

## Year 7 Curriculum Overview [2026-2027]

### Mathematics

| Autumn Term | Knowledge & Understanding            |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                    | Literacy Skills                                                                                                                                                                                                                                               | Employability Skills                                                                                                                                                                                                                                                                                                                                                           | Assessment Opportunities                                                                                                                                                                                            |
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|             | Composites                           | Components<br>[KEY concepts & subject specific vocab]                                                                                                                                                                                                                                                                                            | Formal Retrieval<br>[if any]                                                                                                                                                                                       | Opportunities for developing literacy skills                                                                                                                                                                                                                  | [if any]                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                     |
| HT1         | <b>Four Operations with Integers</b> | <ul style="list-style-type: none"> <li>Step 1 Add and subtract integers</li> <li>Step 2 Multiply integers using the grid method.</li> <li>Step 3 Divide integers using the bus-stop method.</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>Retrieval in class starter</li> <li>Prior knowledge whiteboard questions</li> <li>End of Topic Unit Test Intervention lessons using knowledge organiser material</li> </ul> | <ul style="list-style-type: none"> <li>Key Vocabulary in Retrieval starters</li> <li>Encourage use of subject language</li> <li>Questioning</li> <li>Pupil explanations and reasoning</li> <li>True and False Tasks</li> <li>Problem Solving Tasks</li> </ul> | <ul style="list-style-type: none"> <li>Personal skills               <ul style="list-style-type: none"> <li>- Thinking and problem solving</li> <li>- Working together and communicating</li> </ul> </li> <li>Fundamental skills               <ul style="list-style-type: none"> <li>- Using numbers effectively</li> <li>- Using language effectively</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Baseline Assessment</li> <li>Plenary True and False Tasks</li> <li>Peer and self-assessment</li> <li>Feedback and reflective practise</li> <li>End of Topic Tests</li> </ul> |
|             | <b>Sequences</b>                     | <ul style="list-style-type: none"> <li>Step 1 Describe and continue sequences</li> <li>Step 2 Find the next term(s)</li> <li>Step 3 Linear and non-linear sequences</li> <li>Step 4 Continue linear sequences</li> <li>Step 5 Continue non-linear sequences</li> <li>Step 6 Term-to-term rules</li> <li>Step 7 Find missing terms (E)</li> </ul> | <ul style="list-style-type: none"> <li>Retrieval in class starter</li> <li>Prior knowledge whiteboard questions</li> <li>End of Topic Unit Test Intervention lessons using knowledge organiser material</li> </ul> | <ul style="list-style-type: none"> <li>Key Vocabulary in Retrieval starters</li> <li>Encourage use of subject language</li> <li>Questioning</li> <li>Pupil explanations and reasoning</li> <li>True and False Tasks</li> <li>Problem Solving Tasks</li> </ul> | <ul style="list-style-type: none"> <li>Personal skills               <ul style="list-style-type: none"> <li>- Thinking and problem solving</li> <li>- Working together and communicating</li> </ul> </li> <li>Fundamental skills               <ul style="list-style-type: none"> <li>- Using numbers effectively</li> <li>- Using language effectively</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Plenary True and False Tasks</li> <li>Peer and self-assessment</li> <li>Feedback and reflective practise</li> <li>End of Topic Tests</li> </ul>                              |

