



Year 7 : Support Scheme of Work for pupils working at Levels 2 and 3
 Number 4 (6 hours)

Lesson	Learning Objective	Learning Outcomes			Lesson strategies, activities and ideas	Resources
		Must	Should	Could		
1	<p>Know multiplication facts</p> <p>Know and use halving as the inverse of doubling</p>	<p>Know by heart: multiplication facts for the 2, 5 and 10 times-tables;</p> <p>Halve even numbers up to 100</p>	<p>Know by heart: multiplication facts for the 2, 3,4, 5 and 10 times-tables.</p> <p>Begin to know the 6,7, 8 & 9 times-tables.</p> <p>Halve even numbers up to 100.</p> <p>Quarter multiples of 4 up to 100</p>	<p>Know by heart: multiplication facts up to table 10 times-tables.</p> <p>Halve even numbers up to 1000.</p> <p>Quarter multiples of 4 up to 1000</p>	<p>These need to be repeated in starters throughout the unit.</p> <p>This lesson re-visits objectives from Number 2</p>	<p>PFWK y123 p. 53</p> <p>PFWK y 456 p. 52</p> <p>PFWK y123 p. 53,55</p> <p>PFWK y 456 p.58</p> <p>S/board 214-216</p>
2	<p>Understand the operation of division and the associated vocabulary</p> <p>Derive quickly division facts from multiplication</p>	<p>Understand division as sharing equally e.g. 6 sweets shared between 2 people</p> <p>Division facts corresp to 2, 5, 10 times table</p>	<p>Understand division as the inverse of multiplication e.g. how many 5s make 35?</p> <p>Division facts corresp to 2, 3, 4, 5, 10 times table</p>	<p>Understand and interpret questions such as: Solve $20 \div 4$ as 'How many fours make 20?'</p> <p>Division facts corresp to numbers up to 10 times table</p>	<p>This lesson re-visits objectives from Number 2</p> <p>Use the calculator as appropriate.</p> <p>I TP: Grouping</p>	<p>PFWK y123 p. 49</p> <p>PFWK y 456 p. 54</p>



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3	Recognise and find simple fractions Estimate simple fractions in practical contexts	Position simple fractions on a number line e.g. $\frac{1}{2}$, $2\frac{1}{2}$, etc Estimate what fraction ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$) of a diagram is shaded.	Position simple fractions on a number line e.g. $\frac{1}{4}$, $3\frac{1}{2}$, etc Estimate what fraction of an amount is left/gone.	Position simple fractions on a number line e.g. $\frac{1}{4}$, $3\frac{1}{2}$, $5\frac{3}{4}$ etc Extend to find 1/10ths e.g. $4\frac{3}{10}$ Estimate what fraction one object is of another.	Use shapes and counters (or other objects) that pupils can easily manipulate them. For estimation use real life examples (see page 23 in PFWK y123 & page 24 in y456) I TP : Fraction	PFWK y123 p. 23 PFWK y 456 p.24
4	Understand decimal notation for tenths and hundredths.	Be able to count in tenths on a 0 to 1 number line, divided into ten parts e.g 0.1, 0.2,....	Place decimals (U.t) on a number line e.g. 0.3, 0.7, 1.9	Order decimals (U.t up to 10), by placing them on a number line. Order money e.g. £3.56 , 730p, 54p	Revisits lesson from Number & measures 3, this will link in to the following lessons on simple percentages. I TP : Number line	PFWK y456 p.28
5	Begin to understand percentage as the number of parts in every 100 Understand, read and write <i>percentage</i> , <i>percent</i> .	Be able to colour in a given percentage on a 100 square.	Be able to colour in a given percentage on a 100 square/ rectangle; recognise a given percentage from a 100 square	Recognise percentage labels on food packets, clothes items in sales etc.		



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6	<p>Recognise the equivalence of simple fractions and percentages</p> <p>Estimate a percentage of a quantity.</p> <p>Recognise percentage, in multiples of 10, on a number line.</p>	<p>Know that a whole is 100% and $\frac{1}{2}$ is 50%</p> <p>To estimate 50% of a quantity and using this to estimate other percentages (e.g. 40% as less than $\frac{1}{2}$)</p> <p>To count up and down on an un-labelled scale marked in intervals of 10%</p>	<p>Know that a whole is 100% , $\frac{1}{2}$ is 50%, $\frac{1}{4}$ is 25% and $\frac{3}{4}$ is 75% .</p> <p>To estimate 25% , 50% of a quantity and using this to estimate other percentages (e.g. 20% as less than $\frac{1}{4}$)</p> <p>Read a value from the scale.</p>	<p>Know that a whole is 100% , $\frac{1}{2}$ is 50%, $\frac{1}{4}$ is 25% $\frac{3}{4}$ is 75%, $\frac{1}{10}$ is 10%</p> <p>To estimate 10 % 25%, 50% of a quantity and using this to estimate other percentages</p> <p>Estimate other values on the scale e.g 55%</p>	<p>Example : A series of boats in a race are at different stages, estimate what percentage of the race each boat has covered.</p> <p>This could be played as a game. The race track is a line numbered from 0 to 100% marked in tenths. Each pupil (or small groups of pupils) to be given a numbered boat from 1 to 6. A die is thrown and the numbered boat moves 10% for each throw.</p>	