

## Broadening Horizons

Our intent is that all students have a full understanding of how to develop themselves as well rounded citizens, maintain healthy relationships and understand how to keep themselves safe both online and in their day-to-day life.

We want all students to know what options are open to them in the future and understand the routes they have in order to progress on their life journey.

Our curriculum will include:

- Exposing learners to worded problem-solving questions based on real life situations
- Measuring distances and working with time in PE lessons
- Opportunities throughout the curriculum to learn about mathematics in different cultures and across the ages
- Encouraging participation in maths challenges (such as the Junior Maths Challenge)

## Careers

Mathematics is a subject that is essential to a wide range of careers, from Science to Finance, Engineering, and more. Many jobs require problem-solving skills, but some also require the ability to draw and measure angles accurately.

For example, careers in Architecture, Engineering, and Surveying all require a strong understanding of geometry and trigonometry. These skills are also important in fields such as Graphic Design, Fashion, and Video Game Development, where angles and proportions play a critical role in creating visually appealing designs.

Encouraging your children to develop their mathematical skills, including drawing and measuring angles, can open up a range of exciting career opportunities in these fields.

## Immerse Yourself



Log onto your MathsWatch Account here



Students have access to MathsWatch to support their revision which links to the tracker sheets filled in during lessons.

If they are struggling with topics in lessons or want to enhance their learning in the classroom then these clip numbers are an ideal place to cover content at home.

The MathsWatch website has short video clips as well as having links to interactive questions and further worksheets.

## Praise and Reward

Our rewards system can be broadly split into four categories: classroom level, subject level, school level and privilege rewards. We'll focus on classroom and subject rewards here - for more information about our rewards schemes, please see our website.

### CLASSROOM LEVEL REWARDS

Awarded for: working hard, taking risks and rising to a challenge, making mistakes and learning from them, helping others, and taking pride in the school community.


Rewarded by: praise postcards, positive phone calls to parents/carers, positive text messages home, and lesson-based prizes.


### SUBJECT LEVEL REWARDS


Reward scheme: Star of the Week, curriculum awards (Subject/School Way, participation, working with pride, embracing the whole curriculum), high flyer, extra mile, most improved.

Rewarded by: names displayed on reward boards, certificates, social media posts.

## Contact

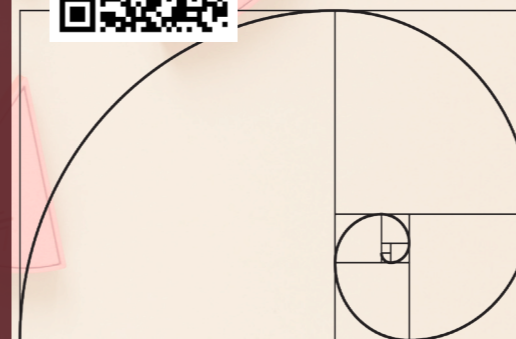
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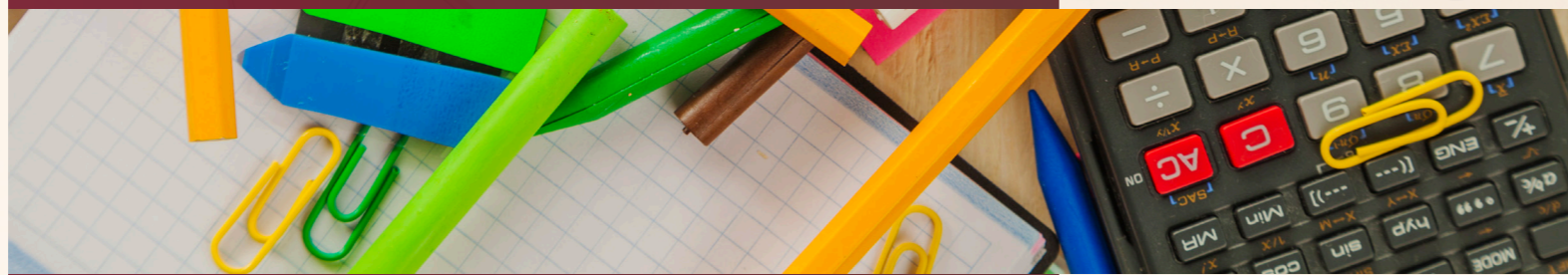
## Fibonacci Numbers