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|  |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Financial management – predicting financial models</li> <li>Nuclear engineers – prediction of radioactive models</li> <li></li> </ul>                                                                                                                                                                       |                                                                                                                                                                                        |
|  | <b>Algebraic Notation and Substitution</b> | <ul style="list-style-type: none"> <li>Step 1 1-step function machines (number)</li> <li>Step 2 1-step function machines (algebra)</li> <li>Step 3 Find a function (one step)</li> <li>Step 4 Substitution (one step)</li> <li>Step 5 2-step function machines (number)</li> <li>Step 6 2-step function machines (algebra)</li> <li>Step 7 Find a function (two step)</li> <li>Step 8 Substitution (two step)</li> </ul> | <ul style="list-style-type: none"> <li>Retrieval in class starter</li> <li>Prior knowledge whiteboard questions</li> <li>End of Topic Unit Test Intervention lessons using knowledge organiser material</li> </ul> | <ul style="list-style-type: none"> <li>Key Vocabulary in Retrieval starters</li> <li>Encourage use of subject language</li> <li>Questioning</li> <li>Pupil explanations and reasoning</li> <li>True and False Tasks</li> <li>Problem Solving Tasks</li> </ul> | <ul style="list-style-type: none"> <li>Personal skills <ul style="list-style-type: none"> <li>- Thinking and problem solving</li> <li>- Working together and communicating</li> </ul> </li> <li>Fundamental skills <ul style="list-style-type: none"> <li>- Using numbers effectively</li> <li>- Using language effectively</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Plenary True and False Tasks</li> <li>Peer and self-assessment</li> <li>Feedback and reflective practise</li> <li>End of Topic Tests</li> </ul> |
|  | <b>Expressions and Equations</b>           | <ul style="list-style-type: none"> <li>Step 1 Equality and equivalence</li> <li>Step 2 Related facts</li> <li>Step 3 Like and unlike terms</li> <li>Step 4 Collect like terms</li> <li>Step 5 Solve 1-step equations (+/-)</li> <li>Step 6 Solve 1-step equations (x/÷)</li> <li>Step 7 Solve 2-step equations</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>Retrieval in class starter</li> <li>Prior knowledge whiteboard questions</li> <li>End of Topic Unit Test Intervention lessons using knowledge organiser material</li> </ul> | <ul style="list-style-type: none"> <li>Key Vocabulary in Retrieval starters</li> <li>Encourage use of subject language</li> <li>Questioning</li> <li>Pupil explanations and reasoning</li> <li>True and False Tasks</li> <li>Problem Solving Tasks</li> </ul> | <ul style="list-style-type: none"> <li>Personal skills <ul style="list-style-type: none"> <li>- Thinking and problem solving</li> <li>- Working together and communicating</li> </ul> </li> <li>Fundamental skills <ul style="list-style-type: none"> <li>- Using numbers effectively</li> <li>- Using language effectively</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Plenary True and False Tasks</li> <li>Peer and self-assessment</li> <li>Feedback and reflective practise</li> <li>End of Topic Tests</li> </ul> |

