

# Support Scheme of Work for pupils working at Levels 2 and 3 in Year 7

## **An overview**

- This scheme of work has been written to support pupils working at levels 2 and 3 of the national curriculum.
- The units map to the Intervention sample medium term plan for Year 7.
- Each unit has been sub-divided into a series of lessons. These lessons are for guidance, you may well need to adapt the scheme of work to accommodate your pupils.

## **Long –term plan**

Unit	Hours	Unit	Hours
Number 1	8	SSM 1	4
Number 2	9	SSM 2	4
Number & Measures 3	8	SSM 3	3
Number 4	6	SSM 4	3
Number 5	6	SSM 5	4
<i>Number Total</i>	<i>37</i>	<i>SSM Total</i>	<i>18</i>
Algebra 1	3	Handling Data 1	4
Algebra 2	4	Handling Data 2	5
Algebra 3	3	Handling Data 3	4
Algebra 4	2	<i>HD Total</i>	<i>14</i>
Algebra 5	2		
<i>Algebra Total</i>	<i>14</i>		
		<b>Grand Total</b>	<b>82 hours</b>

The suggested order of units, to follow the sample medium term plan is:

### **Terms 1 & 2**

Transition Unit (6 hours) → Algebra 1 → Number 1 → SSM 1 → Number 2 → HD 1 → Algebra 2

Total number of hours [34]

### **Terms 3 & 4**

Algebra 2 → SSM 2 → HD 2 → Number & Measures 3 → Algebra 3 → SSM 3

Total number of hours [27]

### **Terms 5 & 6**

Number 4 → Algebra 4 → SSM4 → HD 3 → Number 5 → Algebra 5 → SSM 5

Total number of hours [27]

It is expected that pupils will follow the Bristol City Transition units. These will need to be adapted for pupils working at Levels 2 and 3 (see the supporting materials on the Bristol Intranet site).

### **Mental arithmetic lessons and games.**

The sample medium term plan allows for 105 hours, however, the total above is 88 hours. This will allow time for the development of mental arithmetic skills including the opportunity to play maths games. The suggested time for this is **1 hour per fortnight**.

### **Assessment**

Opportunities for assessment should be built in to the plan to fit school requirements.

### **The lessons**

- Each lesson has an objective and three differentiated outcomes for the lesson. The three outcomes are 'must' – based on Year 2 (level 2) objectives, 'should' – based on Year 3 (level 2/3) objectives and 'could' – based on Year 4 (level 3) objectives

### **Ideas/ Starters**

- The ideas/starters column has some suggestions and notes, but will be built upon in time. You may like to add your own suggestions here. There are also references to the Interactive Teaching Programmes (ITPs) which can be downloaded from the DfES Primary website <http://www.standards.dfes.gov.uk/primary/>
- It is hoped that starters will regularly visit key skills of mental calculation e.g. multiplication tables, number bonds to 10, 20 and 100

### **Resources**

- The resources column makes references to :
  - Springboard 7 (S/board)
  - The Primary Framework for teaching mathematics (PFWK)  
The PFWK is divided into 3 sections with repeated page numbers in the supplement of examples. To avoid confusion we have referred to PFWK y123 and PFWK y456 as appropriate, so make sure you are in the right section.
- Other useful resources include
  - Wave 3 from the Primary National Strategy 'Supporting children with gaps in their mathematical understanding'. This can be accessed on the Primary website at:  
<http://www.standards.dfes.gov.uk/primary/publications/inclusion/wave3pack/>
  - The daily lesson plans for Primary teachers  
[http://www.standards.dfes.gov.uk/primary/teachingresources/?subject=S\\_900361&yeargroup=&term=](http://www.standards.dfes.gov.uk/primary/teachingresources/?subject=S_900361&yeargroup=&term=)