Y7, Mathematics, 2023-24

Half Term 1: 4ʰ Sept - 20ˢᵗ Oct (7 weeks)							October Half-Term Holiday	Half Term 2	
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 8	Week 9
Sequences (5)		Understand Algebraic Notation (5)		Equality and Equivalence (5)		Place Value and ordering integers and decimals(5)		Place Value and ordering integers and decimals (5)	FDP Equivalence (5)

Half Term 2: 30ᵗʰ Oct - 22ⁿᵈ Dec (8 weeks)						Christmas Holiday		Half Term 3	
Week 10	Week 11	Week 12	Week 13	Week 14	Week 15			Week 16	Week 17
FDP Equivalence (5)	Revision and Assessment (2)	Solving problems with addition and subtraction (5)		Assessment Feedback (2)	Solving Problems with multiplication and division (5)			Solving Problems with multiplication and division (5)	Fractions and Percentages of Amounts (3)

Half Term 3: 8ᵗʰ Jan - 9ᵗʰ Feb (5 weeks)			February Half-Term Holiday	Half Term 4: 19ᵗʰ Feb - 29ᵗʰ March (6 weeks)					
Week 18	Week 19	Week 20		Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
Operations and equations with directed number (7)				Addition and Subtraction of Fractions (8)			Revision and Assessment (2)	Constructing, Measuring and using geometric notation (5)	

Easter Holiday		Half Term 5: 15ᵗʰ April - 24ᵗʰ May (6 weeks)						Spring Bank Holiday	Half Term 6
		Week 27	Week 28	Week 29	Week 30	Week 31	Week 32		Week 33
		Assessment Feedback (2)	Developing Geometric Reasoning (7)			Developing Number Sense (5)			Sets and Probability (5)

Half Term 6: 3ʳᵈ June - 19ᵗʰ July (7 weeks)						Curriculum Intent:			
Week 34	Week 35	Week 36	Week 37	Week 38	Week 39				
Sets and Probability (5)	Revision and Assessment (2)	Prime Numbers and Proof (5)		Assessment Feedback and Review (5)					

Curriculum Intent:
To be numerate, confidently and effectively using mathematics to meet the everyday demands of life Enabling pupils to be able to make informed decisions in their everyday lives and contribute to building a strong economy, allowing the UK to compete globally Share a love and satisfaction of maths. It is satisfying to finish a maths problem and find a new way in which they can use their mathematical toolkit
We wish it to be like a work of art – they spend time learning to draw, at first they can't, then they get more confident and before long they're drawing it on every surface they find
Increasing the ability of our pupils in maths; pupils who are competent in Maths have greater options in life, whether through further study or in their careers