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| Year | **7**  |
| Topic | **Equality and Equivalence** |
| **LO**  | **Key aim/title/objective of the lesson?** **These may stretch over a number of lessons as appropriate** |
| 1 | Understand the meaning of equality |
| 2 | Understand and use fact families, numerical and algebraically |
| 3 | Solve one-step linear equations involving +/- using inverse operations |
| 4 | Solve one-step linear equations involving x/÷ using inverse operations |
| 5 | Understand the meaning of like and unlike terms |
| 6 | Understanding the meaning of equivalence |
| 7 | Simplify algebraic expressions by collecting like terms, using the ≡ symbol |
| 8 |  |
| 9 |  |
| 10 |  |
| 11 |  |
| 12 |  |
| 13 |  |
| 14 |  |
| 15 |  |
| 16 |  |
| Key vocabulary and/or key reading - Addressed in lessons through discussing definitions. Equality, Equation, Equals, Is equal to, Fact family, Bar Model, Solve, Solution, Unknown, Inverse, Term, Like, Unlike, Coefficient, Index, Expression, Equivalent, Simplify, Collect |

How does this topic build on ***prior*** learning?

80% of primaries using WRM scheme (as stated by WRM) so a large number of students will be familiar with fact families and using 30 = 14 + 16 alongside 14 + 16 = 30 etc.

Algebraic notation during function machine work.

How does the work during this topic prepare for future learning?

Earlier steps/skills developed for solving more complex equations.

How will learning be **assessed** and **feedback** provided in this scheme?

Homework task using WRM block assessment. Feedback given as whole class feedback and discussions and next steps issued in the form of an adjusted ‘assessment’.

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| **Personal Development** |
| How is this topic developed beyond the classroom? E.g. **learning passport?** | * Homework
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| How are **Careers/ IAG** links built into this lesson sequence? | * Teachers to refer to x^n maths (if necessary) to find relevant careers that you this skill.
* **Example: an events manager uses equality and equivalence**. They need to calculate how much it will cost their client to rent a space and also per person for meals. A linear equation can be constructed to show the total cost, expressed as y, for any number of people in attendance, or x.
* Teachers can then expand on this using their own experiences and interests
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| **Relationship, Sex and Health Education.** | * Financial Health - ensures examples and content have financial aspect to them - e.g. solve equations to calculate costs (e.g. taxi fares, mobile phone contracts)
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| **Fundamental British Values** (democracy, the rule of law, individual liberty and respect and tolerance) | * Behaviour in class. Effective learning takes place in a class where there is tolerance and mutual respect, as set out in the Equality Act and where those with the protected characteristics receive fair treatment, so that all are treated equally. **All students to behave with tolerance and mutual respect of others - referred to specifically at this point of the school year through the community theme.**
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