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|            |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                           | - Using a calculator effectively.                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                |
|            | <b>Four Operations with decimals</b>      | <ul style="list-style-type: none"> <li>• Step 1 Add and subtract decimals</li> <li>• Step 2 Multiply and divide by 10, 100 and 1000</li> <li>• Step 3 Multiply by 0.1 and 0.01 (E)</li> <li>• Step 4 Multiply decimals</li> <li>• Step 5 Divide decimals by integers</li> <li>• Step 6 Divide by a decimal (E)</li> <li>• Step 7 Order of operations</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>• Retrieval in class starter</li> <li>• Prior knowledge whiteboard questions</li> <li>• End of Topic Unit Test Intervention lessons using knowledge organiser material</li> </ul> | <ul style="list-style-type: none"> <li>• Key Vocabulary in Retrieval starters</li> <li>• Encourage use of subject language</li> <li>• Questioning</li> <li>• Pupil explanations and reasoning</li> <li>• True and False Tasks</li> <li>• Problem Solving Tasks</li> </ul> | <ul style="list-style-type: none"> <li>• Personal skills               <ul style="list-style-type: none"> <li>- Thinking and problem solving</li> <li>- Working together and communicating</li> </ul> </li> <li>• Fundamental skills               <ul style="list-style-type: none"> <li>- Using numbers effectively</li> <li>- Using language effectively</li> <li>- Using a calculator effectively.</li> </ul> </li> <li>• Life skills</li> <li>• Money Management</li> </ul> | <ul style="list-style-type: none"> <li>• Plenary True and False Tasks</li> <li>• Peer and self-assessment</li> <li>• Feedback and reflective practise</li> <li>• End of Topic Tests</li> </ul> |
| <b>HT2</b> | <b>Place Value, Ordering and Rounding</b> | <ul style="list-style-type: none"> <li>• Step 1 Write integers in numerals and words</li> <li>• Step 2 Intervals on a number line</li> <li>• Step 3 Compare and order integers</li> <li>• Step 4 Place value for decimals</li> <li>• Step 5 Decimals on a number line</li> <li>• Step 6 Compare and order decimals</li> <li>• Step 7 Round to powers of 10</li> <li>• Step 8 Round to the nearest integer</li> <li>• Step 9 Round to decimal places</li> </ul> | <ul style="list-style-type: none"> <li>• Retrieval in class starter</li> <li>• Prior knowledge whiteboard questions</li> <li>• End of Topic Unit Test Intervention lessons using knowledge organiser material</li> </ul> | <ul style="list-style-type: none"> <li>• Key Vocabulary in Retrieval starters</li> <li>• Encourage use of subject language</li> <li>• Questioning</li> <li>• Pupil explanations and reasoning</li> <li>• True and False Tasks</li> <li>• Problem Solving Tasks</li> </ul> | <ul style="list-style-type: none"> <li>• Personal skills               <ul style="list-style-type: none"> <li>- Thinking and problem solving</li> <li>- Working together and communicating</li> </ul> </li> <li>• Fundamental skills               <ul style="list-style-type: none"> <li>- Using numbers effectively</li> <li>- Using language effectively</li> <li>- Using a calculator effectively.</li> </ul> </li> </ul>                                                    | <ul style="list-style-type: none"> <li>• Plenary True and False Tasks</li> <li>• Peer and self-assessment</li> <li>• Feedback and reflective practise</li> <li>• End of Topic Tests</li> </ul> |

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|  |                                | <ul style="list-style-type: none"> <li>• Step 10 Powers of 10 (E)</li> <li>• Step 11 Numbers greater than 1 in standard form (E)</li> <li>• Step 12 Negative powers of 10 (E)</li> <li>• Step 13 Numbers between 0 and 1 in standard form (E)</li> </ul>                                                               |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                |
|  | <b>Averages and Range</b>      | <ul style="list-style-type: none"> <li>• Step 1 Mode</li> <li>• Step 2 Mean</li> <li>• Step 3 Median</li> <li>• Step 4 Range</li> <li>• Step 5 Solve problems with averages and range</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>• Retrieval in class starter</li> <li>• Prior knowledge whiteboard questions</li> <li>• End of Topic Unit Test Intervention lessons using knowledge organiser material</li> </ul> | <ul style="list-style-type: none"> <li>• Key Vocabulary in Retrieval starters</li> <li>• Encourage use of subject language</li> <li>• Questioning</li> <li>• Pupil explanations and reasoning</li> <li>• True and False Tasks</li> <li>• Problem Solving Tasks</li> </ul> | <ul style="list-style-type: none"> <li>• Personal skills <ul style="list-style-type: none"> <li>- Thinking and problem solving</li> <li>- Working together and communicating</li> </ul> </li> <li>• Fundamental skills <ul style="list-style-type: none"> <li>- Using numbers effectively</li> <li>- Using language effectively</li> <li>- Using a calculator effectively.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Plenary True and False Tasks</li> <li>• Peer and self-assessment</li> <li>• Feedback and reflective practise</li> <li>• End of Topic Tests</li> </ul> |
|  | <b>Rounding and Estimation</b> | <ul style="list-style-type: none"> <li>• Step 1 Round to 1 significant figure</li> <li>• Step 2 Round to 2 or more significant figures</li> <li>• Step 3 Estimate answers to calculations</li> <li>• Step 4 Solve problems with estimation</li> <li>• Step 5 Understand and use error interval notation (E)</li> </ul> | <ul style="list-style-type: none"> <li>• Retrieval in class starter</li> <li>• Prior knowledge whiteboard questions</li> <li>• End of Topic Unit Test Intervention lessons using knowledge organiser material</li> </ul> | <ul style="list-style-type: none"> <li>• Key Vocabulary in Retrieval starters</li> <li>• Encourage use of subject language</li> <li>• Questioning</li> <li>• Pupil explanations and reasoning</li> <li>• True and False Tasks</li> <li>• Problem Solving Tasks</li> </ul> | <ul style="list-style-type: none"> <li>• Personal skills <ul style="list-style-type: none"> <li>- Thinking and problem solving</li> <li>- Working together and communicating</li> </ul> </li> <li>• Fundamental skills <ul style="list-style-type: none"> <li>- Using numbers effectively</li> <li>- Using language effectively</li> <li>- Using a calculator effectively.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Plenary True and False Tasks</li> <li>• Peer and self-assessment</li> <li>• Feedback and reflective practise</li> <li>• End of Topic Tests</li> </ul> |

