



Year 7 : Support Scheme of Work for pupils working at Levels 2 and 3
Algebra 5 (2 hours)

Lesson	Learning Objective	Learning Outcomes			Lesson strategies, activities and ideas	Resources
		Must	Should	Could		
1	Understand and use inverse operations of multiplication and division	Use the \times , \div and $=$ signs to record multiplication and division in a number sentence. Understand the meaning of inverse.	Understand and use a function machine for inverse operations of multiplication and division.	Be able to draw and use a function machine to represent a multiplication calculation.	Starter : multiplication facts up to 10 times table. Main: see TL4 Y7 lesson A3.1 p.3 main activity for examples of everyday inverses. Use also main activity from lesson A1.1 for function machines. Interactive function machine can be found on the DfES Primary website \rightarrow resources	TL4 Y7 OHT A1.1a, 1.1b (and adapt for multiplication)
2	Use symbols to represent unknown numbers	Recognise the use of a symbol such as Δ to stand for an unknown number. Find the missing value in a multiplication calculation e.g. $5 \times \Delta = 20$ (use 2,5,10 as multipliers)	Recognise the use of a symbol such as Δ to stand for an unknown number. Find the missing value in calculations e.g. $3 \times \Delta = 21$ (use 2,3,4,5,10 as multipliers.	Find the missing value in calculations e.g. $3 \times \Delta = 21$ (use any multiplier up to 10) Begin to use a letter symbol to represent an unknown number.	Use this as an opportunity to re-cap multiplication and division using a multiplication grid.	PFWK y123 p. 47, 49, 53, 57 PFWK y456 p. 52,54 S/board p. 238 (for 'could')