'Mathemagician' Arthur Benjamin explores hidden properties of that weird and wonderful set of numbers, the Fibonacci series. (And reminds you that mathematics can be inspiring, too!)



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**MATHS**  
YEAR 7 Curriculum Newsletter



# Curriculum Intent

It is our intention that every student leaves school confident and competent to deal with any mathematical problem they may face in their lives and future careers.

This is achieved through promoting students to; be resilient in their approach, take risks to deepen their knowledge, forge valuable working relationships and take responsibility for and enjoy their learning. We aim to push students to be the best mathematicians by building up their skills base and maximising their attainment and understanding in mathematics at whichever stage that may be.

We ensure a coherent mathematics scheme of work that challenges all students and promotes teaching and learning; this provides students with the knowledge and skills to achieve well academically, and be successful once their education with us ends.



# Year 7 Curriculum

In Year 7, students study 7 key themes.

## Algebraic Thinking

Within this unit students will learn about sequences, are introduced to algebraic notation and begin to process equations and equivalent expressions.

## Place value & proportion

Recapping and expanding on place value work from KS2, including fluently converting between fractions, decimals and percentages.

## Applications of Number

Where students use the four mathematical operations to solve problems in different contexts including frequencies, perimeters and algebra.

## Directed Number and Fractional Thinking

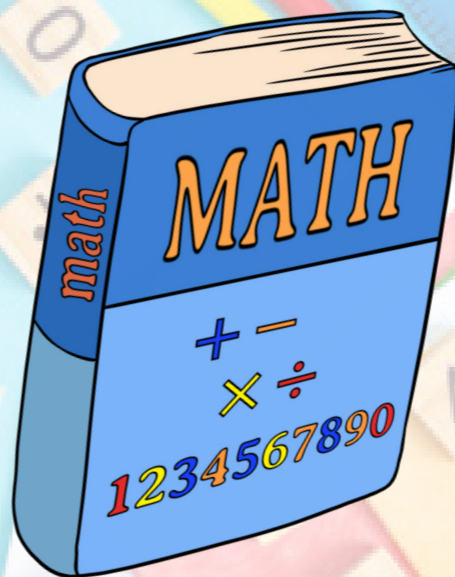
This involves extending knowledge into dealing with negative numbers, and further calculations with fractions and percentages.

## Lines and Angles

Students first experience scales and accurate drawings using mathematical equipment, as well as learning and applying basic angle facts.

## Reasoning with Number

In the final half term students further expand on their numerical thinking including learning about probability, sets, prime numbers and giving written solutions.



# Assessment Points

Students are assessed at the end of each theme, roughly once per half term. Assessments are written and include fluency, reasoning and problem-solving questions.

# THE MATHS WAY



## WE LOOK FOR MATHS IN THE REAL WORLD

We learn from peers & listen to their explanations

We see mistakes as an opportunity

## WE CAN THINK LOGICALLY

We can search for patterns in data

to learn

Analyse, reason, deduce

We persevere & try different approaches

We can identify relevant information

& use this to solve problems

We use our books as a revision guide

We make mental estimations to check our answers are reasonable

We show all our working out



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SUBJECT WAYS

# Have your say!

At WPT we're always looking for feedback. If you have any thoughts/opinions on this Curriculum Newsletter, its content or the curriculum in general, please scan the QR code to fill out a short feedback form.



# The Maths Way

The Maths way is followed and referred to in all lessons. It supports students to become young mathematicians and develop them into thinking and working like mini-mathematicians.