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|  | <b>Graphing Data</b> | <ul style="list-style-type: none"> <li>• Step 1 Pictograms</li> <li>• Step 2 Bar charts</li> <li>• Step 3 Dual bar charts</li> <li>• Step 4 Composite bar charts</li> <li>• Step 5 Coordinates in the first quadrant</li> <li>• Step 6 Scatter graphs</li> <li>• Step 7 Correlation</li> <li>• Step 8 Lines of best fit</li> <li>• Step 9 Time-series graphs</li> <li>• Step 10 Non-linear relationships</li> </ul> | <ul style="list-style-type: none"> <li>• Retrieval in class starter</li> <li>• Prior knowledge whiteboard questions</li> <li>• End of Topic Unit Test</li> <li>• Intervention lessons using knowledge organiser material</li> </ul> | <ul style="list-style-type: none"> <li>• Key Vocabulary in Retrieval starters</li> <li>• Encourage use of subject language</li> <li>• Questioning</li> <li>• Pupil explanations and reasoning</li> <li>• True and False Tasks</li> <li>• Problem Solving Tasks</li> </ul> | <ul style="list-style-type: none"> <li>• Personal skills <ul style="list-style-type: none"> <li>- Thinking and problem solving</li> <li>- Working together and communicating</li> </ul> </li> <li>• Fundamental skills <ul style="list-style-type: none"> <li>- Using numbers effectively</li> <li>- Using language effectively</li> <li>- Using a calculator effectively.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Plenary True and False Tasks</li> <li>• Peer and self-assessment</li> <li>• Feedback and reflective practise</li> <li>• End of Topic Tests</li> <li>• End of Term Test</li> <li>•</li> </ul> |
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**Catholicity across the curriculum:**

**Sequences Exploring the Beauty of Mathematics:** Encourage students to see the beauty and order in mathematical patterns, sequences, and structures, reflecting the Catholic view that creation is orderly and purposeful, topics like the Fibonacci sequence.

**Algebraic notation a universal language:** Mirrors the concept of catholicity by fostering inclusivity and enabling people from diverse backgrounds to engage with mathematical ideas on a global scale. Just as catholicity unites individuals in faith across cultures and regions, algebraic notation connects learners worldwide in their pursuit of knowledge and problem-solving.

**Place ordering integers and decimals :** Helping students develop a clear understanding of numerical relationships, a concept that can be applied universally, much like catholicity's call for unity across diverse communities. In real life, this skill allows individuals to make precise decisions in areas such as finance and measurement, reflecting how the inclusive nature of catholicity promotes careful attention to detail in both spiritual and practical matters.

