**Curriculum Related Expectations**

HT2: Year 7 Place Value and Proportion

**Students can define the following terms:**

|  |  |  |
| --- | --- | --- |
| Approximate | Decimal | Fraction |
| Hundredth | Integer | Interval |
| Median | Negative | Percentage |
| Placeholder | Place Value | Range |
| Recurring | Sector | Significant Figure |
| Tenth |  |  |

**Students know:**

* integers up to one billion and decimals to hundredths
* how to use number lines in preparation for work on scales and axes.
* how to round to the nearest given positive power of 10
* how to order numbers in preparation for the introduction of the median and range.
* that percentages are expressed as a fraction of 100.
* the link between fractions, decimals, and percentages so they can convert fluently between those most commonly seen in real life.

**Students can:**

* consolidate their understanding of the number system and place value to include decimals
* understand and use place value for decimals, measures, and integers of any size
* order positive and negative integers, decimals, and fractions
* use the number line as a model for ordering of the real numbers
* use the symbols =, ≠, , ≤, ≥ to compare numbers
* work interchangeably with terminating decimals and their corresponding fractions
* round numbers to an appropriate degree of accuracy, including rounding to significant figures.
* describe, interpret and compare observed distributions of a single variable through: the median and the range
* interpret and compare numbers in standard form
* move freely between different numerical representations (for example, equivalent fractions, fractions and decimals)
* express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1
* define percentage as ‘number of parts per hundred’, interpret percentages as a fraction or a decimal
* compare two quantities using percentages including percentages greater than 100%
* interpret pie charts, using fractions and percentages to understand proportion