | |
| Statistics (Y6) | Statistics (Y6) | | Statistics (Y6) | |
| Prerequisites | Mathematical language | | | | Agreed Common Teaching Approaches | | | |
| * Construct and interpret a pictogram * Construct and interpret a bar chart * Construct and interpret a line graph * Understand that pie charts are used to show proportions * Use a template to construct a pie chart by scaling frequencies   **Bring on the Maths+: Moving on up!**  Statistics: #1, #2, #3 | Data, Categorical data, Discrete data  Pictogram, Symbol, Key  Frequency  Table, Frequency table  Tally  Bar chart  Time graph, Time series  Bar-line graph, Vertical line chart  Scale, Graph  Axis, axes  Line graph  Pie chart  Sector  Angle  Maximum, minimum  **Notation**  When tallying, groups of five are created by striking through each group of four | | | | In stage 6 pupils constructed pie charts when the total of frequencies is a factor of 360. More complex cases can now be introduced.  Much of the content of this unit has been covered previously in different stages. This is an opportunity to bring together the full range of skills encountered up to this point, and to develop a more refined understanding of usage and vocabulary.  William Playfair, a Scottish engineer and economist, introduced the bar chart and line graph in 1786. He also introduced the pie chart in 1801.  NCETM: [Glossary](https://www.ncetm.org.uk/public/files/17308038/National+Curriculum+Glossary.pdf)  **Common approaches**  *Pie charts are constructed by calculating the angle for each section by dividing 360 by the total frequency and not using percentages.*  *The angle for the first section is measured from a vertical radius. Subsequent sections are measured using the boundary line of the previous section.* | | | |
| Reasoning opportunities and probing questions | Cross Curricular Links | | | | Possible misconceptions | | | |
| * Show me a pie chart representing the following information: Blue (30%), Red (50%), Yellow (the rest). And another. And another. * Always / Sometimes / Never: Bar charts are vertical * Always / Sometimes / Never: Bar charts, pie charts, pictograms and vertical line charts can be used to represent any data * Kenny says ‘If two pie charts have the same section then the amount of data the section represents is the same in each pie chart.’ Do you agree with Kenny? Explain your answer. |  | | | | * Some pupils may think that a line graph is appropriate for discrete data * Some pupils may think that each square on the grid used represents one unit * Some pupils may confuse the fact that the sections of the pie chart total 100% and 360° * Some pupils may not leave gaps between the bars of a bar chart | | | |

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| Measuring data | | [Stage 8\*](\\\\sweep\\teacher$\\maths\\Teaching Plans (Linked)\\2017 18 Teaching Plans and SOW\\Schemes Of Work\\KS3 Stages\\St8 Star_sow.docx) | | | | | *3 hours* | |
| **KNOWLEDGE** | | | **The Big Picture**: [Statistics progression map](http://kangaroomaths.com/free_resources/planning/KM_MathematicsProgression_Statistics.xlsx) | | | | | |
| * **Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean and mode) and spread (range**) **(6\*,7\*)** | | | | | | | | |
| [Return to overview](#Overview) | | | | | | | | |
| SKILLS | | | SUGGESTED RESOURCES | | | | | |
| * Investigate averages * Explore ways of summarising data * Analyse and compare sets of data * Understand the mode and median as measures of typicality (or location) * Find the mode of set of data * Find the median of a set of data * Find the median of a set of data when there are an even number of numbers in the data set * Use the mean to find a missing number in a set of data * Calculate the mean from a frequency table * Find the mode from a frequency table * Find the median from a frequency table * Understand the range as a measure of spread (or consistency) * Calculate the range of a set of data * Analyse and compare sets of data * Appreciate the limitations of different statistics (mean, median, mode, range) | | | White Rose Maths | | | | | [Resource Area](file:///\\SRV-FS2\teacher$\maths\Resource%20Area\Resource%20Library\Resource%20Library) |
| Teaching Slides | Worksheets | | Solutions | | Physical resources |
| Measures Of Location (Y8) | Measures Of Location (Y8 | | Measures Of Location (Y8 | |
| Statistics (Y6) | Statistics (Y6) | | Statistics (Y6) | |
|  | | | Place Value And Ordering Integers and decimals (Y7) | Place Value And Ordering Integers and decimals (Y7) | | Place Value And Ordering Integers and decimals (Y7) | |  |
| Prerequisites | Mathematical language | | | | Pedagogical notes | | | |
| * Understand the meaning of ‘average’ as a typicality (or location) * Calculate the mean of a set of data   **Bring on the Maths+: Moving on up!**  Statistics: #4 | Average  Spread  Consistency  Mean  Median  Mode  Range  Measure  Data  Statistic  Statistics  Approximate  Round | | | | The word ‘average’ is often used synonymously with the mean, but it is only one type of average. In fact, there are several different types of mean (the one in this unit properly being named as the ‘arithmetic mean’).  NCETM: [Glossary](https://www.ncetm.org.uk/public/files/17308038/National+Curriculum+Glossary.pdf)  **Common approaches**  *Every classroom has a set of* [*statistics posters*](http://kangaroomaths.com/free_resources/display/statistics.pdf) *on the wall*  *Always use brackets when writing out the calculation for a mean, e.g. (2 + 3 + 4 + 5) ÷ 4 = 14 ÷ 4 = 3.5* | | | |
| Reasoning opportunities and probing questions | Suggested resources | | | | Possible misconceptions | | | |
| * Show me a set of data with a mean (mode, median, range) of 5. * Always / Sometimes / Never: The mean is greater than the mode for a set of data * Always / Sometimes / Never: The mean is greater than the median for a set of data * Convince me that a set of data could have more than one mode. * What’s the same and what’s different: mean, mode, median, range? | KM: [Maths to Infinity: Averages](http://kangaroomaths.com/free_resources/infinity/averages.xls)  KM: [Maths to Infinity: Averages, Charts and Tables](http://www.kangaroomaths.com/free_resources/infinity/averages_charts_tables.xlsm)  KM: [Stick on the Maths HD4: Averages](http://www.kangaroomaths.com/free_resources/teaching/sotm/level5/5hd4_ewb.doc)  NRICH: [M, M and M](http://nrich.maths.org/6267)  NRICH: [The Wisdom of the Crowd](http://nrich.maths.org/9601)  **Learning review**  [www.diagnosticquestions.com](http://www.diagnosticquestions.com) | | | | * If using a calculator some pupils may not use the ‘=’ symbol (or brackets) correctly; e.g. working out the mean of 2, 3, 4 and 5 as 2 + 3 + 4 + 5 ÷ 4 = 10.25. * Some pupils may think that the range is a type of average * Some pupils may think that a set of data with an even number of items has two values for the median, e.g. 2, 4, 5, 6, 7, 8 has a median of 5 and 6 rather than 5.5 * Some pupils may not write the data in order before finding the median. | | | |