**Year 7 Curriculum Overview [2025-2026]**  
**Mathematics**

|  |                                      |                        |  |  |
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|  | <b>Knowledge &amp; Understanding</b> | <b>Literacy Skills</b> |  |  |
|--|--------------------------------------|------------------------|--|--|

| Spring Term | Composites                            | Components<br>[KEY concepts & subject specific vocab]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Formal Retrieval<br>[if any]                                                                                                                                                                                       | Opportunities for developing literacy skills                                                                                                                                                                                                                  | Employability Skills<br>[if any]                                                                                                                                                                                                                                                                                                                   | Assessment Opportunities                                                                                                                                                                                            |
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| HT3         | Fractions<br>Decimals and Percentages | <ul style="list-style-type: none"> <li>Step 1 Represent tenths and hundredths</li> <li>Step 2 Number lines with fractions and decimals</li> <li>Step 3 Tenths, hundredths, fifths and quarters</li> <li>Step 4 Eighths and thousandths</li> <li>Step 5 Understand percentages</li> <li>Step 6 Convert simple fractions, decimals and percentages</li> <li>Step 7 Fractions as diagrams</li> <li>Step 8 Fractions on a number line</li> <li>Step 9 Equivalent fractions</li> <li>Step 10 Fractions as division</li> <li>Step 11 Convert fractions, decimals and percentages</li> <li>Step 12 Fraction, decimals and percentages greater than 1 (E)</li> </ul> | <ul style="list-style-type: none"> <li>Retrieval in class starter</li> <li>Prior knowledge whiteboard questions</li> <li>End of Topic Unit Test Intervention lessons using knowledge organiser material</li> </ul> | <ul style="list-style-type: none"> <li>Key Vocabulary in Retrieval starters</li> <li>Encourage use of subject language</li> <li>Questioning</li> <li>Pupil explanations and reasoning</li> <li>True and False Tasks</li> <li>Problem Solving Tasks</li> </ul> | <ul style="list-style-type: none"> <li>Personal skills <ul style="list-style-type: none"> <li>- Thinking and problem solving</li> <li>- Working together and communicating</li> </ul> </li> <li>Fundamental skills <ul style="list-style-type: none"> <li>- Using numbers effectively</li> <li>- Using language effectively</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Baseline Assessment</li> <li>Plenary True and False Tasks</li> <li>Peer and self-assessment</li> <li>Feedback and reflective practise</li> <li>End of Topic Tests</li> </ul> |
|             | Directed Number                       | <ul style="list-style-type: none"> <li>Step 1 Directed number and number lines</li> <li>Step 2 Compare and order directed numbers</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Retrieval in class starter</li> <li>Prior knowledge whiteboard questions</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>Key Vocabulary in Retrieval starters</li> <li>Encourage use of subject language</li> </ul>                                                                                                                             | <ul style="list-style-type: none"> <li>Personal skills <ul style="list-style-type: none"> <li>- Thinking and problem solving</li> <li>- Working together and</li> </ul> </li> </ul>                                                                                                                                                                | <ul style="list-style-type: none"> <li>Baseline Assessment</li> <li>Plenary True and False Tasks</li> <li>Peer and self-assessment</li> </ul>                                                                       |

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|      |                                      | <ul style="list-style-type: none"> <li>• Step 3 Calculations that cross zero</li> <li>• Step 4 Directed number and zero pairs</li> <li>• Step 5 Add directed numbers</li> <li>• Step 6 Subtract directed numbers</li> <li>• Step 7 Multiply and divide directed numbers</li> <li>• Step 8 Order of operations with directed numbers</li> <li>• Step 9 Use a calculator with directed numbers</li> </ul>                                              | <ul style="list-style-type: none"> <li>• End of Topic Unit Test Intervention lessons using knowledge organiser material</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Pupil explanations and reasoning</li> <li>• True and False Tasks</li> <li>• Problem Solving Tasks</li> </ul>                                                                                              | <p>communicating</p> <ul style="list-style-type: none"> <li>• Fundamental skills <ul style="list-style-type: none"> <li>- Using numbers effectively</li> <li>- Using language effectively</li> </ul> </li> </ul>                                                                                                                                       | <ul style="list-style-type: none"> <li>• Feedback and reflective practise</li> <li>• End of Topic Tests</li> </ul>                                                                                                            |
| HT 4 | Fractions and Percentages of Amounts | <ul style="list-style-type: none"> <li>• Step 1 Fraction of an amount</li> <li>• Step 2 Use a fraction to find the whole</li> <li>• Step 3 Percentage of an amount (non-calculator)</li> <li>• Step 4 Percentage of an amount (calculator)</li> <li>• Step 5 Percentage increase and decrease</li> <li>• Step 6 Use a percentage to find the whole (E)</li> <li>• Step 7 Solve problems with fractions and percentages greater than 1 (E)</li> </ul> | <ul style="list-style-type: none"> <li>• Retrieval in class starter</li> <li>• Prior knowledge whiteboard questions</li> <li>• End of Topic Unit Test Intervention lessons using knowledge organiser material</li> </ul> | <ul style="list-style-type: none"> <li>• Key Vocabulary in Retrieval starters</li> <li>• Encourage use of subject language</li> <li>• Questioning</li> <li>• Pupil explanations and reasoning</li> <li>• True and False Tasks</li> <li>• Problem Solving Tasks</li> </ul> | <ul style="list-style-type: none"> <li>• Personal skills <ul style="list-style-type: none"> <li>- Thinking and problem solving</li> <li>- Working together and communicating</li> </ul> </li> <li>• Fundamental skills <ul style="list-style-type: none"> <li>- Using numbers effectively</li> <li>- Using language effectively</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Baseline Assessment</li> <li>• Plenary True and False Tasks</li> <li>• Peer and self-assessment</li> <li>• Feedback and reflective practise</li> <li>• End of Topic Tests</li> </ul> |
|      | Perimeter and Area                   | <ul style="list-style-type: none"> <li>• Step 1 Convert metric units of length</li> <li>• Step 2 Perimeter of a polygon</li> <li>• Step 3 Perimeter of a compound shape</li> </ul>                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Retrieval in class starter</li> <li>• Prior knowledge whiteboard questions</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>• Key Vocabulary in Retrieval starters</li> <li>• Encourage use of subject language</li> <li>• Questioning</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>• Personal skills <ul style="list-style-type: none"> <li>- Thinking and problem solving</li> <li>- Working together and communicating</li> </ul> </li> </ul>                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Baseline Assessment</li> <li>• Plenary True and False Tasks</li> <li>• Peer and self-assessment</li> </ul>                                                                           |

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|  |  | <ul style="list-style-type: none"> <li>Step 4 Area of rectangles and parallelograms</li> <li>Step 5 Area of a triangle</li> <li>Step 6 Area of a trapezium</li> <li>Step 7 Solve problems with perimeter and area</li> <li>Step 8 Form expressions with perimeter and area (E)</li> </ul> | <ul style="list-style-type: none"> <li>End of Topic Unit Test Intervention lessons using knowledge organiser material</li> </ul> | <ul style="list-style-type: none"> <li>Pupil explanations and reasoning</li> <li>True and False Tasks</li> <li>Problem Solving Tasks</li> </ul> | <ul style="list-style-type: none"> <li>Fundamental skills <ul style="list-style-type: none"> <li>- Using numbers effectively</li> <li>- Using language effectively</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Feedback and reflective practise</li> <li>End of Topic Tests</li> <li>End of Term Test</li> </ul> |
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**Catholicity across the curriculum:**

**Fractions and percentages of amounts:** Use budgeting lessons to discuss charitable giving and financial stewardship, fostering an understanding of generosity and responsibility.

**Operations and Equations with Directed Number:** Use math problems that highlight fairness and equity, such as proportional distribution, probability, and understanding averages, to discuss how math can help us understand and work toward fairness in society.

## Year 7 Curriculum Overview [2025-2026]

### Mathematics

| Summer Term | Knowledge & Understanding |                                                                                                                                                                                                           |                                                                                                                                                                         | Literacy Skills<br><br>Opportunities for developing literacy skills                                                                                    | Employability Skills<br>[if any]                                                                                                                                                                                              | Assessment Opportunities                                                                                                                                                                |
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|             | Composites                | Components<br>[KEY concepts & subject specific vocab]                                                                                                                                                     | Formal Retrieval<br>[if any]                                                                                                                                            |                                                                                                                                                        |                                                                                                                                                                                                                               |                                                                                                                                                                                         |
| HT5         | Speed, Distance and Time  | <ul style="list-style-type: none"> <li>Step 1 Convert between milliseconds, seconds, minutes and hours</li> <li>Step 2 Convert between hours, days and years</li> <li>Step 3 Fractions of time</li> </ul> | <ul style="list-style-type: none"> <li>Retrieval in class starter</li> <li>Prior knowledge whiteboard questions</li> <li>End of Topic Unit Test Intervention</li> </ul> | <ul style="list-style-type: none"> <li>Key Vocabulary in Retrieval starters</li> <li>Encourage use of subject language</li> <li>Questioning</li> </ul> | <ul style="list-style-type: none"> <li>Personal skills <ul style="list-style-type: none"> <li>- Thinking and problem solving</li> <li>- Working together and communicating</li> </ul> </li> <li>Fundamental skills</li> </ul> | <ul style="list-style-type: none"> <li>Baseline Assessment</li> <li>Plenary True and False Tasks</li> <li>Peer and self-assessment</li> <li>Feedback and reflective practise</li> </ul> |

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|  |                                    | <ul style="list-style-type: none"> <li>• Step 4 Solve problems with tables and timetables</li> <li>• Step 5 Solve problems with time and the calendar</li> <li>• Step 6 Calculate speed</li> <li>• Step 7 Calculate time and distance</li> <li>• Step 8 Solve problems with speed, distance and time</li> <li>• Step 9 Interpret distance-time graphs</li> <li>• Step 10 Draw distance-time graphs</li> <li>• Step 11 Calculate speed from a distance-time graph (E)</li> </ul>                             | <p>lessons using knowledge organiser material</p>                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Pupil explanations and reasoning</li> <li>• True and False Tasks</li> <li>• Problem Solving Tasks</li> </ul>                                                                                                                     | <ul style="list-style-type: none"> <li>- Using numbers effectively</li> <li>- Using language effectively</li> </ul>                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• End of Topic Tests</li> </ul>                                                                                                                                                        |
|  | <p><b>Properties of Number</b></p> | <ul style="list-style-type: none"> <li>• Step 1 Multiples</li> <li>• Step 2 Factors</li> <li>• Step 3 Prime numbers</li> <li>• Step 4 Write a number as a product of prime factors</li> <li>• Step 5 Square, cube and triangular numbers</li> <li>• Step 6 Square roots and cube roots</li> <li>• Step 7 Explore higher powers and roots (E)</li> <li>• Step 8 Highest common factor (HCF)</li> <li>• Step 9 Lowest common multiple (LCM)</li> <li>• Step 10 HCF and LCM from a Venn diagram (E)</li> </ul> | <ul style="list-style-type: none"> <li>• Retrieval in class starter</li> <li>• Prior knowledge whiteboard questions</li> <li>• End of Topic Unit Test Intervention lessons using knowledge organiser material</li> </ul> | <ul style="list-style-type: none"> <li>• Key Vocabulary in Retrieval starters</li> <li>• Encourage use of subject language</li> <li>• Questioning</li> <li>• Pupil explanations and reasoning</li> <li>• True and False Tasks</li> <li>• Problem Solving Tasks</li> </ul> | <ul style="list-style-type: none"> <li>• Personal skills <ul style="list-style-type: none"> <li>- Thinking and problem solving</li> <li>- Working together and communicating</li> </ul> </li> <li>• Fundamental skills <ul style="list-style-type: none"> <li>- Using numbers effectively</li> <li>- Using language effectively</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Baseline Assessment</li> <li>• Plenary True and False Tasks</li> <li>• Peer and self-assessment</li> <li>• Feedback and reflective practise</li> <li>• End of Topic Tests</li> </ul> |

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|      |                                   | <ul style="list-style-type: none"> <li>Step 11 Use factors to simplify calculations (E)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                            |                                                                                                                                                                                                                     |
| HT 6 | <b>Add and Subtract Fractions</b> | <ul style="list-style-type: none"> <li>Step 1 Simplify a fraction</li> <li>Step 2 Convert between mixed numbers and improper fractions</li> <li>Step 3 Add and subtract fractions with the same denominator</li> <li>Step 4 Add and subtract with fractions and integers</li> <li>Step 5 Add and subtract fractions where denominators share a simple common multiple</li> <li>Step 6 Add and subtract fractions with any denominator</li> <li>Step 7 Add and subtract improper fractions and mixed numbers</li> <li>Step 8 Use equivalence to add and subtract decimals and fractions (E)</li> <li>Step 9 Add and subtract simple algebraic fractions (E)</li> <li>Step 10 Substitution and solving equations with fractions (E)</li> </ul> | <ul style="list-style-type: none"> <li>Retrieval in class starter</li> <li>Prior knowledge whiteboard questions</li> <li>End of Topic Unit Test Intervention lessons using knowledge organiser material</li> </ul> | <ul style="list-style-type: none"> <li>Key Vocabulary in Retrieval starters</li> <li>Encourage use of subject language</li> <li>Questioning</li> <li>Pupil explanations and reasoning</li> <li>True and False Tasks</li> <li>Problem Solving Tasks</li> </ul> | <ul style="list-style-type: none"> <li>Personal skills - Thinking and problem solving - Working together and communicating</li> <li>Fundamental skills - Using numbers effectively - Using language effectively</li> </ul> | <ul style="list-style-type: none"> <li>Baseline Assessment</li> <li>Plenary True and False Tasks</li> <li>Peer and self-assessment</li> <li>Feedback and reflective practise</li> <li>End of Topic Tests</li> </ul> |
|      | <b>Angles and Polygons</b>        | <ul style="list-style-type: none"> <li>Step 1 Draw and measure lines and angles</li> <li>Step 2 Understand and use geometric notation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Retrieval in class starter</li> <li>Prior knowledge</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>Key Vocabulary in Retrieval starters</li> </ul>                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Personal skills - Thinking and problem solving - Working together and</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>Baseline Assessment</li> <li>Plenary True and False Tasks</li> </ul>                                                                                                         |

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|  |  | <ul style="list-style-type: none"> <li>• Step 3 Angles around a point</li> <li>• Step 4 Angles on a straight line</li> <li>• Step 5 Vertically opposite angles</li> <li>• Step 6 Recognise and name polygons</li> <li>• Step 7 Angles in a triangle</li> <li>• Step 8 Angles in a quadrilateral</li> <li>• Step 9 Solve problems with angles</li> <li>• Step 10 Parallel and perpendicular lines</li> <li>• Step 11 Angles in parallel lines (E)</li> <li>• Step 12 Angles in a polygon (E)</li> <li>• Step 13 Simple proofs (E)</li> </ul> | <ul style="list-style-type: none"> <li>• whiteboard questions</li> <li>• End of Topic Unit Test</li> <li>• Intervention lessons using knowledge organiser material</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage use of subject language</li> <li>• Questioning</li> <li>• Pupil explanations and reasoning</li> <li>• True and False Tasks</li> <li>• Problem Solving Tasks</li> </ul> | <ul style="list-style-type: none"> <li>• communicating</li> <li>• Fundamental skills <ul style="list-style-type: none"> <li>- Using numbers effectively</li> <li>- Using language effectively</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Peer and self-assessment</li> <li>• Feedback and reflective practise</li> <li>• End of Topic Tests</li> <li>• End of Term Test</li> </ul> |
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**Catholicity across the curriculum:**

**Angles and Polygons:** Fosters critical thinking and logical precision, which aligns with the Catholic tradition of seeking truth through reason and understanding of the world.

**Properties of Number:** Emphasize the importance of accuracy and honesty in mathematics. Encourage students to value truth in their work, aligning with Catholic values that uphold integrity and truthfulness in all pursuits.